



Subject	Curriculum Intent/Objective of studying subject  [What are you trying to achieve through your curriculum area?]	Skills development		Implementation  [Teaching, learning and assessment approaches. Who shapes and owns curriculum?]	Interleaving [Skills/Content]  [How do knowledge/skills build over time?]	Enrichment	Impact on learners of studying subject  [What do students get out of learning subject?]
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<b>Art</b>	<ul style="list-style-type: none"> <li>• Develop creative and visual thinkers</li> <li>• Promote freedom of expression</li> <li>• Develop observation whether of an object or the world around us</li> <li>• Develop confidence</li> <li>• Promote spiritual and cultural awareness and reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Artistic techniques</li> <li>• Materials based skills</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Communication, eg visual and verbal</li> <li>• Critical thinking</li> <li>• Teamwork, working with others</li> <li>• Self-discipline and time management</li> <li>• Problem-solving</li> <li>• Analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Building depth and expertise through KS3</li> <li>• Practical and active learning</li> <li>• Regular feedback and improvement cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Building similar skills over course</li> <li>• Developing more complex skills in using materials and techniques.</li> <li>• Skills required to be successful at GCSE are interleaved.</li> </ul>	<ul style="list-style-type: none"> <li>• Art clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Those with a wide skill set have an advantage in any career</li> <li>• Students develop in confidence</li> <li>• Students develop skills to be successful lifelong learners</li> </ul>
<b>Computing and ICT</b>	<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Problem Solving and abstraction</li> <li>• Computational Thinking</li> <li>• ICT application skills.</li> <li>• Develop futureproof STEM skills</li> <li>• Understanding of computer science</li> </ul>	<ul style="list-style-type: none"> <li>• Programming</li> <li>• Databases</li> <li>• Media Manipulation</li> <li>• Spreadsheets</li> <li>• E-Safety</li> <li>• Web skills and development</li> <li>• Networking</li> <li>• Theory of computation</li> <li>• Basic knowledge of hardware and data theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving and abstraction</li> <li>• Creativity</li> <li>• ICT Application skills</li> <li>• Digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Each year contains 5 modules and one project which enables the students to use and further develop all of their computing skills.</li> <li>• Carousel used to teach programming and logic. In addition this emphasises</li> </ul>	<ul style="list-style-type: none"> <li>• The core concepts are used throughout though there is no direct interleaving possible for many modules.</li> <li>• Each year a different/more challenging aspect of programming will be tackled as the students</li> </ul>	<ul style="list-style-type: none"> <li>• Computing/Electronics club runs for two terms each year</li> <li>• Digi-girlz</li> <li>• Bebras</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of three years all students should be aware of how computing and ICT fit into the STEM sphere.</li> <li>• Students should have sufficient digital literacy to support them in all other subjects.</li> <li>• Students should know if Computing is a suitable options choice at</li> </ul>

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				problem solving, deconstruction and abstraction.			GCSE and the careers it can lead to <ul style="list-style-type: none"> <li>• Problem solving skills which are transferable to all subjects.</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>• To develop creativity</li> <li>• To develop precision and accuracy of practical skills</li> <li>• To develop an awareness of why/what/how of the design process</li> <li>• To develop knowledge of nutrition and health</li> </ul>	<ul style="list-style-type: none"> <li>• Use of hand tools and machinery</li> <li>• CAD/CAM</li> <li>• Drawing skills</li> <li>• Design process and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving skills</li> <li>• Communication of ideas, written and verbal</li> <li>• Evaluative skills</li> <li>• Working safely</li> <li>• Awareness of global issues</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to a variety of material areas, eg wood, metal, acrylic, food, textile, etc.</li> <li>• Design tasks and development</li> <li>• Making tasks</li> <li>• Evaluating tasks</li> <li>• Research tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to new tools/ machinery in Year 7 and then revisited/re-used in later years</li> <li>• Processes in designing, making and evaluating revisited each project in each year</li> <li>• Application of process and design to different materials</li> </ul>	<ul style="list-style-type: none"> <li>• Knit and natter club</li> <li>• Future Chef</li> <li>• Big Learning Day: Cultural food work</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their creativity</li> <li>• Students will develop resilience and problem-solving skills</li> <li>• Students will develop their practical skills in design and manufacture</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>• To recognise drama as an art form that requires seriousness of approach</li> <li>• Integration of the imagination, thinking and feeling through drama helps to develop self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Performance skills</li> <li>• Physical skills</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Social and vocal</li> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Team work</li> <li>• Independence and time management</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Termly units of work exploring a range of topics, eg theatre history</li> <li>• Active learning</li> <li>• Cycle of peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Use of assessment objectives from GCSE and A-Level cascaded down</li> <li>• Content revisited, eg script study</li> </ul>	<ul style="list-style-type: none"> <li>• Productions</li> <li>• Clubs</li> <li>• Theatre visits</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be confident young people with good interpersonal skills</li> <li>• Students will have developed their knowledge and understanding of Theatre</li> </ul>

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	<ul style="list-style-type: none"> <li>• To encourage students to explore their personal values and to appreciate the values and attitudes of their own and other communities</li> <li>• To develop an ability to analyse and assess social, moral, ethical and aesthetic values</li> <li>• To process, understand, express and communicate present and past experiences and to consider possible outcomes for the future</li> <li>• To develop an appreciation for own cultural heritage and diversity</li> <li>• To develop creativity</li> <li>• To develop personal and social expression</li> <li>• To develop use of intuition and imagination as a method of learning</li> </ul>		<ul style="list-style-type: none"> <li>• Organization and leadership</li> <li>• Literacy and interpretation</li> </ul>				<ul style="list-style-type: none"> <li>• Students will have developed understanding and appreciation for their place in society</li> <li>• Students will have developed an appreciation for team work</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• To be able to communicate in</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• One library lesson a fortnight</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaved curriculum plan</li> </ul>	<ul style="list-style-type: none"> <li>• PiXL Debate</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of Key Stage 3, students</li> </ul>

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	<p>written and spoken form.</p> <ul style="list-style-type: none"> <li>To be able to interpret, analyse and evaluate texts written and spoken by others.</li> <li>To be exposed to a variety of texts, both fiction and non-fictions, which enable a better understanding of the world and people in it.</li> </ul>	<ul style="list-style-type: none"> <li>Creation of texts</li> <li>Interpretation of texts</li> <li>Evaluation of ideas</li> <li>Analysis of language, structure and form</li> <li>Understanding of implicit and explicit meaning</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Extended writing</li> <li>Interpretation of texts and ideas</li> <li>SPaG</li> <li>Reading skills, reading for purpose</li> </ul>	<p>specifically for targeted reading</p> <ul style="list-style-type: none"> <li>One writing challenge lesson per fortnight</li> <li>Home learning projects for Y7/8 each term to encourage an 'ethic of excellence' and working towards a 'big goal'.</li> <li>Home learning booklets used for Y9 to support students being GCSE-ready</li> </ul>	<p>where each big area is revisited in each year throughout KS3, eg non-fiction units are taught in all three years, eg non-fiction, prose, writing, novel, poetry, and Shakespeare.</p>	<ul style="list-style-type: none"> <li>Looking to develop a school newspaper</li> </ul>	<p>will be able to write and speak fluently and accurately using a range of appropriate language and language techniques.</p> <ul style="list-style-type: none"> <li>By the end of Key Stage 3, students will have developed an appreciation and understanding of a wide range of literature and media.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Challenge students concepts of the world</li> <li>Improve their understanding of the natural environment</li> <li>Build a greater understanding of how humans interact with the natural world</li> <li>Promote sustainability</li> <li>Understand the impacts of</li> </ul>	<ul style="list-style-type: none"> <li>GIS</li> <li>Map reading</li> <li>Source evaluation</li> <li>Image analysis</li> <li>Fieldwork</li> <li>Data presentation</li> <li>Field sketches</li> <li>Atlas use</li> </ul>	<ul style="list-style-type: none"> <li>Enquiry</li> <li>Communication</li> <li>Critical Thinking</li> <li>Problem-solving and decision-making</li> <li>Discussion and debate</li> <li>Extended writing</li> <li>Collaborative work</li> <li>Independence</li> <li>Research skills</li> </ul>	<ul style="list-style-type: none"> <li>Use of technology to investigate geographical patterns and trends</li> <li>Enquiry-based learning</li> <li>Development of extended writing</li> <li>Independent and collaborative project work and research</li> </ul>	<ul style="list-style-type: none"> <li>Variety of geographical skills are revisited throughout the key stage, eg decision-making, enquiry, use of maps and atlases, field sketches, analysis of data.</li> <li>Research projects revisit similar themes and skills</li> </ul>	<ul style="list-style-type: none"> <li>Climate conference</li> <li>Local fieldwork studies, eg use of the academy estate</li> </ul>	<ul style="list-style-type: none"> <li>Students will have developed an understanding of the physical and human processes that shape our surroundings</li> <li>Students will have developed an appreciation for the interconnectedness of the world and the implications of</li> </ul>

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	<p>globalisation on the world</p> <ul style="list-style-type: none"> <li>• Develop new skills</li> </ul>			<ul style="list-style-type: none"> <li>• Resource analysis about unfamiliar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and context revisited</li> <li>• Synopticity of geographical themes and topics, eg players, actions, futures, sustainability.</li> <li>• Place, space, geophysical processes and sustainability</li> </ul>		<p>this for people and the environment</p> <ul style="list-style-type: none"> <li>• Students will have developed an understanding of the concepts of place, space and sustainability</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• To gain an in-depth overview of British history and its links to the wider world since 1066</li> <li>• To develop critical thinking and understanding of why different interpretations develop</li> <li>• To develop evaluation of source materials</li> <li>• To develop a wider understanding and connection to British culture and its place in a global context over time</li> </ul>	<ul style="list-style-type: none"> <li>• Applying detailed knowledge to answer historical questions and enquiries</li> <li>• Analysing sources and interpretation of history in their historical context and using this analysis to evaluate different evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Extended writing</li> <li>• Communication and debate – speaking, listening, writing</li> <li>• Structuring an argument based on evidence</li> <li>• Research skills</li> <li>• Critical thinking and evaluation</li> <li>• Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Context gathering and checking of understanding</li> <li>• Applying knowledge to varying levels of questions</li> <li>• Challenge through greater depth of knowledge</li> <li>• Range of activities, eg exhibitions and museums, projects, debates and role play, games, use of graphic</li> </ul>	<ul style="list-style-type: none"> <li>• Skills built from Y7 with revisiting skills and developing these further</li> <li>• Context is revisited across the Key Stage</li> <li>• Themes used to revisit context, eg technology, religion, economy, society, war</li> <li>• Themes used to compare historical events and to consider continuity and changes over</li> </ul>	<ul style="list-style-type: none"> <li>• Trips</li> <li>• ‘Friday catch-up’</li> <li>• Resources in the Library, eg magazines and Horrible Histories series</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have an in-depth overview of British history</li> <li>• Students will have developed a range of skills</li> <li>• Students will develop as critical thinkers</li> </ul>

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				organisers, jigsaws, etc	times, linking to GCSE skills		
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• To encourage and enable students to recognise that mathematics permeates the world around them</li> <li>• To enjoy and develop patience and persistence when solving problems</li> <li>• To use language, symbols and notation of Mathematics.</li> <li>• To develop the knowledge, skills and attitude to pursue further mathematical studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Arithmetic</li> <li>• Numeracy</li> <li>• Data analysis</li> <li>• Measurement</li> <li>• Algebraic Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Communication</li> <li>• Resilience</li> <li>• Data handling</li> <li>• Graphicacy</li> </ul>	<ul style="list-style-type: none"> <li>• Practical mathematics</li> <li>• Problem-solving in real world contexts</li> <li>• Number work</li> </ul>	<ul style="list-style-type: none"> <li>• Building depth and skills by repeated topics asked in greater detail with more problem solving</li> <li>• Interleaved and cumulation assessment programme</li> </ul>	<ul style="list-style-type: none"> <li>• Trips</li> <li>• Puzzle Days</li> <li>• Application of Maths to the real world</li> <li>• Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Students are numerate and can apply mathematical skills across the curriculum</li> <li>• Students are problem-solvers</li> <li>• Students can confidently apply mathematical concepts and rules to daily lives</li> </ul>
<b>MFL</b>	<ul style="list-style-type: none"> <li>• To improve understanding of different cultures</li> <li>• To learn grammar and vocabulary to be able to converse, write, understand and read a foreign language confidently</li> <li>• To develop an understanding and</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, writing, speaking and listening in a foreign language</li> <li>• Translation</li> <li>• Developing cultural appreciation and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy across the curriculum, eg grammar</li> <li>• Communication in different forms</li> <li>• Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition of vocabulary</li> <li>• Application of grammatical knowledge</li> <li>• Reading comprehension</li> <li>• Listening and translation</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and tenses introduced and then built upon and revisited in following years/topics</li> <li>• Topics are based on GCSE topics enabling preparation for GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Year 8/9 French trip</li> <li>• Year 8/9 Spanish trip</li> <li>• Chinese trip</li> <li>• Mandarin Excellence Programme</li> <li>• European Day of Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are more aware of different cultures</li> <li>• Learners develop knowledge of language in four key skills</li> <li>• Students will communicate effectively in a foreign language</li> </ul>

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	appreciation of multiple languages <ul style="list-style-type: none"> <li>To communication effectively in a foreign language</li> </ul>			<ul style="list-style-type: none"> <li>Speaking work and use of role plays</li> <li>Creative writing in foreign language</li> <li>Use of / immersion in target language</li> </ul>	<ul style="list-style-type: none"> <li>Four key skills are assessed each year within different topics</li> </ul>		<ul style="list-style-type: none"> <li>Students develop grammatical knowledge which can be applied in their other subjects</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>To foster a lifelong interest in music</li> <li>To develop performance, composition and listening skills to enable students to independently access music making</li> <li>To expose students to unfamiliar music styles</li> </ul>	<ul style="list-style-type: none"> <li>Listening, performance and composition</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of set works</li> <li>Skills required for group work</li> <li>Listening and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>One or more of the core music skills are taught every lessons through a variety of performance, composition and listening tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Each year has a balance of performance, composition and listening skills.</li> <li>Modules the students take contain a mixed diet of activities and skills</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime and after school extra-curricular music clubs</li> <li>Concert programme spanning the year</li> <li>Peripatetic music lessons</li> </ul>	<ul style="list-style-type: none"> <li>Music education contributes to cognitive development such as stronger connections between brain regions, great grey matter, improved brain structure and functioning, better memory and attention and higher IQ</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Develop competence to excel in a broad range of physical activities</li> <li>To ensure students are physically active for sustained periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Sportsmanship</li> <li>Understanding and following rules and accepting decisions</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Organisation</li> <li>Leadership</li> <li>Communication</li> <li>Self-discipline</li> <li>Resilience and 'bouncebackability'</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Practical active learning is key</li> <li>Feedback and time to improve in six week blocks</li> </ul>	<ul style="list-style-type: none"> <li>Each sport is revisited each year group</li> <li>Each year group builds depth and level of skill</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive extra-curricular programme of sporting clubs and competitions</li> </ul>	<ul style="list-style-type: none"> <li>Students will have developed a wide range of physical and mental skills that will help them work collaboratively and make decisions</li> </ul>

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	<ul style="list-style-type: none"> <li>To engage in competitive sports and activities</li> <li>To promote healthy and active lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>Analysing situations and choosing appropriate strategies to overcome opponents</li> <li>Create dances and patterns of movement to express themes</li> <li>Analysing performances compared to previous/other</li> </ul>	<ul style="list-style-type: none"> <li>Problem-solving</li> </ul>				<p>when under pressure.</p> <ul style="list-style-type: none"> <li>Students will have developed an understanding of how to maintain a healthy and fit lifestyle through physical exercise.</li> </ul>
RE	<ul style="list-style-type: none"> <li>Gaining a deeper understanding of the world and the people in it.</li> <li>Considering what influences people's beliefs and therefore shapes their behaviour</li> <li>Developing personal and tolerant attitudes towards the world and others.</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Extended writing</li> <li>Analysis skills</li> <li>Evaluation skills</li> <li>Critical thinking skills</li> <li>Knowledge and understanding about the world</li> <li>Articulate personal views</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Extended writing</li> <li>Analysis skills</li> <li>Evaluation skills</li> <li>Critical thinking skills</li> <li>Knowledge and understanding about the world</li> <li>Articulate personal views</li> <li>Compare different beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing in paragraphs</li> <li>Classroom discussion/debate</li> <li>Critically deconstructing quotes from sacred writings.</li> <li>Reading.</li> <li>Comparison, analysis and evaluation of beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>The nature of worship and prayer</li> <li>Religious symbols</li> <li>Religious leaders</li> <li>Non-religious beliefs about the nature and origin of the world.</li> <li>The media's influence on religion.</li> <li>The nature of God.</li> </ul>	<ul style="list-style-type: none"> <li>Yr7-9: Media and current affairs club</li> <li>What is the place of religion in the modern world?</li> <li>Ethics Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>Becoming well-rounded global citizens who can confidently express their own views about the world and respect the beliefs of others</li> </ul>

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		<ul style="list-style-type: none"> <li>• Compare different beliefs</li> <li>• Tolerance and respect for a variety of opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance and respect for a variety of opinions</li> </ul>				
<b>Science</b>	<ul style="list-style-type: none"> <li>• To build on skills developed at KS2</li> <li>• To prepare students to be able to view and analyse the natural world and evaluate cause and effect</li> <li>• To provide a route-map to higher order thinking as a scientist preparing students for GCSE which commences at the start of Year 9</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and executing experiments / practical science</li> <li>• Evaluation and analysis of experimental data</li> <li>• Presentation and communication of data</li> <li>• To draw conclusions based on scientific evidence</li> <li>• Working safely</li> </ul>	<ul style="list-style-type: none"> <li>• Use of graphical and mathematical skills</li> <li>• Extended written work</li> <li>• Objective analysis of information and data</li> </ul>	<ul style="list-style-type: none"> <li>• Combination of taught subject matter, student research, practical work and working independently and with others</li> <li>• Group presentation work, including feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Common approach to practical work developed and implemented across disciplines and year groups</li> <li>• Application of mathematical skills</li> <li>• Ability to interpret data is regularly revisited</li> </ul>	<ul style="list-style-type: none"> <li>• Science Club to achieve a 'license to work in a lab'</li> <li>• Science Fair</li> <li>• Go4Set project through EDT</li> <li>• Reptile club</li> <li>• Gardening club</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop an understanding of the natural world</li> <li>• Students develop an ability to view practical data from an unbiased viewpoint</li> <li>• Students feel excited and confident in Science grounding and ability to embark on GCSE work</li> </ul>

**Curriculum Leaders**

January 2020