



PE department curriculum intent

Link governor: Lawrence Denholm

Department curriculum intent:

Physical Education at Settle College aims to provide learners with a lifelong love of sport and an educated outlook on a healthy lifestyle, including mental health. Through a carefully constructed timetable, we offer a wide range of sporting experiences from traditional PE sports to less mainstream activities that help to provide the students with a varied and challenging curriculum that will help to build resilience and determination. We cater for a range of students with both vocational and traditional options at both KS4 and KS5. The aim of PE department is to ensure all students have a positive experience of core PE and to achieve this the focus is very much on the students achieving their best, be that in PE lessons or outside of the school, rather than focusing on what others are doing .



Year 7

Overall curriculum intent for year 7: To introduce a varied sporting experience to students that provides opportunities to learn about new sports and also complement, and build on, previous sporting experience.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Baseline assessment to help group students. Fitness/Invasion Sports	Fitness, Invasion Sports	Invasion Sports		Racket Sports, Athletics, Striking and Fielding	
Content mapping	Baseline testing, Football, Fitness, Rugby, Swimming, Gymnastics	Football, Fitness, Rugby, Swimming, Gymnastics, Netball, Basketball	Football, Fitness, Rugby, Swimming, Netball, Basketball		Tennis, Athletics, Rounders, Softball, Cricket	
Assessment mapping	Baseline assessment provides basic levels of physical ability. Following a 4-week block on each sport, students are graded in that activity.	Following a 4-week block on each sport, students are graded in that activity. This is based on practical ability, game/sport knowledge and tactical knowledge				
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences					
Literacy focus for the half term	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.	Writing – Responses to class questions via whiteboards. Student to justify their answers	Spoken English – Verbal responses to be given in good English with staff insistent on correct responses	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.
Numeracy links	Scoring, timings, ratios, percentages					
Cross-curricular links to other subjects	Maths, English, Science					



Careers	Life skills re Fitness can lead to career in sports industry. Promoting benefits of sport can encourage career either playing, teaching or promoting sport	Promoting benefits of sport can encourage career either playing, teaching or promoting sport
Support for all	Adaptations in each activity possible to accommodate all performers. Groups created based on ability.	
Challenge ideas	<ul style="list-style-type: none">• How to improve your fitness• How to adapt to make things harder/fairer• How can I help improve my, and others', technique?	



Year 8

Overall curriculum intent for year 8: To build upon existing skills and understanding and further develop students' skills and knowledge in current and new sporting activities.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Fitness, Invasion Sports		Invasion Sports		Athletics, Striking and Fielding, Racket Sports	
Content mapping	Football, Fitness, Rugby, Gymnastics, Gaelic Football	Football, Fitness, Rugby, Gymnastics, Netball, Basketball, Gaelic Football	Football, Fitness, Rugby, Netball, Basketball, Gaelic Football		Tennis, Athletics, Rounders, Softball, Cricket	
Assessment mapping	Following a 4-week block on each sport, students are graded in that activity. This is based on practical ability, game/sport knowledge and tactical knowledge. This will be linked to the assessment in each of the 5 activity areas.					
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences,					
Literacy focus for the half term	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.	Writing – Responses to class questions via whiteboards. Student to justify their answers	Spoken English – Verbal responses to be given in good English with staff insistent on correct responses	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.
Numeracy links	Scoring, timings, ratios, percentages					
Cross-curricular links to other subjects	Maths, English, Science					
Careers	Promoting benefits of sport can encourage career either playing, teaching or promoting sport					
Support for all	Adaptations in each activity possible to accommodate all performers. Groupings with each class created based on ability or confidence levels.					
Challenge ideas	<ul style="list-style-type: none"> • How to improve your fitness • How to adapt to make things harder/fairer • How can I help improve my, and others', technique? • What skills/techniques can transfer from sport to sport? 					



Year 9

Overall curriculum intent for year 9: Continue to build and add complexity (in a practical, understanding and tactical form) to each activity but also to embed deeper theoretical knowledge into all practical lessons to prepare students for GCSE/CNAT content.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Invasion Sports	Invasion Sports, Racket Sports, Fitness			Athletics, Striking and Fielding, Racket Sports	
Content mapping	Handball, Netball, Basketball	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports			Cricket, Athletics, Rounders, Softball, Tennis	
Assessment mapping	Following a 4-week block on each sport, students are graded in that activity. This is based on practical ability, game/sport knowledge and tactical knowledge. This will be linked to each assessment in each of the 5 activity areas. For Fitness assessment is more based upon knowledge linked to GCSE content.					
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences,					
Literacy focus for the half term	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.	Writing – Responses to class questions via whiteboards. Student to justify their answers	Spoken English – Verbal responses to be given in good English with staff insistent on correct responses	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.
Numeracy links	Scoring, timings, ratios, percentages					
Cross-curricular links to other subjects	Maths, English, Science					
Careers	Promoting benefits of sport can encourage career either playing, teaching or promoting sport					
Support for all	Adaptations in each activity possible to accommodate all performers. Groupings with each class created based on ability or confidence levels.					
Challenge ideas	<ul style="list-style-type: none"> • How to improve your fitness • How to adapt to make things harder/fairer • How can I help improve my, and others', technique? • What skills/techniques can transfer from sport to sport? <ul style="list-style-type: none"> • Links made to GCSE specification 					



Year 10 Core PE

Overall curriculum intent for year 10: To promote enjoyment of sport and develop a lifelong love of being active and provide an understanding of the need to be physically fit.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Invasion Sports	Invasion Sports, Racket Sports, Fitness			Athletics, Striking and Fielding, Racket Sports	
	* Whilst we do follow a timetable based on facility availability this is not as strictly followed as KS3. For Core PE in KS4 the emphasis is on enjoyment and being active for as long as possible. Often activity choices will be based on what suits the individual groups.					
Content mapping	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports				Cricket, Athletics, Rounders, Softball, Tennis	
Assessment mapping	In KS4 Core PE, we provide an Attitude to Learning grade only, so there is no need for formal regular assessment. As mentioned above, the focus is on enjoyment and being active to promote healthy lifestyles.					
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences,					
Literacy focus for the half term	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.	Writing – Responses to class questions via whiteboards. Student to justify their answers	Spoken English – Verbal responses to be given in good English with staff insistent on correct responses	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.
Numeracy links	Scoring, timings, ratios, percentages					
Cross-curricular links to other subjects	Maths, English, Science					
Careers	Promoting benefits of sport can encourage career either playing, teaching or promoting sport					
Support for all	Adaptations in each activity possible to accommodate all performers. Groupings with each class created based on ability or confidence levels.					
Challenge ideas	<ul style="list-style-type: none"> • How to improve your fitness • How to adapt to make things harder/fairer • How can I help improve my, and others', technique? • What skills/techniques can transfer from sport to sport? 					



Year 11 Core PE

Overall curriculum intent for year 11: To promote enjoyment of sport and develop a lifelong love of being active						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Invasion Sports	Invasion Sports, Racket Sports, Fitness			Athletics, Striking and Fielding, Racket Sports	
	* Whilst we do follow a timetable based on facility availability this is not as strictly followed as KS3. For Core PE in KS4, the emphasis is on enjoyment and being active for as long as possible. Often activity choices will be based on what suits the individual groups.					
Content mapping	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports				Cricket, Athletics, Rounders, Softball, Tennis	
Assessment mapping	In KS4 Core PE, we provide an Attitude to Learning grade only, so there is no need for formal regular assessment. As mentioned above, the focus is on enjoyment and being active to promote healthy lifestyles.					
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences,					
Literacy focus for the half term	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.	Writing – Responses to class questions via whiteboards. Student to justify their answers	Spoken English - Verbal responses to be given in good English with staff insistent on correct responses	Reading – Students or staff to read sporting literature in changing rooms. To promote both the literacy benefits and their sporting knowledge	Grammar & Vocab – Any verbal or written responses to be scrutinised.
Numeracy links	Scoring, timings, ratios, percentages					
Cross-curricular links to other subjects	Maths, English, Science					
Careers	Promoting benefits of sport can encourage career either playing, teaching or promoting sport					
Support for all	Adaptations in each activity possible to accommodate all performers. Groupings with each class created based on ability or confidence levels.					
Challenge ideas	<ul style="list-style-type: none"> • How to improve your fitness • How to adapt to make things harder/fairer • How can I help improve my, and others', technique? • What skills/techniques can transfer from sport to sport? 					



Year 10 & 11 PE GCSE

Overall curriculum intent for year 10 & 11: We introduce students to a wide range of topics and concepts, enabling them to fully experience the subject which gives a good clear basis for those who wish to build on this at A Level. Students also get to see where they fit in with physical activity and sport and how to improve their performance. Students will also sit examination papers, two one-hour papers worth 60 marks each, alongside the NEA where students complete three sports and one performance analysis tasks.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	Theory – Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology Practical – Progression in performance	Theory – Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology Practical – Progression in performance	Theory – Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology Practical – Progression in performance	Theory – Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology Practical – Progression in performance + AEP Coursework	Theory – Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology Practical moderation (1st week in May) – following this all practical complete
Content mapping	1.1 Structure and Function of Skeletal System 1.2 Structure and Function of Muscular System 2.1 Engagement patterns Badminton	1.3 Movement Analysis 1.4 Cardiovascular and respiratory systems 2.2 Commercialisation of sport Netball	1.5 Effects of exercise on the body 1.6 Physical Training 2.3 Ethical issues in sport 2.4 Sport Psychology Handball	1.7 Principles of Training 1.8 Preventing injury in physical activity and training 2.5 Health, Fitness, Wellbeing Table Tennis	Revision and exam technique
Assessment mapping	Unit test for each sub-section. Grading given for practical sports performed in school and for other practical choices (based on staff prior knowledge of students) Data entered into formatted spreadsheet.				Practice exams
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences, understanding of differing views/beliefs. Half term 4 also covers mental health awareness.				
Literacy focus for the half term	Reading – stating a point of viewing and using text to reinforce this view	Grammar & Vocab – use of persuasive vocabulary to	Writing – writing plans for 6/8-mark questions based	Spoken English – use of correct subject-specific terminology in responses	Reading



		justify point of view in longer marked questions	on Assessment Objective weightings		
Numeracy links	Scoring, timings, ratios, percentages				
Cross-curricular links to other subjects	Maths, English, Science, History	Maths, English, Science, Business Studies	Maths, English, Science, RS, Psychology	Maths, English, Science	Maths, English, Science, RS, Psychology, History, Business
Careers	Promoting benefits of sport can encourage career either playing, teaching or promoting sport				
Support for all	<p>Addition resources made available – lesson slides, revision guides, intervention sessions</p> <p><i>Adaptations in each activity possible to accommodate all performers. Groupings with each class created based on ability or confidence levels.</i></p>				
Challenge ideas	<p>Adapted materials, additional resources</p> <ul style="list-style-type: none"> • How to improve your fitness • How to adapt to make things harder/fairer • How can I help improve my, and others', technique? • What skills/techniques can transfer from sport to sport? 				



Year 10 & 11 Sport Science

Overall curriculum intent for year 10 & 11: The Cambridge National in Sport Science helps students appreciate how sport science underpins sport at all levels. They learn about anatomy, physiology, injury prevention, improving personal fitness through appropriate training and diet, and the role of psychology in improving performance. The qualification provides students with a wide-ranging sports knowledge that will equip them for either KS5 A-Level or Vocational study.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	RO41 – Reducing risk of Sports Injuries (Exam) RO42 – Principles of Sport (Coursework)	RO41 – Reducing risk of Sports Injuries (Exam) RO42 – Principles of Sport (Coursework) RO45 – Nutrition (CW)	RO41 – Reducing risk of Sports Injuries (Exam) RO45 – Nutrition (CW)	RO41 – Reducing risk of Sports Injuries (Exam) RO46 – Technology in Sport (CW)	RO41 – Reducing risk of Sports Injuries (Exam) RO46 – Technology in Sport (CW)
Content mapping	RO41 – Understanding different factors that increase the risk of Injury Coursework units will have deadline dates RO42 – 13 TH Nov	RO41 - Understand how appropriate warm up and cool down routines can help to prevent injury RO42 – 13 TH Nov	RO41 - Know how to respond to injuries within a sporting context RO45 – 6 th Feb	RO41 - Know how to respond to common medical conditions RO46 - 30 th April	Revision and Exam Technique RO46 - 30 th April
Assessment mapping	Unit testing for each LO. CW to be marked in 4 sections (each one representing LO) and recorded in CNAT data sheet.				
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences, understanding of differing views/beliefs				
Literacy focus for the half term	Reading – stating a point of viewing and using text to reinforce this view	Grammar & Vocab – use of persuasive vocabulary to justify point of view in longer marked questions	Writing – writing plans for 6/8-mark questions based on Assessment Objective weightings	Spoken English – use of correct subject-specific terminology in responses	Reading
Numeracy links	Scoring, timings, ratios, percentages				
Cross-curricular links to other subjects	Maths, English, Science	Maths, English, Science, Catering	Maths, English, Science, Catering	Maths, English, Science, DT	Maths, English, Science, DT
Careers	Promoting benefits of sport can encourage career either playing, teaching or promoting sport				
Support for all	Adapted materials, additional resources, intervention sessions. Adapted materials, additional resources, intervention sessions.				
Challenge ideas	Adapted materials, additional resources, intervention sessions.				



Year 12 PE A-level

Overall curriculum intent for year 12: The A Level in Physical Education develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity and demonstrate their ability as either performer or coach.

Component/Paper 1 – Physical Factors affecting performance (30%)

Component/Paper 2 – Psychological factors affecting performance (20%)

Component/Paper 3 – Socio-cultural issues in physical activity and sport (20%)

Component 4 – Performance in physical education (practical assessment) (30%)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Physical Factors affecting performance	Physical Factors affecting performance	Physical Factors affecting performance	Physical Factors affecting performance	Psychological factors affecting performance	Psychological factors affecting performance
Content mapping	<u>Applied anatomy and physiology</u> - 1.1.a Skeletal and muscular system - 1.1.b Cardiovascular and respiratory systems	<u>Applied anatomy and physiology.</u> 1.1.c Energy for exercise <u>Exercise Physiology</u> 1.1.d Environmental effects on the body	<u>Exercise Physiology</u> 1.2.a Diet and nutrition and their effect on physical activity and performance 1.2.b Preparation and training methods 1.2.c Injury prevention and rehabilitation	<u>Biomechanics</u> 1.3.a Biomechanical principles 1.3.b Linear, angular and projectile motion and fluid mechanics	2.1 Skill Acquisition	2.2 Sports psychology
*Practical performance is ongoing throughout Years 12/13						
Assessment mapping	Assessment after each unit + end of half term assessments	Assessment after each unit + end of half term assessments	Assessment after each unit + end of half term assessments Mocks	Assessment after each unit + end of half term assessments	Assessment after each unit + end of half term assessments	Assessment after each unit + end of half term assessments Mocks
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences, understanding of differing views/beliefs					
Literacy focus for the half term	Reading – stating a point of viewing and using text to reinforce this view	Grammar & Vocab – use of persuasive vocabulary to justify point of view in	Writing – writing plans for 6/8-mark questions based on	Spoken English – use of correct subject-specific terminology in responses	Reading - stating a point of viewing and using text to reinforce this view	Grammar & Vocab - use of persuasive vocabulary to justify



	longer marked questions	Assessment Objective weightings	point of view in longer marked questions
Numeracy links	Graphical representation for physical output (PO), measuring POs. Statistics linked to physical performances		Statistics linked to skill acquisition
Cross-curricular links to other subjects	Science – Anatomy and Physiology Maths – Graphs/Interpretation of data		Science – Anatomy and Physiology Maths – Graphs/Interpretation of data Psychology
Careers	University content for certain degrees – Sport Science. Content appropriate for career in Sport training		University content for certain degrees – Psychology, Sport Development/Coaching
Support for all	Adapted resources, lessons slides made available, additional resources (revision guide etc)		
Challenge ideas	Additional learning materials made available. Access to exam papers. Act as a mentor		



Year 13 PE A-level

Overall curriculum intent for year 13: Students continue to develop knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity and demonstrate their ability as either performer or coach. They will be assessed formally in their practical element and their EAPI (Evaluation and Analysis for Performance Improvement).

Component/Paper 1 – Physical Factors affecting performance (30%)

Component/Paper 2 – Psychological factors affecting performance (20%)

Component/Paper 3 – Socio-cultural issues in physical activity and sport (20%)

Component 4 – Performance in physical education (practical assessment +EAPI) (30%)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	Socio-cultural issues in physical activity and sport	Socio-cultural issues in physical activity and sport	Socio-cultural issues in physical activity and sport EAPI (Evaluation and Analysis of Performance for Improvement)	Revision in Components 1, 2 and 3 EAPI + Practical performance finalising.	Revision in Components 1, 2 and 3
Content mapping	3.1 Sport and Society	3.2 Contemporary issues in physical activity and sport	3.2 Contemporary issues in physical activity and sport 4. EAPI	4. EAPI + practical assessments Revision in Components 1, 2 and 3	4. EAPI delivery and practical moderation Revision in Components 1, 2 and 3
Assessment mapping	Assessment after each unit + end of half term assessments	Assessment after each unit + end of half term assessments Mocks	Assessment after each unit + end of half term assessments	Assessment after each unit + end of half term assessments	Exams
Personal development mapping	Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences, understanding of differing views/beliefs				
Literacy focus for the half term	Reading – stating a point of viewing and using text to reinforce this view	Grammar & Vocab – use of persuasive vocabulary to justify point of view in longer marked questions	Writing – writing plans for 6/8-mark questions based on Assessment Objective weightings	Spoken English – use of correct subject-specific terminology in responses	Reading - stating a point of viewing and using text to reinforce this view
Numeracy links	Interpretation of data				
Cross-curricular links to other subjects	Maths – Graphs/Interpretation of data History – Social Cultural			Science – A+P Maths – Data/graphs History – Socio-Cultural	
Careers	University content for certain degrees – Sports journalism.			University content covering all previously mentioned courses and careers. Practical aspect helps for a performance, coaching career.	



Support for all	Adapted resources, lessons slides made available, additional resources (revision guide etc) <i>Practical sessions – where possible</i>
Challenge ideas	Additional learning materials made available. Access to exam papers. Act as a mentor