

### **Composite: Developing Biology**

Year 9

Why do we deliver this?

The teaching of smoking, alcohol and respiration in Year 9 is carefully sequenced to ensure pupils **belong, achieve** and **thrive** by developing both scientific understanding and awareness of real-world health implications. Lessons use explicit instruction, modelling, and scaffolded activities to support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing complex biological concepts and applying them to practical and social contexts. The curriculum prioritises 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 academically while making informed, responsible choices about their health.

### **Composite: Developing Chemistry**

Year 9

Why do we deliver this?

The teaching of metals, reactivity and recycling in Year 9 is carefully sequenced to ensure pupils **belong, achieve** and **thrive** by developing both conceptual understanding and practical investigative skills. Lessons combine explicit instruction, modelling, and scaffolded activities to enable all pupils, particularly SEND, Pupil Premium and vulnerable learners, to access abstract chemical concepts and apply them to real-world contexts. The curriculum emphasises 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 as they progress through the science curriculum.

### **Composite: Developing Physics**

Year 9

Why do we deliver this?

The teaching of waves in the electromagnetic spectrum in Year 9 is carefully sequenced 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 support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing abstract physics concepts and applying them to real-world contexts. The curriculum prioritises disciplinary literacy, accurate measurement, and structured reasoning, with retrieval and formative assessment embedded to consolidate understanding and build confidence. This approach ensures meaningful progress, resilience, and engagement, preparing pupils to thrive throughout the science curriculum.

### **Composite: Extending Biology**

Year 9

Why do we deliver this?

The teaching of photosynthesis and evolution in Year 9 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 support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing complex biological concepts and applying them in meaningful contexts. The curriculum prioritises disciplinary literacy, structured reasoning, and accurate use of scientific terminology, with retrieval and formative assessment embedded to consolidate understanding and build confidence. This approach promotes meaningful progress, resilience, and engagement, preparing pupils to thrive as they continue through the science curriculum.

### **Composite: Extending Chemistry**

Year 9

Why do we deliver this?

The teaching of chemical calculations in Year 9 is carefully sequenced to ensure pupils **belong, achieve** and **thrive** by developing both conceptual understanding and practical problem-solving skills. Lessons use explicit instruction, modelling, and scaffolded practice to support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing abstract mathematical and chemical concepts. The curriculum prioritises disciplinary literacy, structured reasoning, and accurate use of scientific terminology, with retrieval and formative assessment embedded to consolidate understanding and build confidence. This approach promotes meaningful progress, resilience, and engagement, preparing pupils to thrive as they advance through the science curriculum.

### **Composite: Extending Physics**

Year 9

Why do we deliver this?

The teaching of the particle model and radioactivity in Year 9 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 support all pupils, particularly SEND, Pupil Premium and vulnerable learners, in accessing abstract physics concepts and applying them in real-world contexts. The curriculum prioritises disciplinary literacy, structured reasoning, and accurate use of scientific terminology, with retrieval and formative assessment embedded to consolidate understanding and build confidence. This approach ensures meaningful progress, resilience, and engagement, preparing pupils to thrive throughout the science curriculum.