



PE department curriculum intent

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 traditional options at KS4 and vocational at 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.



Curriculum mapping

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 topic	Fitness/Invasion Sports	Fitness, Invasion Sports	Invasion Sports/OAA/Dance	Invasion Sports/Racket Sports	Racket Sports, Athletics, Striking and Fielding	Racket Sports, Athletics, Striking and Fielding
	Content mapping	Football, Fitness, Rugby, Netball	Football, Fitness, Rugby, Netball, Basketball	Football, Fitness, Rugby, Netball, Basketball, Dance, OAA	Football, Fitness, Rugby, Netball, Basketball, Table Tennis	Tennis, Athletics, Rounders, Softball, Cricket	Tennis, Athletics, Rounders, Softball, Cricket

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 topic	Fitness, Invasion Sports	Fitness, Invasion Sports, OAA	Invasion Sports/Racket Sports	Invasion Sports/OAA/Racket Sports	Athletics, Striking and Fielding, Racket Sports	Athletics, Striking and Fielding, Racket Sports
	Content mapping	Football, Fitness, Rugby, Netball, Gaelic Football	Football, Fitness, Rugby, , Netball, Basketball, Gaelic Football, OAA	Football, Fitness, Rugby, Netball, Basketball, Gaelic Football, Table Tennis	Football, Fitness, Rugby, Netball, Basketball. Gaelic Football, Table Tennis	Tennis, Athletics, Rounders, Softball, Cricket	Tennis, Athletics, Rounders, Softball, Cricket

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 content.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	Invasion Sports	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness, OAA	Athletics, Striking and Fielding, Racket Sports	Athletics, Striking and Fielding, Racket Sports
	Content mapping	Handball, Netball, Basketball, Football, Rugby	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis. World Sport, OAA	Cricket, Athletics, Rounders, Softball, Tennis	Cricket, Athletics, Rounders, Softball, Tennis



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 topic	Invasion Sports	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness, OAA	Athletics, Striking and Fielding, Racket Sports	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	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis. World Sport, OAA	Cricket, Athletics, Rounders, Softball, Tennis	Cricket, Athletics, Rounders, Softball, Tennis

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 topic	Invasion Sports	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness	Invasion Sports, Racket Sports, Fitness, OAA	Athletics, Striking and Fielding, Racket Sports	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	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis, World Sports	Badminton, Football, Rugby, Fitness, Table Tennis. World Sport, OAA	Cricket, Athletics, Rounders, Softball, Tennis	Cricket, Athletics, Rounders, Softball, Tennis



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.						
Year 10 & 11 – GCSE PE		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
	Intent for the topic	Theory: Section 1 – Applied anatomy and physiology Section 2 – Sports psychology Practical: Progression in performance	Theory: Section 1 - Applied anatomy and physiology Section 2 - Socio-cultural issues Practical: Progression in performance	Theory: Section 1 – Movement analysis Section 2 – Health, fitness and wellbeing Practical: Progression in performance	Theory: Section 1 - Physical training Section 2 – NEA analysis and evaluation Practical: Progression in performance and AEP coursework	Theory – Section 1 - Physical Factors affecting performance Section 2 - Socio-cultural issues and sports psychology Practical moderation (first week in May); following this all practical complete
	Content mapping	Structure and Function of Skeletal System Structure and Function of Muscular System Classification of skill Mental Prep Athletics / Table Tennis	Cardiovascular and respiratory systems Effects of exercise on the body Engagement patterns Sponsorship Netball	Movement analysis Ethical issues in sport Health, fitness, wellbeing Handball	Principles of Training Preventing injury in physical activity and training NEA analysis and evaluation	Revision and exam technique



Year 12	Overall curriculum intent for year 12: The Cambridge Technical in Sport and Physical Activity provides students with practical opportunities to develop relevant core knowledge and skills. Students further develop their skills through specialist pathways that help them deliver sport and physical activity to a wide range of participants Unit 1 – Body systems and the effects of exercise (Exam) 90GLH Unit 2 – Sport coaching and activity leadership (coursework) 90GLH						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	1: LO1 – Understanding the skeletal system in relation to exercise and physical activity 2: LO1 – Roles and responsibilities LO2 – Understand the principles of coaching LO3 – Use methods to improve skills/techniques in sport	1: LO1 – Understanding the skeletal system in relation to exercise and physical activity 2: LO4 – Plan sports sessions LO5 – Prepare sports environments LO6 – Deliver sport sessions LO7 – Review sports sessions	1: LO2 – Understand the muscular system in relation to exercise and physical activity 2: LO6 – Deliver sport sessions LO7 – Review sports sessions	1: LO3 – Understand the cardiovascular system in relation to exercise and physical activity 2: LO6 – Deliver sport sessions LO7 – Review sports sessions	1: LO4 – Understand the respiratory system in relation to exercise and physical activity 2: LO6 – Deliver sport sessions LO7 – Review sports sessions	1: LO5 – Understand the different energy systems in relation to exercise and physical activity 2: LO6 – Deliver sport sessions LO7 – Review sports sessions
	Content mapping	1.1 Skeleton 1.2 Bones 1.3 Joints 1.4 Synovial Joints 2: LO1, LO2, LO3	1.5 Structure/Functions 1.6 Movements 1.7 Vertebrae 1.8 Impact of exercise on skeleton. 2: LO4, LO5, LO6, LO7	2.1 Muscle at synovial joints 2.2 Muscles function 2.3 Contractions 2.4 Fibres 2.5 Muscle performance 2.6 Impact of activity on muscles 2: LO6, LO7	3.1 Structure of the heart 3.2 SV, HR, Cardiac output 3.3 Vessels 3.4 Blood 3.5 Vascular Shunt 3.6 Impact of physical activity on the CV system 2: LO6, LO7	4.1 Lungs 4.2 Respiratory muscles 4.3 Mechanics of breathing 4.4 Gaseous exchange 4.5 Tidal volume 4.6 Impact of physical activity on the respiratory system 2: LO6, LO7	5.1 The three energy systems 5.2 Energy continuum 5.3 Recovery process 2: LO6, LO7



Year 13	Overall curriculum intent for year 13: The Cambridge Technical in Sport and Physical Activity provides students with practical opportunities to develop relevant core knowledge and skills. Students further develop their skills through specialist pathways that help them deliver sport and physical activity to a wide range of participants. Unit 3 – Sport organisation and development (exam) 60 GLH Unit 11 – Physical activity for specific groups (CW) 30GLH Unit 12 – Nutrition and diet for sport and exercise (CW) 30GLH Unit 17 – Sports Injury and rehabilitation (CW) 60GLH				
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
	Intent for the topic 3: LO1 – Understand how sport in the UK is organised LO2 – Understand sports development	3: LO3 – Understand how the impact of sports development can be measured LO4 – Understand sports development in practice 11: LO1, 2, 3, 4	17: LO1 – Common sport Injuries LO2 – Minimise the risk of sport injuries 12: LO1, 2, 3, 4, 5	17: LO3 – Be able to respond to acute sport injuries LO4 – Know the role of different agencies in treatment/rehab LO5 – Plan a rehabilitation programme	Exam revision Coursework unit fine tuning
Content mapping	1.1 Organisations in the UK 1.2 Roles and responsibilities 1.3 International organisations 1.4 How organisations interact 2.1 What sport development is 2.2 The purpose of sport development 2.3 Continuum levels 2.4 Target groups	3.1 Possible measures 3.2 Methods 3.3 Purpose of measurements 4.1 Methods of delivering sports development 4.2 Sport development initiatives 4.3 Advantages/ disadvantages 4.4 Benefits 11: LO1 – Provision for specific groups LO2 – Benefits/barriers to participation LO3 - Exercise referral process LO4 – Plan activity session	1.1 Acute sport injuries 1.2 Common causes (chronic) 1.3 Common causes (acute) 1.4 Signs and symptoms 1.5 Psychological effects 2.1 Extrinsic factors 2.2 Intrinsic factors 2.3 Minimising risk 2.4 Safety 12: LO1 -Importance of a balanced diet LO2 – Understand energy balance LO3 – Hydration LO4 – Supplements in diet LO5 – The psychology of healthy eating	3.1 Appropriate action 3.2 EAP 4.1 Agencies 4.2 Identifying the correct agency 4.3 Circumstances 5.1 Types of treatment 5.2 Physiological response to treatment 5.3 Indications 5.4 Grades of muscle injury 5.5 Phases of treatment 5.6 Rehab exercises 5.7 Client based factors 5.8 Assessing need 5.9 Plan rehab 5.10 Adaptations	Exam revision Coursework unit fine tuning