Science

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness**, **resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness**, **resilience** and **independence**.	**Leadership**	**Self-awareness**	**Resilience**	**Independence**
	Science ambassadors. More able students encouraged to support peers and develop leadership skills.	Reflective starters and retrieval practice regularly used. Metacognitive strategies embedded in learning to encourage reflection throughout lesson 'on a journey'. Students to develop Cornell note taking method, ensuring summaries are completed and cue Q's are asked.	Working through errors, team-work. Instigating a culture of 'forgetting is ok' in classes, feeding back to department. Positive attitude towards wrong answers embedded in dept – science is founded on mistakes (normally)	Independent exam questions. Access to resources students can use to self-direct learning. (Educake, Seneca). Students are responsible for depth of 'Summary' section of Cornell notes after lessons to provide revision tools.
Recognising **diversity** and encouraging **empowerment** strengthens our **community**.	**Diversity**	**Empowerment**	**Community**	
	Exposing students to inspirational scientists (females, diverse backgrounds r.e. ethnicities, races) as part of our displays and in lesson content.	Encouraging students to take every opportunity available to them, e.g. Science Summer Schools, which are available.	Making links with primary schools and reviewing the curriculum offered by local primaries to support students. Developing a sense of community learning within lesson and the department.	
Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.	**Enrichment**	**Confident**	**Inquisitive**	**Creative**	**Critical thinkers**
	STEM Club Regular trips to extracurricular events.	SOW developed to include peer-assessment, students take ownership for	Encouraging use of everyday science in lessons – e.g. how is salt made in y7	Students peer-assessed and tasks undertaken in a	Cross-curricular links with Gg – planning on environmental week next year. Aim to

	Subject specialists provide exciting, outside-spec suggestions for keen students to engage in wider reading. Magazines with STEM focus available in-dept.	their peers' development and success. Presentations and awarding leadership points for all types of success key in supporting development.	lessons (in separating mixtures topic) up to y11 when considering how electricity gets into homes, or how the universe is changing.	variety of different ways: Making videos with plasticine and iPads, drawing pictures to dual-code learning, fostering independence.	encourage deeper, cross-departmental thought. 'Why' should be the focus word when considering any process.