

Composite: Be a Scientist

Year 7

Why do we deliver this?

The delivery of science practical skills in Year 7 is a deliberate curriculum decision designed to support pupils to **belong, achieve** and **thrive** as they transition into secondary education. Practical science provides an inclusive and consistent learning experience that establishes high expectations while reducing barriers for SEND, Pupil Premium and vulnerable pupils. The curriculum is carefully sequenced and explicitly taught, with clear routines, modelling and scaffolded opportunities that enable all pupils to access ambitious scientific knowledge and develop essential disciplinary and transferable skills. Practical work supports pupils' communication, literacy, numeracy and independence, while promoting engagement and positive learning behaviours. Through adaptive teaching, targeted support and regular opportunities for success, pupils build confidence and resilience, ensuring they feel a strong sense of belonging, achieve meaningful progress and are well prepared to thrive throughout the science curriculum and beyond.

Composite: Time to Build

Year 7

Why do we deliver this?

The teaching of cells and atoms in Year 7 is deliberately sequenced to support pupils to **belong, achieve** and **thrive** by securing essential scientific knowledge that underpins future learning. Abstract concepts are broken down through explicit instruction, modelling and visual representations to reduce cognitive load, particularly for SEND, Pupil Premium and vulnerable pupils. Disciplinary literacy is prioritised through the explicit teaching of key vocabulary and structured talk.

Composite: Order of Life

Year 7

Why do we deliver this?

The teaching of order and patterns in Year 7 is carefully sequenced to support pupils to **belong, achieve** and **thrive** by developing pupils' ability to recognise, describe and explain patterns in the natural world. Learning is structured through explicit instruction, modelling and guided practice, enabling all pupils, particularly SEND, Pupil Premium and vulnerable learners, to access and engage with abstract scientific ideas. The curriculum prioritises disciplinary literacy and mathematical thinking, with clear routines and scaffolded opportunities that reduce cognitive load while maintaining high expectations.

Composite: Making Observations

Year 7

Why do we deliver this?

The teaching of forces and making observations in Year 7 is carefully designed to help pupils **belong**, **achieve** and **thrive** by developing practical and conceptual scientific skills. Lessons are structured with explicit instruction, modelling and guided practice, enabling all pupils, particularly SEND, Pupil Premium and vulnerable learners, to engage confidently with abstract ideas and hands-on investigations. The curriculum emphasises disciplinary literacy, precise measurement, and structured observation, with scaffolding and retrieval opportunities that reduce cognitive load while maintaining high expectations.

Composite: Behaviour and Balance

Year 7

Why do we deliver this?

The teaching of waves and feeding relationships in Year 7 is deliberately structured to ensure pupils **belong**, **achieve** and **thrive** by developing both conceptual understanding and practical scientific skills. Lessons use explicit instruction, modelling and scaffolded activities to help all pupils, particularly SEND, Pupil Premium and vulnerable learners, access abstract concepts and real-world applications.

Composite: Circuits and Cycles

Year 7

Why do we deliver this?

The teaching of biological cycles and electrical circuits in Year 7 is carefully sequenced to ensure pupils **belong**, **achieve** and **thrive** by developing both conceptual understanding and practical skills. Lessons combine explicit instruction, modelling, and scaffolded activities, enabling all pupils, particularly SEND, Pupil Premium and vulnerable learners, to access abstract ideas and apply them through hands-on investigations. The curriculum prioritises disciplinary literacy, accurate measurement, and structured reasoning, with retrieval and formative assessment embedded to consolidate understanding and build confidence. This approach supports meaningful progress, resilience, and engagement, preparing pupils to thrive throughout the science curriculum.