

KEY STAGE 3 MAPS

Contents:

Page 2	English
Page 3	Maths
Page 4	Science
Page 5	Computing
Page 6	PSHCE
Page 7	Art
Page 8	Careers
Page 9	Humanities
Page 11	Music
Page 12	PE
Page 13	Religious Education

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	Summer 2
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Y7	Instruction (More complex e.g building or how to...)	Modern Narrative	Recount	Poetry	Archaic Narrative	Modern Narrative
	Link to topic or other curriculum area	<i>The Firework Makers Daughter</i> by Philp Pullman	Link to topic or other curriculum area	<i>The Raven (Little Poet Edgar Allan Poe: Nevermore!</i> by Edgar Allan Poe and (Kate Coombs)	<i>The Lion, The Witch and The Wardrobe</i> by C.S Lewis	<i>The Boy at the Back of the Class</i> by Onjali Rauf
Y8	Recount (detailed)	Modern Narrative	Persuasion (e.g. Buy my ...)	Poetry	Archaic Narrative	Playscript
	Link to topic or other curriculum area	<i>Skellig</i> by David Almond	Link to topic or other curriculum area	<i>The Oldest Girl in the World</i> by Carol Ann Duffy	<i>Oliver Twist</i> by Charles Dickens (Marcia Williams version)	<i>Cats</i> by Andrew Lloyd Webber (based on T.S Eliot's poems 'Old Possum's Book of Practical Cats')
Y9	Letters (formal)	Modern Narrative	Persuasion (presenting an argument)	Poetry	Archaic Narrative	Playscript
	Link to topic or other curriculum area	<i>Wonder</i> by R.J Palacio	Link to topic or other curriculum area	<i>Cloud busting</i> by Malorie Blackman	<i>The Adventures of Tom Sawyer</i> by Mark Twain	<i>Romeo and Juliet</i> by William Shakespeare

Maths Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7	Place Value	Addition/subtraction	Multiplication/division	Length and Perimeter	Fractions	Shape
	Addition/subtraction	Multiplication/division	Money/statistics	Fractions	Time	Mass and Capacity
Y8	Place Value	Addition/subtraction	Multiplication/division	Length and Perimeter	Fractions	Shape
	Addition/subtraction	Multiplication/division	Money/statistics	Fractions	Time	Mass and Capacity
Y9	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
Y7						
	Everyday Materials Variety & properties	Group materials on their simple physical properties	Animals & the Human Body Animals including fish, amphibians, reptiles, birds & mammals	Carnivores, herbivores & omnivores. Basic parts of the human body and our senses	Plants & The Seasons Common wild & garden plants Structure of a variety of common flowering plants	Things that are living, dead. Things that have never been alive. The four seasons, weather, length of days
Y8						
	Using Materials Changing materials	Materials for particular uses	Growing & staying Healthy Animals including humans, Life cycle. Basic needs of animals & humans for survival	Habitats Plants & animals in their habitats, including micro-habitats. Simple food chains	How do Plants Grow? Plants need water, light & a suitable temperature to grow & stay healthy.	How seeds & bulbs grow into mature plants.
Y9						
	Forces-Friction & Magnets How things move on different surfaces Contact & non-contact forces	How magnets attract or repel each other & other materials Magnetic materials	The Human Body- Skeleton, Muscles & Nutrition Humans have skeletons & muscles for support, protection & movement. Diet & nutrition	Light Explore light & dark Reflection The Sun & its dangers Shadows	Plants-Structure, Requirements, Water Transport & Life Cycle Requirements of plants for life & how they vary Functions of different parts of flowering plants	How water is transported within plants. Life cycle of flowering plants, including pollination, seed formation & seed dispersal

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
Y7	Computer Science	Digital Literacy	Information technology	Information technology	Computer Science	Information technology
	<u>Unit 4.1 Coding Main Programs – 2Code</u>	<u>Unit 4.2 Online safety Programs – Various</u>	<u>Unit 4.3 Spreadsheets Programs – 2Calculate</u>	<u>Unit 4.4 Writing for different audiences Programs – 2Email, 2Connect, 2DIY</u>	<u>Unit 4.5 Logo Programs – Logo</u>	<u>Unit 4.6 Animation Programs – 2Animate</u>
Y8	Computer Science	Digital Literacy	Information technology	Computer Science	Information technology	Information technology
	<u>Unit 5.1 Coding Main Programs – 2Code</u>	<u>Unit 5.2 Online safety Programs - Various</u>	<u>Unit 5.4 Databases Programs – 2Question, 2Investigate</u>	<u>Unit 5.5 Game Creator Programs – 2DIY 3D</u>	<u>Unit 5.6 3D Modelling Programs – 2Design and Make</u>	<u>Unit 5.7 Concept Maps Programs – 2Connect</u>
Y9	Computer Science	Digital Literacy	Information technology	Information technology	Computer Science	Information technology
	<u>Unit 6.1 Coding Main Programs – 2Code</u>	<u>Unit 6.2 Online safety Programs - Various</u>	<u>Unit 6.4 Blogging Programs – 2Blog</u>	<u>Unit 6.7 Quizzing Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</u>	<u>Unit 6.8 Understanding Binary Main Program – 2Code</u>	<u>Unit 6.9 Spreadsheets (with Microsoft Excel or Google Sheets) Main program – MS Excel or Google Sheets</u>

PSHCE Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7	<i>Self-Awareness</i>	<i>Self-Awareness</i>	<i>Self-Care, Support and Safety</i>	<i>Changing and Growing</i>	<i>Healthy Lifestyles</i>	<i>The World I Live In</i>
	Personal strengths	Skills for learning	Keeping safe online	Puberty	Elements of a healthy lifestyles	Diversity/rights and responsibilities
Y8	<i>Self-Awareness</i>	<i>Self-Care, Support and Safety</i>	<i>Managing Feelings</i>	<i>Changing and Growing</i>	<i>Healthy Lifestyles</i>	<i>Healthy Lifestyles</i>
	Personal strengths	Feeling unwell	Self-esteem and unkind comments	Friendship	Mental wellbeing	Physical activity
Y9	<i>Self-Awareness</i>	<i>Self-Awareness</i>	<i>Self-Care, Support and Safety</i>	<i>Changing and Growing</i>	<i>The World I Live In</i>	<i>Healthy Lifestyles</i>
	Personal strengths	Prejudice and discrimination	Feeling frightened/worried	Healthy and unhealthy relationship behaviour	Managing online information	Healthy eating

Art Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7	Collage	Drawing	Painting	Printmaking	Sculpture	Digital Media
	Pattern, texture, form	Line, shape, tone	Colour, tone, pattern	Explorative mark making using pattern and texture	Form and space	Line, colour and pattern
Y8	Textiles	Collage	Painting	Printmaking	Sculpture	Digital Media
	Weaving	Faces and everyday objects using line and form	Colour exploration	Mono-printing using pattern and line	Form, shape and pattern	Photography, photomontage - Surrealism
Y9	Textiles	Collage	Painting	Painting	Sculpture	Textiles
	Texture and pattern	Texture	Tonal exploration	Colour, pattern and space	Form, shape and space	Further texture and pattern

Careers Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7	<ul style="list-style-type: none"> • All about me. • Space. 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends. • The sea. 	<ul style="list-style-type: none"> • Around the world. • People who help us. 	<ul style="list-style-type: none"> • All kinds of plants. • In the garden. 	<ul style="list-style-type: none"> • All sorts of shops. • Dinosaurs and fossils. 	<ul style="list-style-type: none"> • Healthy mind, healthy body. • Fruit and veg.
Y8	<ul style="list-style-type: none"> • All about me. • Space. 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends. • The sea. 	<ul style="list-style-type: none"> • Around the world. • People who help us. 	<ul style="list-style-type: none"> • All kinds of plants. • In the garden. 	<ul style="list-style-type: none"> • All sorts of shops. • Dinosaurs and fossils. 	<ul style="list-style-type: none"> • Healthy mind, healthy body. • Fruit and veg.
Y9	<ul style="list-style-type: none"> • All about me. • Space. 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends. • The sea. 	<ul style="list-style-type: none"> • Around the world. • People who help us. 	<ul style="list-style-type: none"> • All kinds of plants. • In the garden. 	<ul style="list-style-type: none"> • All sorts of shops. • Dinosaurs and fossils. 	<ul style="list-style-type: none"> • Healthy mind, healthy body. • Fruit and veg.

Humanities Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7	<p>Recognise and make comments about themselves and the people they know in pictures of the more distant past</p> <p>Show what they think about different people and environments and answer simple questions about places and people</p>	<p>Begin to pick historical artefacts out from collections of items</p> <p>Show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment that they find attractive or unattractive</p>	<p>Recognise the physical/natural and human made features of places</p> <p>Recognise some obvious distinctions between the past and the present</p>	<p>Recognise the physical/natural and human made features of places</p> <p>Exploring the world we live in through our senses</p>	<p>Recognise some obvious distinctions between the past and the present</p> <p>Answer simple questions about places and people</p> <p>Sort and classify objects in terms of simple features or properties</p>	<p>Show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment that they find attractive or unattractive</p> <p>Exploring the world we live in through our senses</p>
	<ul style="list-style-type: none"> • All about me • Space 	<ul style="list-style-type: none"> • Fairy-tales, myths and legends • The sea 	<ul style="list-style-type: none"> • Around the world • People who help us 	<ul style="list-style-type: none"> • All kinds of plants • In the garden 	<ul style="list-style-type: none"> • All sorts of shops • Dinosaurs and fossils 	<ul style="list-style-type: none"> • Healthy mind, healthy body • Fruit and veg
Y8	<p>Sort objects to given criteria</p> <p>Indicate if personal events and objects belong in the past or present</p>	<p>Understand the differences between the physical/natural and human made features of places</p> <p>Begin to pick historical artefacts</p>	<p>Begin to recognise some distinctions between the past and the present in other peoples' lives as well as in their own and communicate about these in in simple</p>	<p>Use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas</p>	<p>Begin to recognise some distinctions between the past and the present in other peoples' lives as well as in their own and communicate about these in in simple</p>	<p>Show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment that</p>

	Recognise and make comments about themselves and people they know in pictures of the more distant past	out from collections of items	phrases and statements		phrases and statements	they find attractive or unattractive
	<ul style="list-style-type: none"> All about me Space 	<ul style="list-style-type: none"> Fairy-tales, myths and legends The sea 	<ul style="list-style-type: none"> Around the world People who help us 	<ul style="list-style-type: none"> All kinds of plants In the garden 	<ul style="list-style-type: none"> All sorts of shops Dinosaurs and fossils 	<p>Exploring the world we live in through our senses</p> <ul style="list-style-type: none"> Healthy mind, healthy body Fruit and veg
Y9	<p>Begin to communicate about activities and events in the past in response to personal items from their own early childhood</p> <p>Link the passage of time with a variety of indicators</p>	<p>They are aware of their role in caring for the (their own) environment</p> <p>Begin to recognise some distinctions between the past and the present and they communicate about these</p>	<p>Answer simple questions about places and people</p> <p>They begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols</p>	<p>Start to sort and classify objects in terms of simple features and properties</p> <p>Use pictures or symbols to show familiar places and what they are for e.g. plans and maps</p>	<p>Use resources given to them and their own observations to respond to simple questions about people and places</p>	<p>Show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment that they find attractive or unattractive</p> <p>Exploring the world we live in through our senses</p> <p>Understanding the differences between the physical/natural and human made features of places</p>
	<ul style="list-style-type: none"> All about me Space 	<ul style="list-style-type: none"> Fairy-tales, myths and legends The sea 	<ul style="list-style-type: none"> Around the world People who help us 	<ul style="list-style-type: none"> All kinds of plants In the garden 	<ul style="list-style-type: none"> All sorts of shops Dinosaurs and fossils 	<ul style="list-style-type: none"> Healthy mind, healthy body Fruit and veg

Music Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7	Exploring simple patterns	Focus on Dynamics and Tempo	Exploring feelings through music?	Inventing a musical story	Emotions and music styles	Improvise and grove
	How does music help us to make friends?	How does music teach us about the past?	How does music make the world a better place?	How does music teach us about our neighbourhood?	What songs can we sing to help us through the day?	How does music bring us together?
Y8	Notation skills	Enjoying Improvisation.	Composing using your imagination.	Sharing musical experiences.	Stop- Making a rap	Reflect rewind and replay
	How does music bring us closer?	What music songs tell us about the past?	How does music make the world a better place?	How does music help us get to know our community?	How does music make us happy?	How does music bring us together?
Y9	Interesting time signatures.	Combining elements of music.	Developing pulse & grove through improvisation.	Creating simple melodies together.	Learning more about musical styles.	Reflect Rewind and Replay
	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 our community?	How does music make a difference to us every day?	How does dance shape our way of life?

PE Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7	Swimming	Swimming	Circuits	Net and Wall games Tennis		
Y8	Swimming	Swimming		Net and Wall games Table Tennis and Badminton	-----	-----
Y9	Swimming	Swimming		Net and Wall games Netball	-----	-----

Religious Education Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y7 Enquiry Based Laying the Foundations	Theme	What is Religion?	Special Actions (Ritual/Celebration)	Special Symbols	Special Food	Special Words (Liturgy)	Special Places
	Big Questions	Why should we learn about Religion? What can we learn from Religion?	How do people remember and celebrate special occasions?	Why do people have symbols of faith?	Why is food a part of religion?	Why do people pray?	Why do people go to special religious places?
	Key content	Introduce the subject as a study of people and their beliefs.	Compare views from World Faiths. Relate to own lives/family/culture.	Look at symbolism in clothing, hair, jewellery etc.	Traditional festival food, symbolic food, Langar	Prayer Songs	Places of worship Pilgrimage
		Relate Everything in these modules to the student's own lives. Remember, the concept comes first and then the RE. Example: Why do we wear a school uniform – how is this similar to religious dress? Why do people go and watch their favourite football team? – how is this similar to pilgrimage?					
	Religious focus	Six major faiths plus a variety of other world views.	Christianity, Islam and at least 2 other views.	Christianity, Islam and at least 2 other views.	Christianity, Islam and at least 2 other views.	Christianity, Islam and at least 2 other views.	Christianity, Islam and at least 2 other views.
Y8 Going Deeper	Theme	What is Religion?	Special Actions (Human Rights)	Special Symbols	Special Food	Special Words (Liturgy)	Special Places
	Big Questions	How is Religion changing in the 21 st Century?	How does belief effect ethical decision making?	Does wearing religious dress make you a better Muslim?	Why are religious beliefs about food important?	Why is prayer expressed in different ways?	Is prayer more powerful in a place of Worship?
	Key content	Relate Everything in these modules to the student's own lives. Remember, the concept comes first and then the RE. Example: Why should we practise equality – how is this similar to what Jesus taught? Why should we think before we act? – how is this similar to what Buddha taught through meditation? Where do I feel safe and happy? – is this similar to how Muslims feel in the Mosque? Being vegetarian – is it the same principles as eating Kosher?					
	Religious Focus	Six major faiths plus a variety of other world views on current affairs.	Martin Luther King Jr Christianity	Islam	Halal – Islam Kosher – Judaism	Gospel Music - Christianity Meditation - Buddhism	Christianity Islam plus 2 other world views.