

## KEY STAGE 4 MAPS

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English Map

Non- fiction	Modern Narrative	Archaic Narrative	Poetry	Play script
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Functional Skills →						
Y10	Link to functional skills	Modern Narrative	Link to functional skills	Poetry	Archaic Narrative	Link to functional skills
		<i>Framed</i> by Frank Cottrell Boyce		<i>Season Songs</i> by Ted Hughes	<i>Great Expectations</i> by Charles Dickens (Marcia Williams version)	
Y11	Link to functional skills	Modern Narrative	Link to functional skills	Poetry	Archaic Narrative	Playscript
		<i>Chasing The Stars</i> by Malorie Blackman		<i>Funky Chickens (a collection of poetry)</i> by Benjamin Zephaniah	<i>Robinson Crusoe</i> by Daniel Defoe	<i>Macbeth</i> by William Shakespeare (Andrew Matthews version)

### Maths Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Y10</b>	Place Value	Addition/subtraction	Multiplication/division	Length and Perimeter	Fractions	Shape
	Addition/subtraction	Multiplication/division	Money/statistics	Fractions	Time	Mass and Capacity
<b>Y11</b>	Place Value	Addition/subtraction	Multiplication/division	Length and Perimeter	Fractions	Shape
	Addition/subtraction	Multiplication/division	Money/statistics	Fractions	Time	Mass and Capacity

Science Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y10	<b>Energy at Home &amp; in the Workplace</b>	<b>Science &amp; Our Universe</b>	<b>Science &amp; The Human body</b>	<b>Working with Electrical Circuits</b>	<b>Variation &amp; Adaptation</b>	
	Principles of energy Energy use in the home & Workplace Reducing energy use	Galaxies & our Solar System Finding out about the Universe The surfaces of Planets & Moons	The major body systems Factors that affect health Investigating health	Principles of electrical circuits How to use electricity safely? Working with electrical circuits	Factors that affect the range of organisms in the environment Organisms are interdependent Habitat	
Y11	<b>Forces &amp; Motion</b>	<b>Performance in Sport</b>	<b>Space Physics</b>		<b>Performance in Sport</b>	
	Investigating how to construct a tower Investigating the stretchiness of jelly sweets	Investigating the link between amount of exercise & peak flow Investigating how our body position affects our heart rate Investigating how wearing trainers will improve performance Investigating how our hand grip strength can be affected	Investigate our Solar System –the factors which can affect crater sizes Investigate a planet within our Solar System & present the information	Investigate the evidence for the Moon landing & participate in a class debate	Investigate the correlation between jumping distance & the length of femur	Investigate how to measure & record people’s physical performance in different challenges

## Computing Map

**Colour Key :** 3 Strands with IT weighting as specified by the DfE Computing Curriculum document.

Computer Science	Digital Literacy	Information technology
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N.B: Digital Literacy/ Online Safety is also taught throughout our PSHCE curriculum.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Digital Skills : Steps4life / ASDAN modules / Functional skills						
<b>Y10</b>	<b>Creating and Editing</b>	<b>Being Safe and Responsible</b>	<b>Transacting</b>	<b>Information technology -</b>	<b>Communicating</b>	<b>Using Devices and Handling info.</b>
<b>Y11</b>  Also Using <b>ASDAN</b> modules alongside the included curriculum planning.	Creating a PowerPoint.	Positive and negative impacts of time spent on digital devices.	Using spreadsheets.	Photography: Taking photos on various devices, saving and uploading these safely.	Using social media and communication effectively and safely.	Trouble shooting- identifying and resolving common issues e.g. printer out of paper... Filling in forms online safely.
		<b>Being Safe and Responsible</b> ICT use at home.				

PSHCE Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Y10</b>	<i>Self-Awareness</i>	<i>Self-Awareness</i>	<i>Self-Care, Support and Safety</i>	<i>Self-Care, Support and Safety</i>	<i>Self-Care, Support and Safety</i>	<i>Healthy Lifestyles</i>
	Personal strengths	Skills for learning	Accidents and risk	Keeping safe online	Public and private	Body image
<b>Y11</b>	<i>Self-Awareness</i>	<i>Self-Awareness</i>	<i>Managing Feelings</i>	<i>Managing Feelings</i>	<i>Healthy Lifestyles</i>	<i>The World I Live In</i>
	Personal strengths	Managing pressure	Strong feelings	Romantic feelings and sexual attraction	Medicinal drugs	Taking care of the environment

Art Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y10</b>	Painting	Drawing	Collage	Printmaking	Sculpture	Digital Media
	Colour exploration	Line, tone and texture.	Faces and everyday objects using line and form	Pattern and texture	form, shape and pattern	Photography, photomontage - Surrealism
<b>Y11</b>	Painting	Drawing	Textiles	Printmaking	Sculpture	Digital Media
	Colour exploration	Line, tone and texture	Weaving	Pattern and texture	Form, shape and space	Animation

Careers Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Y10</b>	<ul style="list-style-type: none"> <li>• All about me.</li> <li>• Space.</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy-tales, myths and legends.</li> <li>• The sea.</li> </ul>	<ul style="list-style-type: none"> <li>• Around the world.</li> <li>• People who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• All kinds of plants.</li> <li>• In the garden.</li> </ul>	<ul style="list-style-type: none"> <li>• All sorts of shops.</li> <li>• Dinosaurs and fossils.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy mind, healthy body.</li> <li>• Fruit and veg.</li> </ul>
<b>Y11</b>	<ul style="list-style-type: none"> <li>• All about me.</li> <li>• Space.</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy-tales, myths and legends.</li> <li>• The sea.</li> </ul>	<ul style="list-style-type: none"> <li>• Around the world.</li> <li>• People who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• All kinds of plants.</li> <li>• In the garden.</li> </ul>	<ul style="list-style-type: none"> <li>• All sorts of shops.</li> <li>• Dinosaurs and fossils.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy mind, healthy body.</li> <li>• Fruit and veg.</li> </ul>



Humanities Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Y10</b>	<p>Explore the relationships between people and environments</p> <p>Use simple geographical language to communicate their ideas about various locations, functions and roles</p>	<p>Can communicate history dramatically and verbally, or through signs and symbols; and narratively. Show some understanding of environmental awareness and how it relates to their own lives and they express views on features of the environment</p>	<p>Use resources given to them and their own observations to respond to simple questions about places and people Recognise the physical/natural and human made features of places</p>	<p>Develop knowledge and understanding of physical process relating to weather and landforms and why some landscapes develop.</p>	<p>Can research. Can answer simple questions about historical stories or artefacts.</p>	<p>Can show empathy towards people from the past.  Develop a sense of responsibility for the environment and an understanding of the effect that man can have upon it</p>
	<ul style="list-style-type: none"> <li>• All about me</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy-tales, myths and legends</li> <li>• The sea</li> </ul>	<ul style="list-style-type: none"> <li>• Around the world</li> <li>• People who help us</li> </ul>	<ul style="list-style-type: none"> <li>• All kinds of plants</li> <li>• In the garden</li> </ul>	<ul style="list-style-type: none"> <li>• All sorts of shops</li> <li>• Dinosaurs and fossils</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy mind, healthy body</li> <li>• Fruit and veg</li> </ul>
<b>Y11</b>	<p>Handle artefacts and materials given to them</p> <p>Can recount episodes from their own past and some details of other historical events with prompts</p>	<p>Show what they think about different people and environments and answer simple questions about places and people</p>	<p>They recognise the physical/natural and human/made features of places</p> <p>Use resources given to them and their own observations to respond to simple</p>	<p>They are (increasingly) aware of their role in caring for their own environment</p> <p>Recognise simple symbols or</p>	<p>They use simple geographical language to communicate their ideas about various locations, functions and roles</p>	<p>Know that certain actions produce predictable results</p> <p>Exploring the world we live in through our senses</p>

		Begin to use some common words, signs or symbols to indicate the passage of time	questions about people and places	representations on maps and plans	They recognise the physical/natural and human/ made features of places  Answer simple questions about historical stories or artefacts	Recognise simple representations on maps and plans
	<ul style="list-style-type: none"> <li>• All about me</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy-tales, myths and legends</li> <li>• The sea</li> </ul>	<ul style="list-style-type: none"> <li>• Around the world</li> <li>• People who help us</li> </ul>	<ul style="list-style-type: none"> <li>• All kinds of plants</li> <li>• In the garden</li> </ul>	<ul style="list-style-type: none"> <li>• All sorts of shops</li> <li>• Dinosaurs and fossils</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy mind, healthy body</li> <li>• Fruit and veg</li> </ul>

Music Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Y10</b>	Getting started with music technology	Emotions and musical styles.	Exploring key and time signatures.	Introducing chords	Music to dance to	Music and Me
	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about the community?	How does dance make us feel?	How dos music shape our way of life?
<b>Y11</b>	Developing melodic phrases	Understanding structure and form	Gaining confidence through performing	Developing notation skills	Music to dance to	Music and Me
	How does music bring us together?	How does music connect us with our past?	How does music improve the world?	How does music teach us about our community?	How does dance help with our fitness	How dos music shape our way of life?

PE Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Y10</b>	Swimming	Swimming	Visiting a Gym and using the equipment	Net and Wall games Volleyball		
<b>Y11</b>	Swimming	Swimming	Boxersize	Net and Wall games Basketball		

## Religious Education Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS 4</b>	<p>At KS4, Dorset SACRE expects that all students will have the opportunity to have their learning accredited through a GCSE or other course approved under Section 96 of the Learning and Skills Act 2000. At Mountjoy – this will be through ASDAN.</p> <p>All students should extend and deepen their knowledge and understanding of religions and world views. Building on prior learning they should appreciate and appraise the nature of different religions and worldviews in a systematic way. All courses followed must include a coherent and systematic study of Christianity as well as other religious traditions and worldviews.</p>					