



CURRICULUM PLAN

SUBJECT

SCIENCE Key Stage 3 and 4

OVERVIEW

Science is all about trying to understand why things happen the way they do and then applying newly acquired knowledge to solve problems. We aim to make Science lessons exciting and ambitious through the Key Stages, by engaging interest and challenging misconceptions to help our students to think and write scientifically. Science experiments are fun! Learning will always be enhanced when it is engaging and memorable and our key aim is to build up the concepts in manageable steps which will open the curriculum up to all wherever this is possible.

The Science curriculum follows the National Curriculum, with the expectation that all students will ultimately be entered for the AQA trilogy GCSE Combined Science award at the end of Year 11. To support our inclusion policy and determination that everyone will leave school with qualifications they can feel proud of, some students will be dual entered into an Entry-Level Certificate course as a revision aid / primary qualification.

KEY STAGE 3

Years 7 to 9 follow a course based on the KS3 National Curriculum, which is split into 18 modules, taught mostly in 6-8 week time slots and also rotated between Biology, Chemistry and Physics. The emphasis within the KS3 modules is to provide students with the vocabulary and fundamental knowledge needed to understand the concepts being studied, but also to build skills linked to both problem-solving and practical activities. This helps students directly with the transition into KS4 and also the required practical activities which are a key part of the examinations.

KEY STAGE 4

KS4 GCSE / Entry Level topics are introduced in Y10, with the Biology, Chemistry and Physics content being taught on rotation in two to three week modules during KS4. Required practical activities are completed as they are met during the course and then these are revisited again as part of the examination revision period in Year 11. The students' progress through their two year GCSE course is tracked against an assessment framework linked directly to the exam board specification. Joint planning time with a specialist teacher and TA ensure that different learning needs are met and students are supported to access the curriculum content at a level they feel comfortable with, but that provides the most appropriate challenge for them.