



Somervale
School

SOMERVALE
SCHOOL
CURRICULUM
OVERVIEW

Somervale School Curriculum – The highest aspiration for **all** students regardless of circumstance - **Intent**

The curriculum intent for Somervale responds to the specific needs of our learners, and the local community we serve. We always aim to exceed the National Curriculum requirements and ensure students learn subject content and crucially commit this knowledge to memory.

Whilst the curriculum intent develops across the school, the core aspirations of the school remain the same throughout:

All students are **CHALLENGED**: to think deeply, to recall quickly, and to skillfully apply information.

All students are **SUPPORTED**: through unpacking learning, through understanding new vocabulary, through identifying and overcoming hurdles in their learning

All students **LEARN**: to acquire knowledge, to link knowledge to past learning, to constantly revisit knowledge so it is retained.

All students **THRIVE**: by engaging in their learning, by developing each character strength, and by valuing their friends, community, and differences of those around them.

Our intake at Somervale School is truly inclusive. We have a wide ability range, with nearly half of our new Year 7 students each year consistently performing above expected standards at primary, and with a significant number of students who are classified as high performers in their Year 6 SATs; there is also a minority of students who are significantly below the national average, and require support across a spectrum of learning, and physical needs.

Therefore, we have a broad, balanced and aspirational curriculum that meets the needs of all our children, by unpacking learning so that all students can reach the very highest standards. We expect all students to follow an EBAC curriculum throughout their time at KS3 and 4, and consider it vital to their social, moral, cultural and spiritual development for children to have studied the full Key Stage 3 curriculum; and, at KS4, to be offered qualifications in Humanities, Arts, Technology, as well as the core subjects.

Our curriculum is knowledge-based, empowering students to develop an understanding and appreciation of the subjects they study. Our curriculum is, therefore, carefully designed and sequenced by our subject specialists within the school, to challenge and support our students, to ensure learning knowledge is at the heart of our lessons, and to enable our students to achieve well, so that all students have the opportunity for a better future.

At Somervale School, we know that learning only happens when the long term memory is altered. In each disciplinary area each subject lead has identified the key concepts/composites and component knowledge and planned accordingly to ensure the right knowledge is acquired.

Literacy, and particularly reading, is at the centre of all that we do, so that we can both develop a reading culture in our school, and ensure that students can access academic texts that allow them to engage with a wider range of vocabulary, knowledge and ideas. We recognise the importance of oracy in developing the character strengths of empathy, curiosity, resilience and self-control, as well as contributing to improving recall of key knowledge, and the confident use of less familiar, academic vocabulary.

Somervale serves a group of students who are maybe less diverse than those found in other parts of the United Kingdom. We ensure a significant focus on learning about different cultures and ways of life to ensure students are prepared well for life in modern Britain.

In particular, an understanding and appreciation of our fundamental British values runs through all of the interactions and learning of our students, including understanding democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

We ensure that all students actively participate in PSHE and 'Philosophy and Belief' lessons, which directly cover these values; we also organise our tutor time and assemblies to reinforce these values, and ensure that relevant subject knowledge covered in the course of a lesson is directly linked to these values.

Curriculum Intents -

Year 7 Curriculum Intent

Year 7 is constructed to ensure there is a seamless transition from Primary to Secondary education by focussing on:

- Building new, positive relationships - supported through keeping students in their tutor groups for a range of creative and practical subjects, and introducing age-appropriate guidance on relationships and keeping safe, through the RSE curriculum.
- Identifying and closing gaps in knowledge, whether due to recent lockdowns, or to varied coverage of Foundation subjects at Primary schools, as well as Science.
- Developing a high level of literacy through a culture of reading for pleasure, accessing demanding academic texts, and building a working knowledge of more academic language.
- Developing a high level of numeracy through specialist maths practitioners, and reinforcement of maths in other relevant lessons.
- Deepening students' engagement and knowledge of the core subjects, Maths and English, and widening knowledge of other foundation subjects.
- Encouraging them to consider future careers that lead from present interests and strengths.

Year 8 and 9 Curriculum Intent

Y8 and 9 builds on the successful transition in Y7, and deepens the level of engagement with each subject by focussing on:

- Continuing to build positive, confident relationships between students - continuing age-related guidance on relationships, safety and deepening their understanding through the RSE curriculum.
- Identifying where students need further support to master the same curriculum, or require further challenges due to the exceptional progress made.
- Continuing to develop a high level of literacy and numeracy across all subjects.
- Continuing to widen the knowledge of students in all subjects, and deepening their understanding of key concepts.
- Preparing them to transition to the next stage of their education, through excellent, impartial careers advice and guidance, leading to appropriate choices for subjects studied at KS4, and the most suitable institution to study at.

Y10 Curriculum intent

Y10 builds on the wide range of knowledge and concepts already covered in Y7, 8 and 9. We do not teach to the GCSE examination. Instead, we help students to be prepared for the rigours and demands of examinations, by ensuring they have the appropriate knowledge, can recall it confidently, and are able to apply their knowledge in different situations. We do this by focussing on:

- Building positive relationships between students, and with other adults, increasing their resilience and confidence in dealing with the pressures of exams, and ensuring they understand how to keep safe whilst experiencing greater independence.
- Making clear connections with the knowledge learnt at KS3, and showing how they are building on this to deepen understanding.
- Supporting students in a successful transition to a new course, through clear understanding of the curriculum covered.
- Confidently applying a high level of literacy and numeracy across all subjects.
- Continuing to widen and deepen the knowledge of students in subjects, with a greater focus on confidently recalling and appropriately applying this knowledge.
- Confidently applying a high level of literacy and numeracy across all subjects.
- Preparing for the transition to the next stage of their education, through excellent, impartial careers advice and guidance.

Y11 Curriculum intent

Y11 continues the growth in knowledge and further deepens the understanding of concepts, encouraging a greater fluency in recalling and applying this knowledge. Students are introduced to aspects of the GCSE tests, whilst still widening their general knowledge around each subject, and maintaining their interest in the subjects. We do this by focussing on:

- Continuing to build positive relationships between students, and with other adults, focussing on maintaining their resilience and confidence in dealing with the pressures of exams, performing in time-limited conditions, and ensuring they understand how to keep safe whilst experiencing greater independence.
- Making clear connections with the knowledge learnt in Y10, and showing how they are building on this to deepen understanding.
- Confidently applying a high level of literacy and numeracy across all subjects, in increasingly timed-limited conditions
- Continuing to widen and deepen the knowledge of students in subjects, with a clear focus on confidently recalling and appropriately applying this knowledge, in increasingly time-limited conditions
- Preparing for the transition to the next stage of their education, through excellent, impartial careers advice and guidance.

Implementation in classrooms:

To support our intent, we expect teachers and those working with students across all key stages to do the following:

1. **Model learning for students:** Our teachers show how knowledge is applied, and suitable vocabulary is chosen, helping students to improve the quality of their work.
2. **Question students:** Our teachers carefully plan their questions for students and use a range of question types to check students' understanding, challenge their thinking and assess their grasp of key knowledge concepts.

3. **Unpack learning for all students:** We further support our learners by breaking knowledge down into easier chunks to learn. That way all students can achieve well and remember more. ‘
4. **Help students Recall learning:** Our teachers have designed subject specific knowledge organisers which are available to students in their google classrooms, and use regular quizzing to support our students to develop their recall skills and apply their knowledge with confidence. We have deliberately ordered learning so that it makes sense and one piece of knowledge builds on top of another with secure foundations - which supports long-term memory through regularly referring to prior learning.
5. **Ensuring challenge:** Our teachers teach to the top, and then scaffold to enable all learners to achieve.
6. Help our students develop their skills of Oracy: Our teachers expect students to communicate by answering questions regularly in class, or working in groups to develop ideas and responses.
7. **Develop a reading culture.** All subjects have reading at the heart of what they do. We challenge, support and monitor the reading that students undertake across KS3 and 4, to ensure that they are both widely read, and have the skills to read a variety of books for different purposes. In particular, we encourage the reading of more academic texts within classes.
8. **Ensuring learning relationships are positive:** clear expectations of behaviour and relationships within the learning environment are consistently and fairly enforced, allowing all students to learn in a calm, purposeful environment.
9. **Clearly stating the ambition for each lesson:** each lesson begins with the ‘WALT and WILF’, which is a challenging learning objective for all students to aim for, that clearly summarises what learning should take place. Students evaluate at the end of each lesson how well they have met this ambition.
10. **Supporting learning through assessment:** Much assessment is through low-stakes quizzes to help teachers understand how much students have learnt and retained. Tests help teachers determine how well students can use their knowledge in different situations.



Our School day

8.50am	Registration
9.00am	Period 1
9.50am	Period 2
10.40am	Break time
11.00am	Period 3
11.50am	Period 4
12.40pm	Lunch time
1.25pm	Tutor Time
1.45pm	Period 5
2.35pm	Period 6

Key Stage Three	No. of lessons per fortnight
English	8
Maths	8
Science	9
IT	2
Design Technology	4
Art	3
History	3
Geography	3
Philosophy and Beliefs	3
PE	5
Music	3
MFL	6
PSE	2
Drama	1

Curriculum Allocation

All students follow a 60 period two week timetable. Lessons are 50 minutes long.

Key Stage Four	No. of lessons per fortnight
Maths	8
English Language and English Literature	10
Triple Science	12
Ethics	2
Options Subjects	6 periods per 4 option subjects
PE	4

Art Curriculum

The KS3 Art curriculum is sequenced to allow for development and progression of skills in drawing, painting, sculpture and printmaking.

During KS3 students are taught how to:

- Draw from observation drawing using pencils and pens
- Develop skills in painting, printmaking and ceramics
- Use a range of media and processes to create artwork
- Analyse the work of other artists
- Evaluate their own work

Intent: The Art curriculum is structured to enable students to develop their knowledge and understanding of artistic concepts and skills. Our aim is to provide students with a strong practical foundation to enable them to make progress in Art. The Somervale Art department strives to provide opportunities for wider cultural and intellectual enrichment for all students.

In KS4, we follow the AQA Art and Design syllabus, offering both **Fine Art** and **Photography** options. Students are guided to develop further the skills they have developed at KS3, firstly through an “Induction” phase, then through a self directed project for their coursework. Students are encouraged throughout the course to work with independence.

Careers Education

At **KS3**, students can explore careers and the world of work through our PSHE curriculum, individual events with HE/FE institutions and other external providers, as well as during tutor activities. Students are also given weekly bulletins, through the Google Classroom, inviting them to undertake activities in their own time e.g. quizzes/articles, to inform and advise them of the possibilities that they have ahead of them. This is of particular importance as students make their Option choices in Year 9.

Intent: To ensure that all students are provided with the opportunity to explore the options available to them at both Post-16 and Post-18, including engaging with employers, the work place, HE/FE, apprenticeships, A Levels, and traineeships. This follows the Baker Clause (2017) which stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes

At **KS4**, the careers curriculum allows students to investigate the application process for Post-16, mock interviews, Work Experience, and engagement with external providers who have specific knowledge. Students are provided with further guidance through assemblies, workshops and tutor activities. All students are given independent guidance through interviews on a regular basis, ensuring that there are options discussed.

Design Technology Curriculum

Intent: The DT curriculum is designed to ensure all learners have the opportunity to work with a number of different materials. Alongside this all pupils will gain the knowledge and understanding needed to plan, design and make their own products. They will learn and apply new skills and build upon those already learnt. This will prepare them to develop critical thinking skills in problem solving, innovation and teamwork. This in turn allows learners to gain key life skills and be inspired by the work of others.

The KS3 Design Technology curriculum is delivered within four lessons across the fortnightly timetable. This is typically two single lessons and one double.

Each year group experiences a varied curriculum through a number of projects, allowing for progression across the key stage.

The rotation of projects and classes means that all students receive a varied and exciting Design Technology education and teachers to work within their specialism(s).

Year 7 – Have four projects across the academic year, which last around 9 weeks. As this their 1st year in KS3 they experience working with all material areas in these projects. This provides them with a good grounding to progress into Year 8 and the basic skills needed to use a range of tools and equipment.

Year 8 – Continue the model from year 7 with four projects across the year allowing them to build on the skills and concepts they have previously learnt and in 4 material areas. These are in 9-10 week blocks.

Year 9 – Have three 12-13 week projects. These build on previous year's learning and experiences but also prepare them for the KS4 curriculum. The projects are designed to teach them more challenging making techniques, develop products that are more complex and to seek better quality control ready for their given consumer but also a greater understanding of industrial practices.

At KS4 we offer a number of courses for those wishing to study GCSE DT.

AQA Art and Design, both Graphical Communication and Textiles. These courses are taught using a range of teaching strategies, revisiting and building upon skills, learning, and concepts learnt at KS3. Lessons are of theory; research and investigation work and practical or a combination of both. Students will learn new skills through a series of practical projects and experiments. They will build on their use of art techniques, graphical skills (CAD) and textile skills. They will build a portfolio of evidence through a range of different projects, skills and knowledge taught in year 10.

Hospitality and Catering Level 1/2.

The course is taught through a range of cooking sequences and activities. Over the six lessons allocated, one is always a practical session. Theoretical studies, taste testing, investigative work and demonstrations are carried out within the other four.

There are 2 components to the assessment. Each learner will complete both.

1. The hospitality and catering industry Mandatory (External)
2. Hospitality and catering in action Mandatory (Internal)

English Curriculum

At KS3 English students are provided with a wide range of opportunities to expand their knowledge of the world through texts and build their literacy skills. We aim for students:

- ❑ to develop an enjoyment of reading fiction and non-fiction texts
- ❑ to experience a range of diverse and culturally engaging sources
- ❑ to enjoy writing creatively
- ❑ to gain greater confidence in their ability to communicate effectively through drama and oracy based tasks.
- ❑

Intent: To ensure all students are supported to become excellent communicators and are given the opportunity to read and explore language in a wide range of diverse and culturally significant texts.

At KS4 students will build upon the foundation of their learning at KS3. We follow the AQA English Language and Literature specifications.

In English language students are supported to read fiction and non fiction texts from the 19th to 21st century and to write for a range of audiences and purposes.

Through English Literature students are introduced to the works of significant writers from the literary canon; they read a range of prose, poetry and drama. They are also encouraged to think critically about context, structure and language.

Geography Curriculum

The KS3 curriculum builds on prior learning from KS2 by drawing together a range of first experiences of a geographical curriculum. It allows students to demonstrate knowledge, re-visit and consolidate skills throughout all topics.

In year 7 students discover different locations, climates and build on basic skills. They spend time discovering and engaging with the topic and have a focus on the local area.

In year 8 students move on to focus at a National scale. Topics are more thought provoking, they will learn about data and presentation whilst also deeper writing skills.

In year 9 students start to build on specific knowledge and study at a global scale. They begin to build up locational knowledge and have a more in depth look at variations within the example.

Intent: Our Geography curriculum provides students with vital life skills and introduces them to new global and local issues. Thinking and decision making with geography helps us to live our lives as knowledgeable citizens, aware of our own local communities in a global setting. Our geography curriculum enables our students to be skilful and employable. At the same time, studying the beauty of the Earth and the awesome power of Earth-shaping forces can fascinate, inspire and take us out of ourselves.

The KS4 curriculum prepares for next stages and employment, the Edexcel B geography syllabus is an issues-based approach with content organised by UK and global geography. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale.

The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the specification in preparation for Exams and life after school. Transferable skills to other curriculum subjects (continue to develop) and prepare them with skills for university.

History Curriculum

In Key Stage Three we explore a chronological story of England, then Britain's formation as a nation; examining the ways in which our island has interacted with the world around it. This begins in the 11th century and ends in the 20th century. We explore a diverse range of narratives, pursuing questions of gender, politics, race; as well as exploring social and cultural changes.

Intent: We hope to teach our students the varied and diverse histories of Britain, and its' role within the world. Students will leave Year 9 with the historical tools to explore any historical topic. We aim to show our students the importance of understanding history, and its' place in our present world, as well as teaching transferable skills such as writing persuasively, reading critically, and communicating effectively.

Our popular AQA KS4 curriculum allows students to study units that delve deep into British and world history. In our **Migration and Empire** unit we examine how Britain became a world power built from the diverse peoples that have lived here. **Elizabethan England** and **the USA 1920-73** are two fascinating periods that we study in detail. **The Cold War** unit provides insight into international conflict and tension, with an opportunity to visit Berlin in Year 11.

ICT and Enterprise Curriculum

KS3:

Develop learner's knowledge, skills and understanding through key computational concepts and experience. The KS3 curriculum has been designed to ensure learners have sufficient knowledge to stay safe online and use computers safely in life. The KS3 curriculum also provides a focus on developing resilient learners who are able to recover from mistakes and effectively solve problems.

In ICT we implement this through the delivery of a high quality of education which places developing the computing concepts at the forefront of planning.

Each scheme of learning is prefaced by its own intent, implementation and impact rationale, underpinned by a deep understanding of the computational concepts.

In the schemes of learning assessment is a meaningful vehicle for learning, of learning and as learning to ensure we make a profound positive difference to all students.

Various quality assurance activities are undertaken to rigorously ensure that the implementation of the computing curriculum has maximum impact.

Intent:

The topics at KS3 give a basis of knowledge, skills and understanding to allow students to progress onto either ICT or Computer Science at KS4 and will provide exposure to those subjects so that students can make an informed decision on their KS4 choices.

KS4:

The rationale of the KS4 curriculum is for students to develop the mindset of a computer scientist built upon the foundations at KS3. Learners have the opportunity to develop their capability, creativity and knowledge in computer science, digital media and information technology.

Students have two possible routes at KS4; Creative iMedia and Computer Science. Both qualifications prepare for the next stages with regard to the BTEC and A Level Computer Science.

Computer Science is targeted towards the more able and the Creative iMedia course is focused towards those students who prefer a vocational approach to learning.

The curriculum builds on prior learning from KS3 specifically when studying problem solving and programming in KS4 Computer Science.

Enterprise Curriculum

KS4:

The BTEC Tech Award in Enterprise curriculum aims to encourage students with the following:

- Development of key skills that prove aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

Intent:

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

KS4:

- Students are taught one key idea per lesson.
- Each Learning aim for Component 1 and 2 is internally assessed using a range of techniques (from writing a newspaper article, to presenting key concepts to a group).
- Component 3 is externally assessed.
- Time is built in to the curriculum to deliver and complete the internal assessments.
- Lesson content is delivered alongside developing students' ability to think about real-life situations.
- Questioning will be used to check understanding, draw out misconceptions and encourage deeper thinking. Pupils will use key vocabulary to explain and reason.
- Group work will be used for students to discuss ideas and promote pros and cons of key concepts.
- Reasoning skills developed through verbal and written work.
- Plenaries are used to review learning and as an opportunity to do written questions.
- Teachers will use a variety of real-life examples to explain content.
- Whole class feedback is used to support students (forward facing feedback)

Maths Curriculum

The KS3 curriculum builds on prior knowledge by consolidating concepts and standardising techniques learnt at Key Stage 2, developing and enhancing understanding of all six areas of the secondary Mathematics curriculum and introducing new concepts such as Pythagoras and Trigonometry that provide essential foundations for Key Stage 4 Mathematics.

Intent: The Maths curriculum intends to develop in students a deep appreciation of the patterns and relationships between numbers and to provide a firm foundation with the tools of algebra, geometry and statistics to enable students to solve problems in both abstract and real-world contexts.

Our Key Stage 4 curriculum intends to continue the development of all the areas of the Mathematics curriculum encountered in Key Stage 3 with an additional strand covering vectors.

In Key Stage 4 problem-solving and reasoning skills are further developed and refined up to, and in many cases, beyond the standard required in Mathematics examinations.

MFL Curriculum

Throughout KS3 all students learn a foreign language (Spanish or French). In addition to this, some of our most able students will also learn the second foreign language. The KS3 curriculum gives all students the opportunity to develop their knowledge and understanding of Grammar, Vocabulary and Culture.

During lessons the four key skills of Listening, Speaking, Reading and Writing are practised with the challenge and support of the expert teachers and the latest digital resources.

By the end of KS3, should feel part of a global community and have the linguistic skills to travel and make friends from all over the world.

Intent: Our intention is to offer students a broad, varied and interesting curriculum that provides students the opportunity to learn, practise and use another language in various contexts. Through learning another language students will also develop an good understanding of other cultures.

At KS4, Somervale School offers both French and Spanish GCSEs as an option subject. The curriculum we follow is with the Foundation or Higher Edexcel GCSE course. The GCSE course is divided into 5 themes. (Identity and Culture, Local area, Holiday and Travel, School, Future Aspirations, study and work, and International and Global Dimension)

By the end of the KS4 course, students have the opportunity to continue languages at A Level if they want additional challenge. However, with a strong MFL qualification, students are able to communicate freely in another language on a range of topics and using various tenses. They will have the confidence to use another language to understand and to make themselves understood.

Music Curriculum

At Key Stage 3 students learn the art of performance through whole class keyboard lessons. They learn how to perform as a soloist and as part of a group using the correct technique. Students are taught about the elements of music across a wide range of musical genres including pop, reggae, classical and film music. Students use industry standard music tech software to record and input music and to create their own unique compositions.

Intent: To develop knowledge, understanding and appreciation of different musical genres from around the globe and different periods in history through performance, composition, music technology and listening.

Our KS4 musicians explore the relationships between sound through investigation into rhythm, melody, pulse, harmony, structure and texture. Students perform both as soloists and as part of a group and they produce highly creative compositions in a variety of musical styles. Students are taught the importance of critical listening and are able to accurately analyse pieces of music covering the western classical tradition, world music and the music of today's pop culture.

PE Curriculum

The **KS3** curriculum prepares students as it:

- Provides students with an opportunity to develop physical literacy and a passion for sport and physical activity which will keep them healthy throughout their lifetime.
- Teaches skills such as resilience, determination, leadership and teamwork which are invaluable in all stages of life.
- Provides them with knowledge and experiences which will prepare them to study a sport related course at KS4.

Intent: *PE at Somervale aims to empower and inspire young people to have the skills, confidence and opportunities to be successful and enjoy being active so they can lead long and active lives.*

All **KS4** students will participate in PE every week. Students are provided with:

- A broad curriculum with the intention of building physical literacy and encouraging students to pursue physical activity into adulthood.
- Responsibility and choice to help them take ownership of their health.

Students that chose to study PE as an academic qualification will:

- Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Philosophy and Belief Curriculum

The KS3 PB learning journey allows students to gain an understanding of the six major world religions. Lessons are challenging and engaging, allowing students to explore their own beliefs and the beliefs of others in a safe and supportive environment. KS3 PB also demonstrates inclusiveness by challenging misconceptions that lead to prejudice and discrimination.

Intent: PB encourages students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

The KS4 course is a fascinating and rewarding study of contemporary issues in our world. Students are challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

The optional KS4 qualification follows the Edexcel Religious Studies B specification. The religions studied are Hinduism and Christianity. The curriculum builds on prior learning from KS3 through a variety of different topics.

Science Curriculum

At Key Stage 3:

We teach a broad science curriculum of Biology, Chemistry & Physics that develop key skill areas of the following:

- Long term recall of subject knowledge.
- Understanding of the scientific method.
- Development of numeracy skills in order to do data analysis and calculations.

intent: Science at Somervale School aims to develop the skills needed for students to be able to understand the uses and implications of Science for their everyday life; and for a world that is scientifically advancing at a greater pace.

At Key Stage 4:

All students study separate sciences of Chemistry, Physics and Biology.

The aim of this is to provide all of our students with a broad and balanced Science curriculum that provides them with a solid foundation for further studies.

The curriculum is aligned with the national drive to increase student numbers pursuing STEM careers.

Science provides students with the knowledge and understanding that overlaps with many other subjects and helps to provide them with a wide knowledge base that will benefit them in the future