

Composite: Back to Basics

Year 8

Why do we deliver this?

The teaching of road safety and metal reactions in Year 8 is deliberately structured to help pupils **belong, achieve** and **thrive** by developing both practical skills and conceptual understanding. Lessons combine explicit instruction, modelling, and scaffolded activities, enabling all pupils, particularly SEND, Pupil Premium and vulnerable learners, to engage safely with investigations and understand real-world applications.

Composite: Life's Journeys

Year 8

Why do we deliver this?

The teaching of the human body in Year 8 is carefully sequenced to ensure pupils **belong, achieve** and **thrive** by developing both conceptual understanding and practical investigative skills. Lessons use explicit instruction, modelling, and scaffolded activities to help all pupils, particularly SEND, Pupil Premium and vulnerable learners, access complex biological concepts.

Composite: Energy and Recycling

Year 8

Why do we deliver this?

The teaching of energy recycling in Year 7 is carefully structured to ensure pupils **belong, achieve** and **thrive** by developing both conceptual understanding and practical skills in how energy is transferred and reused. Lessons combine explicit instruction, modelling, and scaffolded activities to enable all pupils, particularly SEND, Pupil Premium and vulnerable learners, to access abstract scientific concepts and real-world applications. The curriculum emphasises disciplinary literacy, structured reasoning, and accurate measurement, with retrieval and formative assessment embedded to reinforce understanding and build confidence.

Composite: Life in the Balance

Year 8

Why do we deliver this?

The teaching of pH and cells in Year 8 is carefully sequenced to ensure pupils **belong, achieve** and **thrive** by deepening both conceptual understanding and practical investigative skills. Lessons use explicit instruction, modelling, and scaffolded activities to support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing abstract ideas and applying them in practical contexts. The curriculum prioritises disciplinary literacy, accurate measurement, and structured reasoning, with retrieval and formative assessment embedded to consolidate understanding and build confidence.

Composite: Everything's changing

Year 8

Why do we deliver this?

The teaching of puberty and the menstrual cycle in Year 8 is carefully sequenced to ensure pupils **belong, achieve** and **thrive** by developing both scientific understanding and personal awareness. Lessons use explicit instruction, modelling, and scaffolded discussion to support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing sensitive content confidently and respectfully. The curriculum emphasises disciplinary literacy, accurate use of scientific terminology, and structured reasoning, with retrieval and formative assessment embedded to consolidate understanding and build confidence. This approach promotes meaningful progress, resilience, and engagement, preparing pupils to thrive in science and make informed, responsible decisions about their health and wellbeing.

Composite: Developing ideas

Year 8

Why do we deliver this?

The teaching of genetic engineering and editing in Year 8 is carefully sequenced to ensure pupils **belong, achieve** and **thrive** by developing both conceptual understanding and practical scientific reasoning. Lessons use explicit instruction, modelling, and scaffolded activities to support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing complex and abstract ideas. The curriculum prioritises disciplinary literacy, accurate use of scientific terminology, and structured analysis, with retrieval and formative assessment embedded to consolidate understanding and build confidence. This approach ensures meaningful progress, resilience, and engagement, preparing pupils to thrive as they progress through the science curriculum and explore contemporary scientific applications.