

Maghull High School - Year 7 Scheme of Work

Prior Learning: Most pupils will have minimal Badminton experience, with only basic hand–eye coordination and simple racket or striking activities from KS2.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence		Rules, Tactics and Strategies	Healthy Participation
<p>Warm up games</p> <ul style="list-style-type: none"> • Shuttle relays • Reaction mirror movement • Keep the shuttle alive relay <p>Functional Motor Skills</p> <ul style="list-style-type: none"> • Agility ladders • Directional changes from forehand to backhand • Ready-position stability <ul style="list-style-type: none"> ○ Knees bent ○ Balanced base • Hand-eye coordination with shuttle control <p>Grip & Racket Control</p> <ul style="list-style-type: none"> • Shake-hand grip • Thumb grip • Basic grip switches between forehand & backhand 	<p>Shot Development</p> <ul style="list-style-type: none"> • Serves <ul style="list-style-type: none"> ○ Forehand high serve ○ Backhand serve • Clears <ul style="list-style-type: none"> ○ Forehand overhead clear ○ Forehand underarm clear • Drives <ul style="list-style-type: none"> ○ Basic forehand drive • Challenge <ul style="list-style-type: none"> ○ Backhand stroke ○ Simple smash technique <p>Movement Patterns</p> <ul style="list-style-type: none"> • Basic footwork to forehand and backhand corners • Returning to the centre base (ready position) 	<p>Rules</p> <ul style="list-style-type: none"> • Service box rules • How to start a rally (underarm serve only) • Scoring <ul style="list-style-type: none"> ○ Introduction to rally scoring • In/Out boundaries (singles & doubles) <p>Tactics & Strategies</p> <ul style="list-style-type: none"> • Understanding when to move the shuttle • Playing high and deep clears to create space • Keeping the shuttle in play: <ul style="list-style-type: none"> ○ Prioritising control before power • Basic shot selection: <ul style="list-style-type: none"> ○ Clear ○ Drop • Simple rally tactic: <ul style="list-style-type: none"> ○ Height ○ Depth ○ Consistency • Positioning: <ul style="list-style-type: none"> ○ Basic ready position ○ Recovering to centre base after each shot 	<p>The Badminton module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> 1. Warm-up and cool-down 2. Physical, emotional and social benefits of exercise 3. Components of fitness 4. Ethics 5. Diet 6. Muscular System 7. Cardiovascular System 8. Respiratory System <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>

Assessment / Feedback Opportunities	Formative Assessment <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	Grip (forehand, backhand), ready position, clear, drop, drive, serve, rally, fault, base position, court boundaries, consistency, control	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Reading key-word cards and definitions • Following step-by-step instructions for basic serves • Reading simple diagrams explaining court layout • Short written reflections: “What did I learn today?” 	
Cross Curricular Themes	<ul style="list-style-type: none"> • Maths: Counting rallies, keeping score, simple court measurements • Science: Basic forces (push/pull) in racket swings • PSHE: Confidence, cooperation, teamwork • English: Speaking and listening during peer feedback 	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. • Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain. 	
Career Opportunities	<ul style="list-style-type: none"> • Junior sports leader • Young official (school-level) • Sports camp helper • Community volunteer in local badminton clubs 	

Maghull High School - Year 8 Scheme of Work

Prior Learning: Pupils will have a foundation of basic shots, serves, footwork, and rules from Year 7, including the ability to sustain short rallies.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence		Rules, Tactics and Strategies	Healthy Participation
<p>Warm up games</p> <ul style="list-style-type: none"> • Cooperative drive rally • Target-zone serving • Reaction footwork patterns (call-out direction changes) <p>Functional Motor Skills</p> <ul style="list-style-type: none"> • Agility ladders <ul style="list-style-type: none"> ○ Lateral shuffles ○ Crossover steps • Multi-directional reaction footwork • Controlled lunges to front court • Improving overhead hitting technique <p>Grip & Racket Control</p> <ul style="list-style-type: none"> • More confident grip switches • Refining forehand & backhand grips 	<p>Shot Development</p> <ul style="list-style-type: none"> • Serves <ul style="list-style-type: none"> ○ Forehand serve ○ Improved backhand serve • Clears <ul style="list-style-type: none"> ○ Focusing on powerful overhead clears of forehand & backhand • Drives <ul style="list-style-type: none"> ○ Forehand drive used consistently • Smash <ul style="list-style-type: none"> ○ Forehand smash focusing on timing and contact point. • Drop shot <ul style="list-style-type: none"> ○ Forehand drop <p>Movement Patterns</p> <ul style="list-style-type: none"> • Moving efficiently to all four corners • Footwork for attacking vs defensive shots 	<p>Rules</p> <ul style="list-style-type: none"> • Full-service rules: <ul style="list-style-type: none"> ○ Height ○ Direction ○ Foot placement • Court markings and dimensions <ul style="list-style-type: none"> ○ Singles ○ Doubles • Correct scoring systems • Faults <ul style="list-style-type: none"> ○ Net contact ○ Illegal serves ○ Out of court <p>Tactics & Strategies</p> <ul style="list-style-type: none"> • Choosing between clear, drop and smash • Basic attacking principles: <ul style="list-style-type: none"> ○ Using depth and height to force weak returns • Basic defensive principles: <ul style="list-style-type: none"> ○ Recovery speed ○ High clears • Shot selection based on opponents' position • Using communication when in doubles (rotations) • Understanding centre-base recovery • Basic doubles positions: <ul style="list-style-type: none"> ○ Front 	<p>The Badminton module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> 9. Warm-up and cool-down 10. Physical, emotional and social benefits of exercise 11. Components of fitness 12. Ethics 13. Diet 14. Muscular System 15. Cardiovascular System 16. Respiratory System <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>

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Assessment / Feedback Opportunities	Formative Assessment <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	Short serve (FH/BH), High serve, Smash (intro), Drop shot, Drive rally, Shot selection, Attacking/defensive play, Service box, fault, rotation (doubles)	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Reading and interpreting tactical cue cards • Identifying keywords within rules and service explanations • Peer-coaching prompts (written checklists) • Badminton news/short articles (e.g., tournament summaries) 	
Cross Curricular Themes	<ul style="list-style-type: none"> • Maths: Angles of shot, comparing heights and distances of shuttle flight • Science: Aerodynamics of a shuttle, energy transfer in movement • PSHE: Communication skills, partner roles in doubles • Geography: Countries where badminton is most popular 	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. <p>Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain.</p>	
Career Opportunities	<ul style="list-style-type: none"> • Assistant coach • School sports official • Scoring assistant / match recorder 	

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| | <ul style="list-style-type: none">• Youth sports event helper |
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Maghull High School - Year 9 Scheme of Work

Prior Learning: Pupils will have experience of multiple shot types, understand basic tactics, and be able to apply footwork patterns to different areas of the court.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence		Rules, Tactics and Strategies	Healthy Participation
<p>Warm up games</p> <ul style="list-style-type: none"> • High tempo rally challenges • Smash-drop-clear patterns • Multi-shuttle feeding drills <p>Functional Motor Skills</p> <ul style="list-style-type: none"> • Faster directional changes • Explosive movement into front/back court • Advanced footwork sequences: <ul style="list-style-type: none"> ○ Lunges ○ Chasse steps ○ Split-step timing • Improved racket control for deception 	<p>Shot Development</p> <ul style="list-style-type: none"> • Serves <ul style="list-style-type: none"> ○ Backhand flick • Clears <ul style="list-style-type: none"> ○ Forehand clear ○ Backhand clear • Drives <ul style="list-style-type: none"> ○ Forehand drive (fast pace) ○ Backhand drive (fast pace) • Smash <ul style="list-style-type: none"> ○ Strong forehand smash ○ Introduction to backhand smash • Drops <ul style="list-style-type: none"> ○ Forehand drop ○ Backhand drop ○ Variation of both • Net kills <ul style="list-style-type: none"> ○ Timing & movement to the net • Linking shots into combinations <ul style="list-style-type: none"> ○ Clear – drop – smash • Tactical rotations (doubles) 	<p>Rules</p> <ul style="list-style-type: none"> • Detailed service rules <ul style="list-style-type: none"> ○ Flick serve legality • Understanding let situations • Faults in doubles • Rules for intervals and change of ends <p>Tactics & Strategies</p> <ul style="list-style-type: none"> • Creating and controlling space • Movement pressure <ul style="list-style-type: none"> ○ Forcing errors • Identifying opponent weaknesses <ul style="list-style-type: none"> ○ Footwork ○ Backhand corner • Attacking from the centre and dominating the T • Deception and disguise with racket preparation • Shot selection based on rally situation • Cutting down angles by taking shuttle early 	<p>The Badminton module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> 17. Warm-up and cool-down 18. Physical, emotional and social benefits of exercise 19. Components of fitness 20. Ethics 21. Diet 22. Muscular System 23. Cardiovascular System 24. Respiratory System <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>

Assessment / Feedback Opportunities	Formative Assessment <ul style="list-style-type: none"> • Teacher observation 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment
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	<ul style="list-style-type: none"> • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	<ul style="list-style-type: none"> • Healthy Participation knowledge assessment
Key Vocabulary	Flick serve, Deception, Movement pressure, Dominate the “T”, Defensive stance, Attack/defence transition, Backhand clear, Net kill	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Analysing tactical scenarios through short texts • Reading diagrams showing attacking and defensive court setups • Writing predictions: “How could I beat an opponent with a strong smash?” • Match-report style summaries 	
Cross Curricular Themes	<ul style="list-style-type: none"> • Maths: Calculating rally lengths, scoring patterns, percentages of successful shots • Science: Biomechanics of lunging, rotation and power generation • PSHE: Leadership in groups, resilience during competitive rallies • History: Development and origins of badminton globally 	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. • Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain. 	
Career Opportunities	<ul style="list-style-type: none"> • Young badminton coach (entry-level) • Assistant performance analyst (school/club level) • Umpiring pathway (junior level) • Fitness or sports-related volunteering roles 	

Maghull High School - Year 10/11 Scheme of Work

Prior Learning: Pupils will have a strong understanding of technique, tactics, positioning, and game strategy, and experience in both singles and doubles play.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Warm up games

- Multi-shuttle attack vs defence drills
- High-intensity intermittent rallying
- Student-led movement warm-ups

Functional Motor Skills

- High-level court movement patterns
- Split-step timing under pressure
- Efficient recovery after explosive lunges
- Coaching others on correct movement patterns

Shot Development

- Serves
 - Mastery of flick
 - Mastery of short
 - Mastery of high
- Clears
 - Powerful backhand clears from all positions
 - Powerful forehand clears from all positions
- Smash
 - Forehand smash
 - Backhand smash
- Drops
 - Deceptive drops (reverse slice, slow-fast variation)
- Net play
 - Net kill
 - Tight tumbling net shot
- Drives
 - Fast doubles drives
 - Counter-drive
- Tactical set plays (serve – third shot attack)
- Coaching roles and peer feedback leadership

Rules, Tactics and Strategies

Rules

- Full competitive scoring and tournament rules
- Detailed doubles service rules
- Player conduct
- Line-judging
- Umpire roles
- Understanding BWF rules (simplified)

Tactics & Strategies

- Advanced attacking strategies
 - Pressure from mid-court
 - Drive exchanges
- Defensive structure against power plays
- Tactical use of description
- Controlling tempo of rally
 - Fast vs slow play
- Advanced doubles rotations and communication
- Analysing opponents and adapting strategies mid-rally
- Using shot patterns to set-up winning plays
- Advanced singles patterns
 - Stance variations
 - Anticipation
- Full doubles formations
 - Attack vs defence structures

Healthy Participation

The Badminton module is delivered in conjunction with one of the following Healthy Participation modules:

25. Warm-up and cool-down
26. Physical, emotional and social benefits of exercise
27. Components of fitness
28. Ethics
29. Diet
30. Muscular System
31. Cardiovascular System
32. Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	Formative Assessment <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	Variation and deception, Tactical rotation (doubles), Tempo control, Power vs finesse, Anticipation, Rally momentum, Shot combinations / set plays, Tournament rules, officiating terminology	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Analysing advanced match scenarios • Evaluating personal strengths and weaknesses using technical vocabulary • Reading BWF simplified rules • Writing tactical game plans and performance journals • Leadership communication scripts for coaching peers 	
Cross Curricular Themes	<ul style="list-style-type: none"> • Maths: Advanced scoring systems, calculating required points to win, pace patterns • Science: Energy systems in high-intensity rallies, effects of training • Business: Roles within sports organisations, club management structures • PSHE: Leadership, responsibility, self-management, confidence 	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. • Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain. 	
Career Opportunities	<ul style="list-style-type: none"> • Badminton coach (club level) • Sports performance analyst • PE teacher or sports instructor • Physiotherapy / sports rehabilitation assistant • Strength & conditioning apprentice • Sport development officer • Umpire / technical official pathway • Sports journalist (match reports, analysis) 	

