



## 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

|                 |   |   |   |   |  |   |   |
|-----------------|---|---|---|---|--|---|---|
| <b>Year 7</b>   | <b>Overall curriculum intent for year 7:</b> 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. |   |   |   |  |   |   |
|                 |   | <b>Half term 1</b>                            | <b>Half term 2</b>  | <b>Half term 3</b>  | <b>Half term 4</b>                             | <b>Half term 5</b>                              | <b>Half term 6</b>                              |
|                 | 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  |   |

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|-----------------|---|---|--|--|--|---|---|
| <b>Year 8</b>   | <b>Overall curriculum intent for year 8:</b> To build upon existing skills and understanding and further develop students' skills and knowledge in current and new sporting activities. |   |  |  |  |   |   |
|                 |   | <b>Half term 1</b>  | <b>Half term 2</b>   | <b>Half term 3</b>   | <b>Half term 4</b>                             | <b>Half term 5</b>                              | <b>Half term 6</b>                              |
|                 | 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  |   |

|                 |  |   |   |   |  |   |   |
|-----------------|--|---|---|---|--|---|---|
| <b>Year 9</b>   | <b>Overall curriculum intent for year 9:</b> 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. |   |   |   |  |   |   |
|                 |  | <b>Half term 1</b>  | <b>Half term 2</b>  | <b>Half term 3</b>  | <b>Half term 4</b>                             | <b>Half term 5</b>                              | <b>Half term 6</b>                              |
|                 | 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  |   |



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|--------------------------|--|---|---|---|--|---|---|
| <b>Year 10 – core PE</b> | <b>Overall curriculum intent for year 10:</b> To promote enjoyment of sport and develop a lifelong love of being active and provide an understanding of the need to be physically fit.   |   |   |   |  |   |   |
|                          |  | <b>Half term 1</b>  | <b>Half term 2</b>  | <b>Half term 3</b>  | <b>Half term 4</b>                             | <b>Half term 5</b>                              | <b>Half term 6</b>                              |
|                          | 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  |   |

|                          |  |   |   |   |  |   |   |
|--------------------------|--|---|---|---|--|---|---|
| <b>Year 11 – core PE</b> | <b>Overall curriculum intent for year 11:</b> To promote enjoyment of sport and develop a lifelong love of being active.   |   |   |   |  |   |   |
|                          |  | <b>Half term 1</b>  | <b>Half term 2</b>  | <b>Half term 3</b>  | <b>Half term 4</b>                             | <b>Half term 5</b>                              | <b>Half term 6</b>                              |
|                          | 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  |   |



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|---|----------------------|---|---|---|--|---|
| <p><b>Overall curriculum intent for year 10 &amp; 11:</b> 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.</p> |                      |   |   |   |  |   |
| <b>Year 10 &amp; 11 – GCSE PE</b>   |                      | <b>Half term 1</b>  | <b>Half term 2</b>  | <b>Half term 3</b>  | <b>Half term 4</b>   | <b>Half term 5</b>  |
|   | Intent for the topic | Theory:<br><b>Section 1</b> - Physical Factors affecting performance<br><b>Section 2</b> - Socio-cultural issues and sports psychology<br><br><b>Practical:</b><br>Progression in performance | Theory:<br><b>Section 1</b> - Physical Factors affecting performance<br><b>Section 2</b> - Socio-cultural issues and sports psychology<br><br><b>Practical:</b><br>Progression in performance | Theory:<br><b>Section 1</b> - Physical Factors affecting performance<br><b>Section 2</b> - Socio-cultural issues and sports psychology<br><br><b>Practical:</b><br>Progression in performance | Theory:<br><b>Section 1</b> - Physical Factors affecting performance<br><b>Section 2</b> - Socio-cultural issues and sports psychology<br><br><b>Practical:</b><br>Progression in performance and AEP coursework | Theory –<br><b>Section 1</b> - Physical Factors affecting performance<br><b>Section 2</b> - Socio-cultural issues and sports psychology<br><br><b>Practical</b> moderation (first week in May); following this all practical complete |
|   | Content mapping      | 1.1 Structure and Function of Skeletal System<br>1.2 Structure and Function of Muscular System<br><br>2.1 Engagement patterns<br>2.4 Sport Psychology<br><br>Athletics / Table Tennis         | 1.3 Movement Analysis<br>1.4 Cardiovascular and respiratory systems<br><br>2.2 Commercialisation of sport<br><br>Netball  | 1.5 Effects of exercise on the body<br>1.6 Physical Training<br><br>2.3 Ethical issues in sport<br>2.4 Sport Psychology<br><br>Handball   | 1.7 Principles of Training<br>1.8 Preventing injury in physical activity and training<br><br>2.5 Health, Fitness, Wellbeing  | Revision and exam technique   |



| <b>Overall curriculum intent for year 12:</b> 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<br>Unit 1 – Body systems and the effects of exercise (Exam) 90GLH<br>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   |
| <b>Year 12</b>  | <b>Intent for the topic</b><br><br>1: LO1 – Understanding the skeletal system in relation to exercise and physical activity<br><br>2: LO1 – Roles and responsibilities<br>LO2 – Understand the principles of coaching<br>LO3 – Use methods to improve skills/techniques in sport | 1: LO1 – Understanding the skeletal system in relation to exercise and physical activity<br><br>2: LO4 – Plan sports sessions<br>LO5 – Prepare sports environments<br>LO6 – Deliver sport sessions<br>LO7 – Review sports sessions | 1: LO2 – Understand the muscular system in relation to exercise and physical activity<br><br>2: LO6 – Deliver sport sessions<br>LO7 – Review sports sessions              | 1: LO3 – Understand the cardiovascular system in relation to exercise and physical activity<br><br>2: LO6 – Deliver sport sessions<br>LO7 – Review sports sessions                | 1: LO4 – Understand the respiratory system in relation to exercise and physical activity<br><br>2: LO6 – Deliver sport sessions<br>LO7 – Review sports sessions                                | 1: LO5 – Understand the different energy systems in relation to exercise and physical activity<br><br>2: LO6 – Deliver sport sessions<br>LO7 – Review sports sessions |
| <b>Content mapping</b>  | 1.1 Skeleton<br>1.2 Bones<br>1.3 Joints<br>1.4 Synovial Joints<br><br>2: LO1, LO2, LO3   | 1.5 Structure/Functions<br>1.6 Movements<br>1.7 Vertebrae<br>1.8 Impact of exercise on skeleton.<br><br>2: LO4, LO5, LO6, LO7  | 2.1 Muscle at synovial joints<br>2.2 Muscles function<br>2.3 Contractions<br>2.4 Fibres<br>2.5 Muscle performance<br>2.6 Impact of activity on muscles<br><br>2: LO6, LO7 | 3.1 Structure of the heart<br>3.2 SV, HR, Cardiac output<br>3.3 Vessels<br>3.4 Blood<br>3.5 Vascular Shunt<br>3.6 Impact of physical activity on the CV system<br><br>2: LO6, LO7 | 4.1 Lungs<br>4.2 Respiratory muscles<br>4.3 Mechanics of breathing<br>4.4 Gaseous exchange<br>4.5 Tidal volume<br>4.6 Impact of physical activity on the respiratory system<br><br>2: LO6, LO7 | 5.1 The three energy systems<br>5.2 Energy continuum<br>5.3 Recovery process<br><br>2: LO6, LO7   |



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