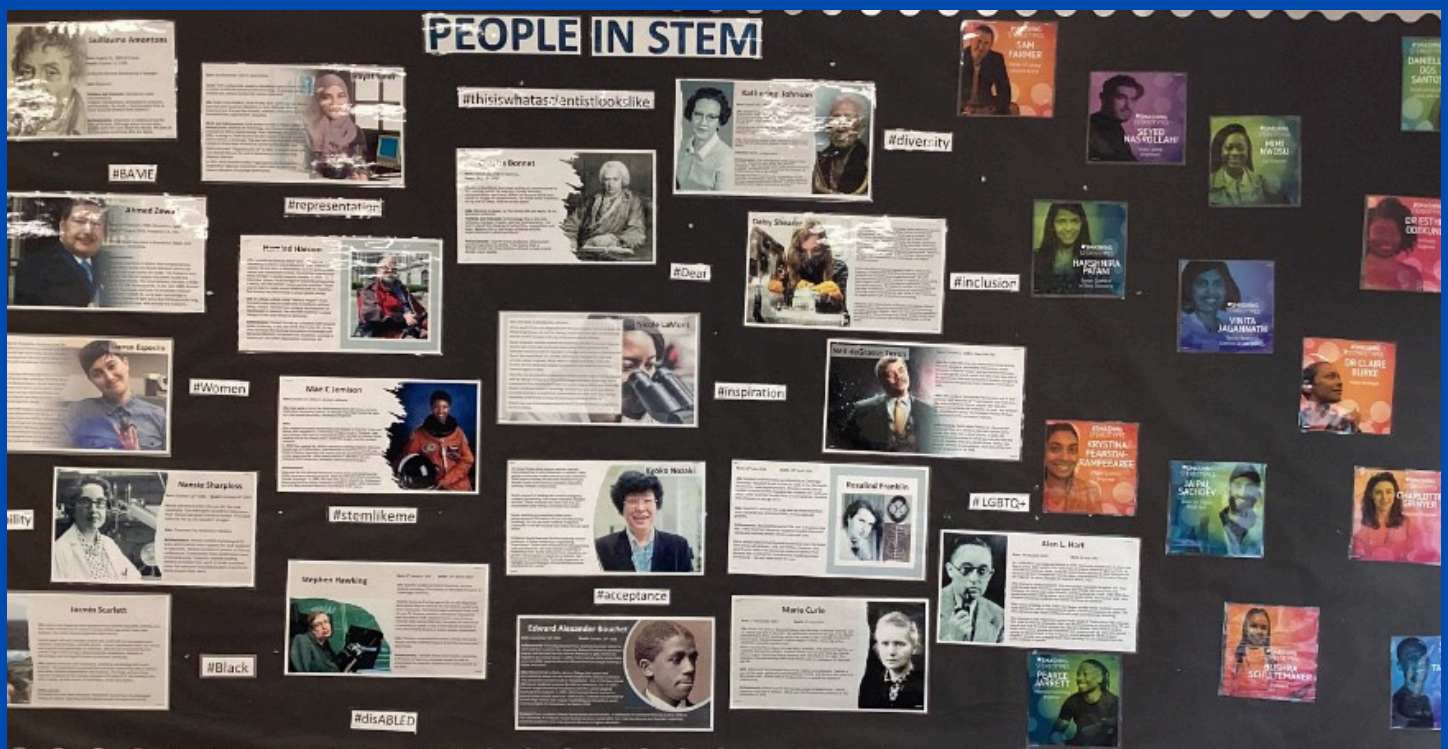




# Science Curriculum

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KEY STAGE 4

# Science at Blanche Neville

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**"SCIENCE IS AT THE FOREFRONT OF SHAPING AND CHANGING THE WORLD WE LIVE IN."**

At Blanche Neville School, our Science curriculum is uniquely designed to meet the needs of deaf learners while developing curiosity, critical thinking, and real-world application. We deliver an ambitious and inclusive science education that enables every student to access, enjoy, and succeed in science, regardless of their starting point.

What sets us apart is our commitment to delivering a fully accessible, language rich, and visually engaging curriculum that empowers deaf students to become confident scientific thinkers. Through careful adaptation, expert teaching, and a deep understanding of our learners, we ensure science is a subject where students can explore, experiment, and excel.

We believe science is for everyone. Deaf learners have the right to explore the natural world, engage with scientific thinking, and gain qualifications that open doors to future learning and careers. But we also recognise that traditional science teaching often relies heavily on spoken explanation, technical vocabulary, and assumed prior knowledge.

At Blanche Neville, we intentionally design our science curriculum to:

- **Bridge the language gap** by using visual, hands-on, and bilingual teaching methods.
- **Build cultural capital** by introducing scientific figures, themes, and issues from a wide range of backgrounds and perspectives.
- **Develop transferable skills** such as enquiry, analysis, communication, and problem-solving.
- **Empower students** to be curious, independent thinkers with the confidence to ask questions and test ideas.

# Pathways Through Science

WE OFFER A RANGE OF PATHWAYS TO SUIT OUR LEARNERS' NEEDS AND PROVIDE BOTH BREADTH AND DEPTH

| Pathway                        | Description                                            | Qualification              |
|--------------------------------|--------------------------------------------------------|----------------------------|
| Foundation Skills Pathway      | Long-term progression through Unit Awards              | AQA Unit Awards (Y7–11)    |
| Bridge Pathway                 | Builds from UAs to Entry Level over 3 years            | AQA UAs → OCR ELC          |
| Accelerated Bridge Pathway     | A faster route to Entry Level for growing independence | AQA UAs → OCR ELC          |
| Supportive Access Pathway      | Modified KS3 route with Unit Awards or ELC             | Activate → UAs → OCR ELC   |
| Entry Focus Pathway            | Activate topics targeted toward AQA ELC                | Activate Science → AQA ELC |
| Stepping Stone to GCSE Pathway | Combines ELC with GCSE preparation                     | AQA ELC + GCSE Combined    |
| Biology Focus Pathway          | For students strongest in biology                      | AQA ELC + GCSE Biology     |

Each route is designed with progression in mind, allowing students to build success step by step and move confidently toward higher levels of achievement.

# Assessment for Learning and Growth

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## Assessment for Learning and Growth

We assess students using a combination of:

- **Formative strategies** (e.g. questioning, feedback, practical tasks),
- **Summative tools** (e.g. Unit Awards, end-of-topic reviews, mock exams),
- **Tracking systems** (e.g. BSquared Connecting Steps, internal tracking sheets).

This ensures teachers can:

- Accurately monitor progress,
- Identify and close gaps in knowledge,
- Adapt teaching responsively,
- Guide students along the most appropriate learning pathway.

Students are also encouraged, where appropriate, to reflect on their own learning, make connections, and apply skills across subjects and in everyday life.

# At Key Stage 3

At Key Stage 3, students are grouped according to their communication profiles and prior attainment in science. All groups follow a spiral science curriculum built around the KS3 National Curriculum, adapted to meet the needs of deaf learners. Lessons are delivered bilingually in British Sign Language (BSL) and English, with a strong focus on developing scientific vocabulary, visual understanding, and enquiry skills.

Students study key topics across Biology, Chemistry and Physics, such as cells and organisms, chemical changes, energy, forces, and Earth sciences. Learning is broken into manageable steps and concepts are revisited regularly to strengthen memory, understanding, and confidence. Practical investigations, visual models, and real-world examples are used throughout to develop students' ability to think scientifically and apply knowledge to everyday life.

From Year 7 onwards, students begin to follow a bespoke science pathway, matched to their stage of learning. These pathways allow for early accreditation through the AQA Unit Award Scheme, giving students the opportunity to celebrate and record achievements at their own pace. Each pathway is designed to support smooth progression into the right qualification route in Key Stage 4.

The pathways introduced in KS3 include:

- **Foundation Skills Pathway** – long-term development through AQA Unit Awards (Y7–11)
- **Bridge Pathway** – Unit Awards with a view toward OCR Entry Level in KS4
- **Accelerated Bridge Pathway** – faster movement through Unit Awards, preparing for ELC in Year 9
- **Supportive Access Pathway** – based on Activate KS3 content, with flexibility to switch between Unit Awards and ELC
- **Entry Focus Pathway** – students use Activate topics with a view toward Entry Level assessment from Year 9
- **Stepping Stone Pathway** – for students showing early potential to access GCSE-level content in KS4
- **Biology Focus Pathway** – identifies learners with strengths in Biology for future GCSE Biology focus

Each student's pathway is flexible and reviewed regularly to ensure it continues to meet their evolving needs and strengths.

# At Key Stage 4

At Key Stage 4, students continue along the science pathway that began in Key Stage 3. These tailored routes ensure that all learners are working toward meaningful accreditation and that they are well-prepared for post-16 study, vocational courses, or further science qualifications.

Students may continue earning AQA Unit Awards as they deepen their knowledge, or move into formal qualifications such as:

- **OCR Entry Level Certificate in Science (Entry Levels 1–3)**
- **AQA Entry Level Certificate (Double Science) (Entry Levels 1–3)**
- **GCSE Combined Science (AQA)**
- **GCSE Biology** (AQA – for students following the Biology Focus Pathway)

All qualifications are carefully scaffolded with bilingual teaching, pre-teaching of vocabulary, and practical science activities to maximise accessibility and engagement. Small class sizes and high adult-to-student ratios allow for highly personalised learning and ongoing assessment of progress through:

- BSquared Connecting Steps
- Internal tracking and review
- Regular formative and summative assessment

Where appropriate, students may complete more than one qualification (e.g. Entry Level and GCSE), giving them the best possible foundation for success beyond Blanche Nevile.

