

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;">SUBJECT NAME:</p>
<p>BE RESPECTED Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<p>Key practical vocabulary built on from Year 7-11.</p> <p>New textbooks to support development of pupils' literacy skills, to challenge pupils' depth of knowledge.</p> <p>Glossary of key scientific words and definitions in exercise book for each topic.</p> <p>Numeracy skills ongoing throughout the science curriculum; equations (balancing and rearranging, deriving equations from other equations), changing units, graphs, significant figures, standard form, prefixes. Links to mathematics teaching in science lessons.</p> <p>Scientific topics linked to real life including; percentage yield, magnification, calculating percentage change and rate & distance /time graphs, stopping distance, momentum-force calculations linking to car crashes, power efficiency calculations</p> <p>Cognitive Acceleration in Science Education to develop thinking skills. The lessons enhance speaking and listening skills in carefully constructed groups. Opportunities to present scientific information; greenhouse design, nuclear power debate, evaluating renewable energy sources to implement locally</p> <p>Assessment for learning tasks in KS3 provide a chance for extended writing; for example, the cheese sandwich journey, iron and Sulphur reaction.</p> <p>Long answer questions in GCSE are challenging and used throughout KS3/4. Exam board (AQA) advice shared with students - command words circled and key words underlined.</p> <p>SEND pupils given more structured worksheets or evidence of support (turquoise pen)</p>
<p>BE RESILIENT Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students' resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by</p>	<p>KS3 curriculum covers; reproduction, digestion (healthy eating), health (drugs, alcohol & smoking). Pupils are not just taught the knowledge, but how they can improve their own wellbeing (mental health is as important as physical health). Opportunities to consider healthy diet choices, and the difference between persuasive food advertising and factual information.</p> <p>KS4 teaches contraception. Opportunities to discuss the advantages and disadvantages of different contraception and what contraception might be suitable to different people at different</p>

	<p>building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	<p>times of their lives</p> <p>KS4 teaches communicable and non-communicable diseases and risk factors.</p> <p>There are regular opportunities in science to self - (purple pen) and peer -(green pen) assess in books. At KS3, each topic has an AFL which is peer marked, teacher marked and then targets improved by pupils. There are trio tests for assessments which are self-corrected and targets improved on by pupils.</p> <p>At KS4 pupils have end of topic assessments which are self-corrected and targets improved on by pupils. For homeworks; workbooks – self marked & corrected.</p> <p>Pupils assessment for learning/assessment data is collected to monitor progress.</p>
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to ‘the best that has been thought and said...helping them engender an appreciation of human creativity and achievement’</i></p>	<p>Science lessons utilise practicals in order to show students the diverse experience of science.</p> <p>Students are given the opportunity to appreciate scientific discoveries and enhancements over time.</p> <p>Top of the form competition is a competition run by the BAE graduate scheme for G & T pupils to test their knowledge in science, mathematics, technology and engineering.</p>
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<p>Specialist terminology is constantly used in science lessons, especially practical based command word and language of exams.</p> <p>Each lesson will utilize where possible numeracy/literacy skills. Pupils have skills to analyse and evaluate.</p> <p>We make sure the curriculum has how science is linked to everyday life and STEM careers in that area.</p> <p>Peer assessment and self-reflection time gives students essential evaluation skills that can be used in real life.</p> <p>Cognitive Acceleration in Science Education is the basis for logical thinking skills in science, being able to listen to others and argue when there are conflicting ideas, showing metacognition.</p> <p>Pupils attend the JRS careers fair.</p>

BE YOU

Be able to be the best person students' can be in their school, local community and society as a whole

We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.

We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end of KS4.

Quality teaching is the first priority. Curriculum is accessible for all.

Encourage students to talk, write, read and think like scientists.

Students are given an appreciation of how science affects the wider community and environment.

Each topic in KS3 will start with assessing knowledge and misconceptions to get pupils to the same starting point, through experiments and tasks. We will continue to do this when revisiting topics at KS4 to revisit and build on prior knowledge.

Quality oral and written feedback and individual target setting.