

Key Stage 4

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**Key Stage 4 Curriculum Framework – Year 1**  
 Incorporating ASDAN Towards Independence - Vocational Course

Subjects	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p><b>Developing communication skills:</b> Differentiated using sensory, introduction and progression modules to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>	<p><b>Developing communication skills:</b> Differentiated using sensory, introduction and progression modules to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>	<p><b>Developing communication skills:</b> Differentiated using sensory, introduction and progression modules to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>
<b>Maths</b>	<p><b>Developing numeracy skills:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>	<p><b>Developing numeracy skills:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>	<p><b>Developing numeracy skills:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>
<b>Science</b>	<p><b><u>Structure and Function of Living Organisms</u></b></p> <p><b>The Skeletal and muscular systems</b></p> <p>To know/ explore/ investigate the structure and functions of the human skeleton, to include support, protection, movement and making blood cells.</p> <p>To investigate biomechanics – the relationship between skeleton and muscles, including the measurement of force exerted by different muscles.</p> <p>*know / explore / investigate the function of muscles and examples of antagonistic muscles.</p> <p><b>Nutrition and digestion</b></p>	<p><b><u>Structure and Function of Living Organisms</u></b></p> <p><b>Gas Exchange Systems</b></p> <p>*know/ explore / investigate the mechanism of breathing to move air in and out of the lungs</p> <p>*know / explore / investigate the impact of exercise, asthma and smoking on breathing</p> <p><b>Health</b></p> <p>*Know/explore/investigate the defence mechanisms of the body including the role of the skin and blood</p> <p><i>Investigate infection</i></p>	<p><b><u>Material Cycles and Energy</u></b></p> <p><b>Photosynthesis</b></p> <p>*Know/explore/investigate the reactants in, and products of, photosynthesis, and a word summary for photosynthesis</p> <p>*Know/explore/investigate the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere.</p> <p>*Know / explore / investigate the adaptations of leaves for photosynthesis.  <i>Planting bulbs, vegetables</i></p>

	<p>*Know/explore/investigate the content of a healthy human diet: carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water and why each is needed.</p> <p>*know / explore / investigate calculations of energy requirements in a healthy daily diet.</p> <p>*know / explore / investigate the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.</p> <p>*know / explore / investigate the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food.</p> <p>*know / explore / investigate the importance of bacteria in the human digestive system.</p> <p><b>Circulation</b></p> <p>*Know/explore/investigate the role of the circulatory system</p> <p><i>Track blood as it travels around the body</i></p> <p><b>The Nervous System</b></p> <p>*Know/explore/investigate</p> <p>the ways in which the body responds to stimuli</p> <p><i>Practical investigations of smell, taste and touch</i></p> <p><i>To compare the differences between general response to stimuli and reflex response eg. blinking, coughing, sneezing, reflex reactions to pain and heat</i></p> <p><b>Homeostasis</b></p>	<p>*Know/explore/investigate the effects of recreational drugs (including solvent misuse) on behaviour, health and life processes.</p> <p><b>Reproduction</b></p> <p>To know / explore / investigate reproduction in humans including the structure and functions of the male and female reproduction systems, menstrual cycle, gametes, fertilization, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p> <p>*know / explore / investigate reproduction in plants including flower structure, wind and insect pollination, fertilization, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p> <p>*know / explore / investigate plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.</p>	<p><i>Experimenting with plants</i></p> <p><b><u>Interactions and interdependencies</u></b></p> <p><b>Relationships in an ecosystem</b></p> <p>To know / explore / investigate the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops.</p> <p>*know / explore / investigate the importance of plant reproduction through insect pollination in human food security.</p> <p>*know / explore / investigate how organisms affect and are affected by their environment, including the accumulation of toxic materials.</p>
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	<p>*Know/explore/investigate</p> <p>some of the ways in which the body maintains internal balance</p> <p><i>Shivering, sweating</i></p>		
<p><b>PSHCE</b></p> <p><b>Citizenship</b></p>	<p><b>Citizenship</b></p> <p>A: Myself and others</p> <p>C: Making Choices</p> <p><b>Knowing About Myself</b></p> <p>A: Knowing about myself</p> <p>B: The person that I am</p> <p>C: Things I Like / dislike</p> <p>D: Things I do well</p> <p>E: Clothes</p> <p>F: Choosing clothes</p> <p>G: Wearing clothes</p> <p>H: Differences</p> <p>I : Gender and signs</p>	<p><b>Citizenship</b></p> <p>D: Taking part</p> <p><b>Personal Care Routines</b></p> <p>A:Personal care</p> <p>B: Getting ready for the day</p> <p>C: Keeping your things in order</p> <p>D: Getting help to make yourself look good</p> <p>E: Using local services</p>	<p><b>Citizenship</b></p> <p>B: Differences between people</p> <p>J: Talking and listening to others</p> <p><b>Coping with People</b></p> <p>A: Relating to a friend</p> <p>B: Saying what you feel</p> <p>C: Friends</p> <p>D: People you don't know – strangers</p> <p>E: Dealing with someone who upsets you</p> <p>F: Dealing with someone who keeps upsetting you</p>
<p><b>Computing</b></p>	<p><b>E-Safety</b></p> <p>A: Keeping personal information safe</p>	<p><b>E-Safety</b></p> <p>C: Safer searching</p>	<p><b>E-safety</b></p> <p>B: Safer social networking</p>

	<b>Using ICT</b> A: Using ICT  Work should be differentiated to meet individual needs and include IEP targets.		<b>Using ICT</b> B: Using ICT in the home  Work should be differentiated to meet individual needs and include IEP targets.		<b>Using ICT</b> C: Using ICT in the community  Work should be differentiated to meet individual needs and include IEP targets.	
<b>History</b>	<b>History</b> C: Family History A: People in History		<b>History</b> D: Local History B: Places in History		<b>History</b> E: Early Ages	
<b>Geography</b>	<b>Geography</b> A: The World around us B: Shaping what we see		<b>Geography</b> H: The place where I live I: My local area		<b>Geography</b> C: What's the weather like D: Life on the edge	
<b>Art and Design</b>	Work should complement the units being covered		Work should complement the units being covered		Work should complement the work being covered	
<b>Design Technology</b>	<b>1.</b> <b>Baking</b> Intro/ Sensory <b>Craft Making</b> <b>Photography</b>	<b>2.</b> <b>Making Pictures</b> <b>Pottery &amp; Ceramics</b> <b>Creativity PMLD</b>	<b>1.</b> <b>Baking</b> Intro/ Sensory <b>Craft Making</b> <b>Photography</b>	<b>2.</b> <b>Making Pictures</b> <b>Pottery &amp; Ceramics</b> <b>Creativity PMLD</b>	<b>1.</b> <b>Baking</b> Intro/ Sensory <b>Craft Making</b> <b>Photography</b>	<b>2.</b> <b>Making Pictures</b> <b>Pottery &amp; Ceramics</b> <b>Creativity PMLD</b>

		<b>3.</b> <b>Baking Intro/ Sensory</b> <b>Pottery &amp; Ceramics</b> <b>Printing</b>		<b>3.</b> <b>Baking Intro/ Sensory</b> <b>Pottery &amp; Ceramics</b> <b>Printing</b>		<b>3.</b> <b>Baking Intro/ Sensory</b> <b>Pottery &amp; Ceramics</b> <b>Printing</b>
<b>Music</b>	<b>Sound, Rhythm and Music</b> A: Listening to Sounds B: Using a DVD/CD/MP3 player		<b>Sound, Rhythm and Music</b> C: Making sounds with your body D: Making Rhythms		<b>Sound, Rhythm and Music</b> E: Playing Percussion	
<b>Drama</b>	<b>Performing Arts</b> A: Warming Up B: Role play		<b>Performing Arts</b> C: Mime		<b>Performing Arts</b> D: Using Costumes and Props	
<b>PE</b>	<b>Sports Studies</b> Badminton Curling Gymnastics  <b>Water Skills</b> <b>Yogacise</b>		<b>Sports Studies</b> Dance – Rock Challenge  <b>Water Skills</b> <b>Yogacise</b>		<b>Sports Studies</b> Athletics Team games – rounders, stoolball, volleyball  <b>Water Skills</b> <b>Yogacise</b> <b>Residential Experience</b>	
<b>RE</b>	<b>The wider World</b> A: My culture		<b>The wider World</b> C: Religious Festivals		<b>The Wider World</b> D: Famous people	

	B: Other cultures				E: World News	
<b>Independent Living</b>	<b>1.</b> <b>Personal Safety</b> <b>Practical Workshop</b> <b>Using Leisure Time</b>	<b>2.</b> <b>Independent Lving: Intro</b> <b>Myself and Others</b> <b>Getting Ready to Go out</b>	<b>1.</b> <b>Personal Safety</b> <b>Practical Workshop</b> <b>Using Leisure Time</b>	<b>2.</b> <b>Independent Lving: Intro</b> <b>Myself and Others</b> <b>Getting Ready to Go out</b>	<b>1.</b> <b>Personal Safety</b> <b>Practical Workshop</b> <b>Using Leisure Time</b>	<b>2.</b> <b>Independent Lving: Intro</b> <b>Myself and Others</b> <b>Getting Ready to Go out</b>
		<b>3.</b> <b>Horticulture</b> <b>Looking smart</b> <b>Practical Workshop</b>		<b>3.</b> <b>Horticulture</b> <b>Looking smart</b> <b>Practical Workshop</b>		<b>3.</b> <b>Horticulture</b> <b>Looking smart</b> <b>Practical Workshop</b>

**Key Stage 4 Curriculum Framework – Year 2**  
**Incorporating ASDAN Towards Independence - Vocational Course**

Subjects	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p><b>Current Affairs:</b> Differentiated using module to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>	<p><b>Popular Culture:</b> Differentiated using module to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>	<p><b>Recognising and Using Everyday Signs:</b> Differentiated using module to meet individual needs and include IEP targets</p> <p>Work should be planned around the units being covered.</p>
<b>Maths</b>	<p><b>Money:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>	<p><b>Money:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>	<p><b>Money:</b> Differentiated using introduction and progression modules to meet individual needs and include IEP targets.</p>
<b>Science</b>	<p><b><u>Genetics and Evolution</u></b></p> <p>know / explore / investigate hereditary as the process by which genetic information is transmitted from one generation to the next.</p> <p>know / explore / investigate a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model.</p> <p>Know / explore / investigate the variations between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation.</p> <p>Know / explore / investigate changes in the environment may leave individuals within a species,</p>	<p><b><u>Energy Changes and Transfers</u></b></p> <p>*know/explore/investigate simple machines give a bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged.</p> <p>*know / explore / investigate heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators.</p> <p><i>See what happens when water and cooking oil are put in a freezer and than allowed to warm up</i></p> <p><i>See what happens to chocolate and wax when placed in warm water</i></p>	<p><b><u>Earth and the Atmosphere</u></b></p> <p>*know / explore / investigate the composition and structure of the earth</p> <p>*know / explore / investigate the rock cycle and the formation of igneous, sedimentary and metamorphic rocks</p> <p>*know / explore / investigate Earth as a source of limited resources and the efficacy of recycling</p> <p>*know / explore / investigate the carbon cycle</p> <p>*know / explore / investigate the composition of the atmosphere.</p>

	<p>less well adapted to compete successfully and reproduce, which in turn may lead to extinction.</p> <p><b><u>The Particular Nature of Matter</u></b></p> <p>*know / explore / investigate the properties of different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.</p> <p>*know, explore, investigate changes of state in terms of the particle model.</p> <p><b><u>Atoms, elements and compounds</u></b></p> <p>*know/ explore / investigate a simple (Dalton) atomic model</p> <p>*know / explore / investigate differences between atoms, elements and compounds.</p> <p>*know / explore / investigate chemical symbols and formulae for elements and compounds</p> <p>*know / explore / investigate conservation of mass changes of state and chemical reactions.</p> <p><b><u>Chemical reactions</u></b></p> <p>*know / explore / investigate chemical reactions as the rearrangement of atoms.</p> <p>*know / explore / investigate representing chemical reactions using formulae and using equations</p> <p>*know / explore / investigate combustion, thermal decomposition. Oxidation and displacement reactions.</p> <p>*know / explore / investigate defining acids and alkalis in terms of neutralisation reactions.</p>	<p><i>Draw what happens to an ice cube in a warm room</i></p> <p><i>Investigate which materials wrapped around an ice cube slow its melting</i></p> <p><i>Light different types of candles and see what happens</i></p> <p><i>Put popcorn in a microwave/pa and see what happens.</i></p> <p><i>Make scrambled egg in microwave</i></p> <p><i>Investigate the ways in which expansion, contraction and the freezing of water on rocks (refer to fossils topic and geography)</i></p> <p>*Know/explore/investigate other processes that involve energy transfer; changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels</p> <p><b><u>Changes in Systems</u></b></p> <p>Know / explore / investigate energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change.</p> <p>*know / explore / investigate comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions.</p> <p>*know / explore / investigate using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.</p>	<p>*know / explore / investigate the production of carbon dioxide by human activity and the impact on the climate</p> <p><b><u>Space Physics</u></b></p> <p>*know / explore / investigate gravity force, weight = mass x gravitational field strength (g) on Earth <math>g = 10 \text{ N/kg}</math> different on other planets and stars; gravity force between Earth and Moon, and between Earth and Sun.</p> <p>*know / explore / investigate our sun as a star, other stars in our galaxy, other galaxies</p> <p>*know / explore / investigate the seasons and the Earth's tilt, day length at different times of year, different hemispheres</p> <p>*know / explore / investigate the light year as a unit of astronomical distance.</p>
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\*know / explore / investigate Ph scale for measuring acids / alkalinity and indicators

\*know / explore / investigate reactions of acids with metals to produce a salt plus hydrogen.

\*know / explore / investigate reactions of acids with alkalis to produce a salt plus water.

\*know / explore / investigate what catalysts do.

### **Electricity and Electromagnetism**

#### **Current Electricity**

\*know / explore / investigate electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.

\*know / explore / investigate potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p d) to current.

\*know / explore / investigate differences in resistance between conducting and insulating components (quantitative)

#### **Static Electricity**

\*Know/explore/investigate separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects.

#### **Magnetism**

\*Know/explore/investigate magnetic poles, attraction and repulsion.

\* know / explore / investigate magnetic fields by plotting with a compass, representation by field lines.

\*know / explore / investigate Earth's magnetism, compass and navigation

		*know / explore / investigate the magnetic effect of a current, electromagnets, D.C. motors.	
<b>PSHCE</b> <b>Citizenship</b>	<b>Citizenship</b> F: Following rules E: Helping others in the community  <b>Getting to Know a Group</b> A: Knowing about me B: Introducing myself C: Finding out about others D: Learning names E: Finding out where people live F: Group Activity	<b>Citizenship</b> G: Rights and Responsibilities H: The Local community  <b>Living Here</b> A: All about my country B: My rights in my country C: My responsibilities in my country D: Rules E: Laws	<b>Citizenship</b> I: Caring about animals and the environment K: Money  <b>Living Here</b> F: Respecting people G: Making decisions for me H: Making decisions for everyone
<b>ICT</b>	<b>E-Safety</b> D: Cyberbullying  <b>Using Computer Technology</b> A: Knowing your computer B: Using a program / app	<b>E-Safety</b> E: Safer gaming  <b>Using Computer Technology</b> C: Writing D: Photo editing	<b>E-Safety</b> H: Project  <b>Using Computer Technology</b> E: Using the internet G: Internet TV / radio

	Work should be differentiated to meet individual needs and include IEP targets.		Work should be differentiated to meet individual needs and include IEP targets.		H Games  Work should be differentiated to meet individual needs and include IEP targets.	
<b>History</b>	<b>History</b> F: Early Lives		<b>History:</b> G: Changing Lives		<b>History:</b> I: The World	
<b>Geography</b>	<b>Geography</b> E: Where in the World?		<b>Geography</b> F: What would it be like to live in...?		<b>Geography</b> G: Where shall we go for our holiday?	
<b>Art and Design</b>	Work should complement the units being covered		Work should complement the units being covered		Work should complement the units being covered	
<b>Design Technology</b>	<b>1.</b> <b>Printing</b>  <b>Meal preparation &amp; cooking sensory</b>  <b>Practical workshop</b>	<b>2.</b> <b>Meal Preparation intro</b>  <b>Photography</b>  <b>Craft Making</b>	<b>1.</b> <b>Printing</b>  <b>Meal preparation &amp; cooking sensory</b>  <b>Practical workshop</b>	<b>2.</b> <b>Meal Preparation intro</b>  <b>Photography</b>  <b>Craft Making</b>	<b>1.</b> <b>Printing</b>  <b>Meal preparation &amp; cooking sensory</b>  <b>Practical workshop</b>	<b>2.</b> <b>Meal Preparation intro</b>  <b>Photography</b>  <b>Craft Making</b>
<b>Music</b>	<b>Sound, Rhythm and Music</b>  F: Using your voice  G: Singing together		<b>Sound, Rhythm and Music</b>  H: Listening to music		<b>Sound, Rhythm and Music</b>  I: Taking part in a musical performance  J: Project	

<b>Drama</b>	<b>Performing Arts</b> E: Scenery, lighting and sound		<b>Performing Arts</b> F: Watching a performance G: Putting on a performance		<b>Performing Arts</b> H: Project	
<b>PE</b>	<b>Using Leisure Time</b> Football Rugby gymnastics <b>Water Skills</b> <b>Yogacise</b>		<b>Using Leisure Time</b> Dance  <b>Water Skills</b> <b>Yogacise</b>		<b>Using Leisure Time</b> Athletics Tennis boccia  <b>Water Skills</b> <b>Yogacise</b> <b>Residential Experience</b>	
<b>RE</b>	<b>The Wider World</b> F: Food G: The arts		<b>The Wider World</b> H: Charities		<b>The Wider World</b> I: Visits J: Project	
<b>Independent Living</b>	<b>1.</b> Getting ready to go out Horticulture Myself and others	<b>2.</b> Looking Smart Personal Safety Using Leisure Time	<b>1.</b> Getting ready to go out Horticulture Myself and others	<b>2.</b> Looking Smart Personal Safety Using Leisure Time	<b>1.</b> Getting ready to go out Horticulture Myself and others	<b>2.</b> Looking Smart Personal Safety Using Leisure Time

## Key Stage 4

### Towards Independence Modules

All students must complete the mandatory Starting Out introductory module

To be completed by the end of the two year cycle for each student

English	Developing Communication Skills - sensory, intro or progression
	Current Affairs Popular Culture Recognising and Using Everyday Signs
Maths	Developing Numeracy Skill - intro or progression
	Money
PSHCE	Knowing about myself Personal care routines Coping with people
	Getting to Know a Group Living Here
Citizenship	Citizenship
Computing	E-Safety Using ICT
	Using Computer Technology
History	History
Geography	Geography
Design Technology	Baking - Sensory, Intro Craft Making Photography Making Pictures

	Pottery & Ceramics Creativity PMLD Printing
	Meal Preparation and Cooking - sensory
Music	Sound, rhythm and music
Drama	Performing Arts
PE	Sports Studies Water Skills
	Using Leisure Time Yogacise
RE	The Wider World
Independent Skills	Personal Safety Practical Workshop Using Leisure Time Independent Living - Intro Myself and Others Getting Ready to Go out Horticulture Looking Smart

Recording for every subject on the framework is on clipboard sheets which follow the aims of the Key Stage 3 Curriculum.

Science follows the Key Stage 3 curriculum

Please be aware that key stage 4 also has its own citizenship curriculum, as per the clipboard recording sheet.

