

The Warriner School Subject Curriculum Map

Subject: Physical Education	Year Group: KS3 – Y9	Unit: Badminton (Net Games)
Unit objectives: (NC Statements) <ul style="list-style-type: none"> • Learn the court dimensions for singles and doubles • Learn the correct body position for receiving serve and during a rally • Learn how to umpire a competitive game. • Learn the following shots: <ul style="list-style-type: none"> ○ Backhand serve ○ Underarm forehand serve ○ Overhead hitting action ○ Net shot ○ Underarm Clear ○ Drop shot ○ Smash 		
Context for study: 3 rd Unit of Badminton in KS3 – Students have had two 6 week units of work, one in year 7 and one in year 8. The curriculum maps from previous years should be used along with formative assessment to judge the starting point and knowledge level of the students		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know the different areas and **lines** on the **court**.

Know which side to stand when starting a **rally**.

Know the correct '**chopper**' grip.

Know the rules relating to serving, scoring points on serve, and the **service areas**.

Know that they should **stand side on** when receiving serve and during a rally.

Know that the **backhand serve** is the most efficient and consistent serve.

Know that the **underarm forehand serve** 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 **racquet shaft** pointing downwards, **the shuttlecock** is not allowed to **bounce**.

Know a basic **overhead hitting action** that can then be adapted for an **overhead clear, smash and drop shot**.

Know that a **net shot** is played when close to the net, with the **racket** held up high.

Know that a **underarm clear** is played when the **shuttle** is below the top of the net.

Know when to play a **net shot**.

Know that a **net shot** is played to get the opponent close to the **net**.

Understand that they will need to play a **variety** of shots in order to maintain a **rally**.

Understand that they will need to select the **appropriate** shot in order to win the point.

Know how to **serve short** when facing a strong baseline player.

Know how to **serve long** when facing a strong net player.

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Understand why the short serve is **effective** in doubles play.

Understand what **type of serve** they will face based on how their opponents set up.

Know that the clear could be used to regain composure and **position** on court, by reducing the immediate speed of the game and giving time before it is returned.

Know the basic rules needed for **doubles** and **singles** play and therefore be able to **umpire** competitive games accordingly.

Understand how to use tactics and strategies in both singles and doubles competitive games in order to **outwit their opponent**.

Know the format and workings of a league competition and be able to **construct, officiate and play in a competition of their own**.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning*.

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.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

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.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Students to know how to play both singles and doubles in a competitive game situation.

Those students not playing should be umpiring the game using the knowledge learnt to keep score and uphold the rules correctly.