**SCHOOL VISION**

We believe that all young people should be as independent as they can be, irrespective of starting point.  We will develop the essential skills of communication, employability skills as well as emotional wellbeing.  We want our pupils to be global citizens and contribute and be part of their community (local/national & international).  We want our pupils to be happy, confident, healthy, safe and have their voices heard.  We aim to prepare our pupils for life beyond Hill Top School.

**INTENT**

The science curriculum, for pupils on all pathways, is intended to ready our young people for the changing world around them and to feel a sense of belonging within the wider world. We wish them to feel intrigued by it, notice change, ask questions and seek their own answers. Our science curriculum is designed to encourage problem solving, see connections between subjects and concepts. They are encouraged to consider how science affects them and the environment e.g., recycling, pollution. Through knowledge, skills, experience and relationships, they are prepared for adulthood and for life after Hill Top School

**IMPLEMENTATION**

For pupils on the formal curriculum, in key stage three, classes are taught science for two- 45 minute sessions per week. Key stage 4 classes are taught science, by their class teacher, for two 45 minute sessions per week and 1 session of practical science each week. Pupils in KS4 have access to a science lead teacher for practical, lab based work, this ensures that young people can use equipment safely and effectively and aids moderation when completing the OCR course. The curriculum tries to provide some flexibility and autonomy for teachers by suggesting activities whilst inviting teachers to try different experiments according to the needs of the learners. As well as key scientific knowledge, there are opportunities to develop understanding of other important skills, such as team work, communication, empathy

At year 7, pupils on the formal pathway are developing their knowledge of the world around them. We are encouraging them to explore new equipment, work safely and listen to new ideas. They are beginning to learn about how scientists work and how they solve problems. They learn that they themselves can solve problems using experimentation and by trying out other’s ideas. At year 8 and 9 we are building on the core skills at year 7. We are encouraging young people to ask questions and make links between the topics e.g. cells and digestion. They are beginning to develop associated skills which will affect their lives into adulthood e.g. keeping themselves safe, explaining, solving problems, reading salient facts e.g. nutritional information and safety signs.  At Key stage 4, pupils are developing their investigative skills. They learn how science is applied and the massive impact that science has on our lives (some positive some negative) e.g. creating energy, detecting crime.

Pupils on the informal and semi-formal curriculums explore Science through topic based work, they will complete some experiments and be encouraged to notice and comment on change. Language and key vocabulary is developed through symbols, word banks and adult modelling.

**IMPACT**

 At year 7 intervention by science lead inspires students to demonstrate their knowledge and explain what they have been doing, which allows them a deeper understanding of knowledge and skills as they move through school and this knowledge is retained and build upon in subsequent years.

In some year groups pupils “can do” statements throughout topics to link what the students know and how they think about their own learning.

Students at KS 4 complete 4 OCR accreditations. The impact of this is they are more able to assess danger and explain how to minimise it. The students support each to complete scientific tasks in the science lab and listen and adhere to instructions in these sessions. They enthuse about their learning and show confidence when asked to repeat tasks in subsequent sessions. Their progress is also photographed and recorded in in Earwig.