

**2023-2024 Year 9 Curriculum and Assessment Plan for Science**

<p>The curriculum and assessment of pupils at this stage of education has been carefully designed to continue a love of Science and discovery, enabling the foundation skills and knowledge built in previous years to be consolidated and enable successful progression to, and success at, GCSE and beyond.</p>					
<p><b>Half Term 1:</b></p> <p><b>All pupils will know:</b> The role of the digestive system, enzymes and balanced diet in a healthy life, chemical changes outlined through endo and exothermic reactions and the concept of work done and energy changes as well as the universe - as outlined in the National Curriculum Science Programme of Study. <a href="http://publishing.service.gov.uk">Science programmes of study: key stage 3 (publishing.service.gov.uk)</a></p> <p><b>All pupils will be assessed by:</b> By short recall activities, electronic automatically marked homework and interleaved longer recall tests, focussed on several topics. There will be a longer assessment, including descriptive, explanatory, analytical and data skills as part of the data gathering for the whole year group before Christmas.</p> <p><b>Impact- Why do we teach this?</b> Our programme of study is based on the National Curriculum and designed to provide our students with breadth and depth of topics and concepts which underpin scientific thought, processes and theory. We begin with units that introduce fundamental concepts that are then developed over the three years. These units in particular are delivered at the start of year 9 as they support specific topics which will be delivered at GCSE.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>Investigative skills</li> <li>Data presentation</li> <li>Data analysis</li> <li>Evaluating data and information</li> <li>Key vocabulary</li> </ul>	<p><b>Half Term 2:</b></p> <p><b>All pupils will know:</b> The role of the digestive system, enzymes and balanced diet in a healthy life, chemical changes outlined through endo and exothermic reactions and the concept of work done and energy changes as well as the universe - as outlined in the National Curriculum Science Programme of Study. <a href="http://publishing.service.gov.uk">Science programmes of study: key stage 3 (publishing.service.gov.uk)</a></p> <p><b>All pupils will be assessed by:</b> By short recall activities, electronic automatically marked homework and interleaved longer recall tests, focussed on several topics. There will be a longer assessment, including descriptive, explanatory, analytical and data skills as part of the data gathering for the whole year group before Christmas.</p> <p><b>Impact- Why do we teach this?</b> Our programme of study is based on the National Curriculum and designed to provide our students with breadth and depth of topics and concepts which underpin scientific thought, processes and theory. We begin with units that introduce fundamental concepts that are then developed over the three years. These units in particular are delivered at the start of year 9 as they support specific topics which will be delivered at GCSE.</p>	<p><b>Subject specific skills being developed:</b></p> <ul style="list-style-type: none"> <li>Investigative skills</li> <li>Data presentation</li> <li>Data analysis</li> <li>Evaluating data and information</li> <li>Key vocabulary</li> </ul>		
	<p><b>Reading Skills needed for this unit:</b> Skimming, scanning summarising, comprehension and retrieval, analysis, evaluation.</p> <p><b>Key Vocabulary:</b> Can be found in student's knowledge organisers and core questions for the topics covered.</p>		<p><b>Reading Skills needed for this unit:</b> Skimming, scanning summarising, comprehension and retrieval, analysis, evaluation.</p> <p><b>Key Vocabulary:</b> Can be found in student's knowledge organisers and core questions for the topics covered.</p>		
	<p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>Graph drawing</li> <li>Calculations</li> <li>PE and PHSE personal care and balanced diet and healthy lifestyle.</li> </ul>		<p><b>Opportunity for cross-curricular skill development</b></p> <ul style="list-style-type: none"> <li>Graph drawing</li> <li>Calculations</li> <li>PE and PHSE personal care and balanced diet and healthy lifestyle.</li> </ul>		

<b>Ensuring this curriculum meets the needs of all pupils:</b> this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.					
<b>Enrichment opportunities:</b> <ul style="list-style-type: none"><li>•</li></ul>					
<b>Career opportunities/ links:</b>					