

## A guide to the Science Curriculum at Darland High School. 2018

### Curriculum outline

In Key Stage 3, the course is based around Exploring Science. The scheme of work is designed to match National Curriculum based learning outcomes with appropriate resources and activities, to provide a varied and stimulating introduction to all aspects of science.

In Key Stage 4, the faculty provides a course designed to meet the needs of pupils of different abilities. There are 2 learning pathways that pupils follow depending on their option choices.

Pathway one – WJEC Separate Sciences, for those who have achieved at least a level 7 at the end of KS3  
Pathway two – WJEC Science Double GCSE Award at foundation or higher level depending on their performance throughout the course

### Curriculum organisation

In Year 7 and 8 pupils are taught in mixed ability form groups for a total of 6 hours a fortnight, distributed in six, one hour lesson. One science teacher ideally teaches each group, although in some cases two teachers share classes. Where possible, classes are taught by different teachers in year 7 and 8 to provide a balance of teaching styles and subject expertise. Year 7 classes initially will be provided with an introduction unit in their first week and then work through each term's topics in rotation to reduce strain on resources.

In Year 9 pupils are taught biology, chemistry and physics, in sets by specialist teachers. Groups are time-tabled for six one-hour periods a fortnight. Pupils are taught in subject blocks of 3 week rotations, with each rotation containing an assessment.

In key stage 4, pupils are set according to ability. Each group is allocated subject specialist teachers who cover the three disciplines of science. All pupils except those completing Separate Science, have a total of ten one hour periods a fortnight, which are taught in subject blocks of 2 week rotations.

### Teaching and Learning

The faculty has adopted a common approach to teaching and learning, that follows a core structure for all science lessons. This ensures consistency of approach and provides all of our pupils with the same opportunities to achieve. In the 2013 Estyn report on Science at Key stages 2 and 3, Darland was identified as a centre of best practice.

### Results and expectations

We take pride in the results that the faculty continuously achieves, at both key stages.

We believe that the high level of achievement is due to setting aspirational targets, having high expectations for all of our pupils, and good quality teaching and learning experiences.

#### L2 - Science

5.1a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)

