

## The Warriner School Subject Curriculum Map

Subject: Physical Education	Year Group: KS3 – Y7	Unit: Badminton (Net Games)
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> <li>• Learn the court dimensions for doubles</li> <li>• Learn the correct body position for receiving serve and during a rally</li> <li>• Learn the following shots: <ul style="list-style-type: none"> <li>○ Backhand serve</li> <li>○ Underarm forehand serve</li> <li>○ Overhead hitting action</li> </ul> </li> </ul>		
<p>Context for study: 1<sup>st</sup> unit of Badminton in KS3 – Students may not have played badminton before or may have a basic knowledge (with possible misconceptions) from either primary school or from playing with friends and family. The above objectives are where we want every student at the end of the unit of work to be at. Consistent and thorough formative assessment will be needed to assess students against these outcomes.</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p> <p>Know the different areas and <b>lines</b> on the <b>court</b>.  Know which side to stand when starting a <b>rally</b>.  Know the correct '<b>chopper</b>' <b>grip</b>.  Know the rules relating to serving, scoring points on serve, and the <b>service areas</b>.  Know that they should <b>stand side on</b> when receiving serve and during a rally.  Know that the <b>backhand serve</b> is the most efficient and consistent serve.  Know that the <b>underarm forehand serve</b> is technically more difficult but will result in a longer service.  Know that the serve must be hit underarm and below the server's waist height with the <b>racquet shaft</b> pointing downwards, <b>the shuttlecock</b> is not allowed to <b>bounce</b>.  Know a basic <b>overhead hitting action</b> that can then be adapted for an <b>overhead clear, smash and drop shot</b>.</p>		
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Inaccurate prior knowledge of court dimensions and basic rules of badminton. Students to think standing 'square on' is a good ready position for receiving serve and during a rally.  Regular formative assessment through mini games during the lesson.  Do not rush through a lesson or move on to the next lesson if knowledge is not secure.  More than 1 lesson will be needed to secure knowledge of court dimensions and rules, these need revisiting every lesson.</p>	<p>Literacy and Oracy development opportunities:  <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary.  Court dimensions always visible on the board for students to revisit when needed.  Clear success criteria used to support teaching of core skills.  Student discussion and feedback when peer assessing their partner.</p>	



The Warriner School Subject Curriculum Map

<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</i></p> <p>Students to know how to play doubles in a competitive game situation. Those students not playing should be keeping score using the knowledge they have learnt.</p>	
--	--