

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school. The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

Science

The **intent** of our science curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Increase and develop their scientific skills, concepts, knowledge and attitudes.
- Increase their understanding of the world around them.
- Develop and use their skills in enquiry, analysis, evaluation, and experiment.
- Develop their interest in themselves and the natural world, arousing their curiosity and motivation to learn.
- Understand how to lead healthy and productive lives, where they are more informed and engaged about appropriate choices in their lives.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

In order to assess against the scheme of work objectives have been taken and widened from National curriculum stages 1 and 2.

Curriculum Intent Statement

Pedagogy

In Science, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In Science, the following approaches will be used, and be evident in pupils' books, in order to ensure that the Science Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their science experiences in school:

Teaching Sequence in Science	Big picture: Science is studied in sequential order, with the aid of the Science curriculum timeline, building on previous learning and conceptual knowledge, skills, and understanding.	Possible pedagogical approaches used in Science	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Daily review: Brief review of learning covered in the previous lesson(s)		Constructivism	Inquiry-based learning through planning and carrying out fair tests; outdoor learning and visits.
	Specify key vocabulary to be used and its meaning		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Conduct a wide range of scientific enquiry using a variety of sources and equipment.		Liberationism	Pupil-led learning; opportunities to showcase learning
	Interpret their findings		Learning to work and talking like a scientist	Being introduced to the key vocabulary that a scientist would use; defining the key vocabulary that a scientist would use; high expectations of pupils 'talking' like a scientist; high expectations of pupils researching, interpreting and presenting like a scientist.
	Communicate their scientific knowledge and understanding appropriately			
	Evaluate their learning and compare predictions and findings with peers existing science.			

A progressive assessment tracker maps the key skills and knowledge children have developed against the scheme of work. **The impact** is measured via teacher assessment during the delivery of lessons and recorded electronically. We would expect to see knowledge communicated through:

- Discussion
- Drawing pictures and diagrams
- Experiments
- Making models
- Writing and use of secondary resources
- Using computing
- Statistics/ tables / charts / graphs

Curriculum Intent Statement

Science Pathway

PHASE 1

Completion of EYFS set objectives

PHASE 2

Study of 3 key questions per year. Complete skills and knowledge objectives.

PHASE 3

Study of 3 key questions per year. Complete skills and knowledge objectives. Start to consider option choices and career pathways.

PHASE 4

Pathway will reflect cohort and individual students

Entry Level Qualification
In Science

Vocational placement

GCSE Qualification

PHASE 5

Pathway will reflect cohort/ individual students

Voluntary work e.g
stables, pet
sanctuaries. vet or

Apprenticeship e.g science
lab, research

College to study higher level
qualification, e.g Animal Nursing

Work placement:
dispensary assistant,

DESTINATION

Paid employment (dispensary assistant, lab technician, research)