

Science

Subject

Overview

ROUTE 1 - SCIENCE

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
Year 7	<p>Animals Including Humans</p> <p><i>Discover different animals have different body parts (some have no legs, some have lots)</i></p>	<p>Seasonal Changes</p> <p><i>Discover how to identify that it is Autumn, Winter, Summer and Spring Describe how to choose appropriate clothing for the seasons</i></p>	<p>Potions</p> <p><i>Discover the chemical changes that occur</i></p>	<p>Powers</p> <p><i>Discover what magnets stick to (metals)</i></p>	<p>Living Things and Their Habitats</p> <p><i>Discover the similarities and differences in relation to living things and their habitats</i></p>	<p>Materials</p> <p><i>Discover the similarities and differences in relation to places, objects, materials and living things</i></p> <p>Plants</p> <p><i>Discover what plants need to grow.</i></p>
Year 8	<p>Animals Including Humans</p> <p><i>Explore the different body parts animals have (some have no legs, some have lots)</i></p>	<p>Seasonal Changes</p> <p><i>Explore how to identify that it is Autumn, Winter, Summer and Spring Describe how to choose appropriate clothing for the seasons</i></p>	<p>Potions</p> <p><i>Explore the chemical changes that occur</i></p>	<p>Powers</p> <p><i>Explore and understand magnets stick to certain materials (metals)</i></p>	<p>Living Things and Their Habitats</p> <p><i>Explore the similarities and differences in relation to living things and their habitats</i></p>	<p>Materials</p> <p><i>Explore the similarities and differences in relation to places, objects, materials and living things</i></p> <p>Plants</p> <p><i>Explore what plants need to grow.</i></p>

Year 9	<p>Animals Including Humans</p> <p><i>I know how to describe and compare observable features of animals from a range of groups.</i></p>	<p>Animals Including Humans</p> <p><i>I know how to identify and name a variety of common animals</i></p> <p>Seasonal Changes</p> <p><i>I know how to observe and describe changes across the 4 seasons</i></p>	<p>Everyday Materials</p> <p><i>I know how to distinguish objects from materials, describe their properties, identify and group everyday materials</i></p>	<p>Plants</p> <p><i>I know that plants need water to grow</i></p>	<p>Plants</p> <p><i>I know how to identify and name a variety of common plants</i></p>	<p>Potions and Powers</p> <p><i>Experience the chemical changes that occur</i></p>
Year 10	<p>Animals Including Humans</p> <p><i>I know how to group animals according to what they eat</i></p>	<p>Animals Including Humans</p> <p><i>I know how to identify, name and label the basic parts of the human body</i></p> <p>Seasonal Changes</p> <p><i>I know how to observe weather associated with the seasons and how the length of the day varies</i></p>	<p>Everyday Materials</p> <p><i>I know how to distinguish between an object and the material it is made from</i></p>	<p>Plants</p> <p><i>I know that most plants need soil and nutrients to grow</i></p>	<p>Plants</p> <p><i>I know how to identify and describe the basic structure of a variety of common flowering plants</i></p>	<p>Potions and Powers</p> <p><i>Experience and understand magnets stick to certain materials (metals)</i></p>

Year 11	Animals Including Humans <i>I know how to identify an and name a variety of common animals.</i>	Animals Including Humans <i>I know how to take care of animals</i> Seasonal Changes <i>I know that it is not safe to look directly at the Sun</i>	Everyday Materials <i>I know how to identify and name a variety of everyday materials</i>	Plants <i>I know that some plants grow from seeds</i>	Plants <i>I know how to identify and name a variety of common wild and garden flowers</i>	Potions and Powers <i>I know how to find an object which a magnet will stick to</i>

Curriculum Overview

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.
- Pupils are taught content and skills in line with National Curriculum coverage at appropriate levels.
- Pupils study elements of Biology, Chemistry and Physics during each year and study each topic over a term.
- Delivery is supported with PZAZ Science.
- Pupils experience both conceptual and practical learning.
- Pupils have the opportunity to engage in science related off-site activities.
- Science topics endeavour to align with current Topic teaching.
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Develop scientific knowledge and conceptual understanding of the disciplines of Physics, Chemistry and Biology.
- Pupils formulate their own questions about the natural world.
- Teachers use precise questioning in class to test conceptual knowledge through the national curriculum.

SKILLS

- Simple questions
- Simple tests
- Observe changes over time
- Identify and classify
- Observe changes and patterns
- Research using secondary sources

SPIRAL

- Pupils in these groups struggle to retain any information and work at a much slower pace. They therefore repeat the topics, extending their knowledge each time, until they are embedded. Access to the next level of work is also very limited but will be used with those who are able.
- We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are explicit in lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Develop scientific knowledge and conceptual understanding of the disciplines of Physics, Chemistry and Biology.
- Pupils formulate their own questions about the natural world.
- Teachers use precise questioning in class to test conceptual knowledge through the national curriculum.

SKILLS

- Fair testing with support
- Identify and classify
- Observe changes over time
- Observe changes and patterns
- Simple testing with support

SPIRAL

- Pupils in these groups struggle to retain any information and work at a much slower pace. They therefore repeat the topics, extending their knowledge each time, until they are embedded. Access to the next level of work is also very limited but will be used with those who are able.

- We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are explicit in lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

DESTINATIONS

- Pupils will continue in education in the form of social care and possible Entry Level qualifications.

ROUTE 2 – SCIENCE

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
Year 7	Animals including humans <i>Name common groups of animals and group animals, name and locate parts of the human body, describe the basic needs of animals for survival and group animals according to what they eat.</i>	Animals including humans <i>Compare the structure of different animals and know how to take care of animals, including a description of their basic needs.</i>	Use of everyday materials <i>Describe how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses.</i>	Use of everyday materials <i>Describe how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses</i>	Living things and their habitats <i>Identify if things are alive dead or never lived and name different plants and animals and describe how they are suited to their habitats</i>	Plants <i>Know how to describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants.</i>
		Seasonal changes <i>Describe changes across the four seasons</i>	Seasonal changes <i>Describe seasons</i>	Everyday materials <i>Distinguish objects from materials, describe their properties, identify and group everyday materials</i>	Everyday materials <i>Distinguish objects from materials, describe their properties, identify and group everyday materials</i>	Plants <i>Describe plants</i>

Year 8	<p>Animals including humans</p> <p><i>Name and locate parts of the human body, describe the basic needs of animals for survival and group animals according to what they eat</i></p>	<p>Rocks</p> <p><i>Describe properties of rocks</i></p>	<p>Forces</p> <p><i>Compare how things move on different surfaces</i></p>	<p>Forces</p> <p><i>Compare how things move on different surfaces</i></p>	<p>Plants</p> <p><i>Describe the functions of different parts of flowering plants</i></p>	<p>Plants</p> <p><i>Describe the functions of different parts of flowering plants</i></p>
	<p>Animals including humans</p> <p><i>Name and locate parts of the human body, describe the basic needs of animals for survival and group animals according to what they eat</i></p>	<p>Use of everyday materials</p> <p><i>Describe properties of materials</i></p>	<p>Light</p> <p><i>Sources and explanation of light</i></p>	<p>Living things and their habitats</p>		
			<p>Use of everyday materials</p> <p><i>Describe properties of materials</i></p>			

Year 9	ROUTE B WJEC – Health and Safety – EL2	ROUTE B WJEC – Health and Safety – EL2	ROUTE B Living things and their habitats	ROUTE B Animals including humans	ROUTE B Rocks	ROUTE B Light
	<i>Enhance pupils' ability to work safely during practical work.</i>	<i>Enhance pupils' ability to work safely during practical work.</i>	<i>Identify if things are alive dead or never lived and name different plants and animals and describe how they are suited to their habitats</i>	<i>Describe the simple functions of the digestive system and construct food chains.</i>	<i>Describe how fossils are formed.</i>	<i>Know light is reflected and shadows.</i>
			Animals including humans	Rocks	Forces	Plants
		<i>Name and locate parts of the human body, describe the basic needs of animals for survival and group animals according to what they eat.</i>	<i>Compare and group different types of rocks</i>	<i>Compare how things move on different surfaces and contact/non-contact forces.</i>	<i>Describe the different parts of plants and explore what plants need to grow.</i>	
				Light	<i>Understand light is needed to see.</i>	

	<p>ROUTE A WJEC – Health and Safety – EL3</p> <p><i>Enhance pupils' ability to work safely during practical work.</i></p>	<p>ROUTE A WJEC – Health and Safety – EL3</p> <p><i>Enhance pupils' ability to work safely during practical work.</i></p>	<p>ROUTE A Forces</p> <p><i>Compare how things move on different surfaces and contact/non-contact forces.</i></p> <p>Light</p> <p><i>Understand light is needed to see, know light is reflected and shadows.</i></p> <p>Plants</p> <p><i>Describe the different parts of plants and explore what plants need to grow.</i></p>	<p>ROUTE A Plants</p> <p><i>Describe the different parts of plants and explore what plants need to grow.</i></p>	<p>ROUTE A Animals including humans</p> <p><i>Describe the simple functions of the digestive system and construct food chains.</i></p> <p>Electricity</p> <p><i>Identify common appliances that run on electricity, construct simple circuits and recognise open and closed switches.</i></p> <p>States of matter</p> <p><i>Compare and group materials based on the state.</i></p>	<p>ROUTE A States of matter</p> <p><i>Understand the water cycle and when changes of state happen.</i></p> <p>Sound</p> <p><i>Recognise that sound is made via vibrations and how this relates to the volume.</i></p>
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Year 10	ROUTE B WJEC – Health and Safety – EL2	ROUTE B WJEC – Health and Safety – EL2	ROUTE B Animals including humans	ROUTE B Animals including humans	ROUTE B Rocks	ROUTE B Plants
	<i>Develop pupils' ability to work safely during practical work.</i>	<i>Develop pupils' ability to work safely during practical work.</i>	<i>Name and locate parts of the human body, describe the basic needs of animals for survival and group animals according to what they eat.</i>	<i>Describe the simple functions of the digestive system and construct food chains.</i>	<i>Compare and group different types of rocks</i>	<i>Describe the different parts of plants and explore what plants need to grow.</i>
				Rocks	Light	Electricity
				<i>Compare and group different types of rocks</i>	<i>Understand light is needed to see and know light is reflected and shadows.</i>	<i>Identify common appliances that run on electricity, construct simple circuits and recognise open and closed switches.</i>
					Plants	States of matter
					<i>Describe the different parts of plants and explore what plants need to grow.</i>	<i>Compare and group materials based on the state.</i>

	<p>ROUTE A WJEC – Health and Safety – EL3</p> <p><i>Develop pupils' ability to work safely during practical work.</i></p>	<p>ROUTE A WJEC – Health and Safety – EL3</p> <p><i>Develop pupils' ability to work safely during practical work.</i></p>	<p>ROUTE A Animals including humans</p> <p><i>Name and locate parts of the human body, describe the basic needs of animals for survival and group animals according to what they eat.</i></p>	<p>ROUTE A Animals including humans</p> <p><i>Describe the simple functions of the digestive system and construct food chains.</i></p> <p>Rocks</p> <p><i>Compare and group different types of rocks</i></p>	<p>ROUTE A Rocks</p> <p><i>Compare and group different types of rocks</i></p> <p>Forces</p> <p><i>Compare how things move on different surfaces and contact/non-contact forces.</i></p> <p>Light</p> <p><i>Understand light is needed to see.</i></p> <p>Plants</p> <p><i>Describe the different parts of plants and explore what plants need to grow.</i></p>	<p>ROUTE A Plants</p> <p><i>Describe the different parts of plants and explore what plants need to grow.</i></p> <p>Electricity</p> <p><i>Identify common appliances that run on electricity, construct simple circuits and recognise open and closed switches.</i></p>
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Year 11	WJEC – Health and Safety – EL2 <i>Deepen pupils' ability to work safely during practical work.</i>	WJEC – Health and Safety – EL2 <i>Deepen pupils' ability to work safely during practical work.</i>	Animals including humans <i>Name and locate parts of the human body, describe the basic needs of animals for survival and group animals according to what they eat.</i>	Animals including humans <i>Describe the simple functions of the digestive system and construct food chains.</i>	Rocks <i>Compare and group different types of rocks</i>	Plants <i>Describe the different parts of plants and explore what plants need to grow.</i>
				Rocks <i>Compare and group different types of rocks</i>	Forces <i>Compare how things move on different surfaces and contact/non-contact forces.</i> Light <i>Understand light is needed to see.</i> Plants <i>Describe the different parts of plants and explore what plants need to grow.</i>	Electricity <i>Identify common appliances that run on electricity, construct simple circuits and recognise open and closed switches.</i>

Curriculum overview

- Route 2 Pupils undertake tasks to ENHANCE, DEVELOP and DEEPEN themes and opportunities within the context of the topics.
- Pupils are taught content and skills in line with National Curriculum coverage at appropriate levels.
- Pupils study elements of Biology, Chemistry and Physics during each year and study each topic over a term.
- Delivery is supported with PZAZ Science.
- Pupils experience both conceptual and practical learning.
- Pupils have the opportunity to engage in science related off-site activities.
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Develop scientific knowledge and conceptual understanding of the disciplines of Physics, Chemistry and Biology.
- Pupils formulate their own questions about the natural world.
- Teachers use precise questioning in class to test conceptual knowledge through the national curriculum.

SKILLS

- Asking questions
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

SPIRAL

- We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are explicit in lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Develop scientific knowledge and conceptual understanding of the disciplines of Physics, Chemistry and Biology.
- Pupils formulate their own questions about the natural world.
- Teachers use precise questioning in class to test conceptual knowledge through the national curriculum.

SKILLS

- asking questions
- making predictions
- setting up tests
- observing and measuring
- recording data
- interpreting and communicating results
- Evaluating

SPIRAL

- We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.

- Working Scientifically skills are explicit in lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

DESTINATIONS

- Route 2 pupils will complete EL2/3 qualifications and then continue to Foundation or Independent living courses at college.

TOWARDS INDEPENDENCE

- An understanding of the human body
- Able to distinguish between different materials and their properties
- Understand how to use chemicals at home safely
- Have an understanding of electricity

ROUTE 3 - SCIENCE

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
Year 7	<p>Animals including humans</p> <p><i>Locate body parts, know what is needed for survival and basic human needs and group animals based on what they eat</i></p>	<p>Animals including humans</p> <p><i>Locate body parts, know what is needed for survival and basic human needs and group animals based on what they eat</i></p>	<p>Use of everyday materials</p> <p><i>Know how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses.</i></p>	<p>Use of everyday materials</p> <p><i>Know how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses</i></p>	<p>Living things and their habitats</p> <p><i>know how to name different plants and animals and describe how they are suited to different habitats.</i></p>	<p>Plants</p> <p><i>Describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants</i></p>
Year 8	<p>Animals including humans</p> <p><i>Know how to describe the changes as humans develop to old age</i></p> <p>Properties and Changes of materials</p> <p><i>Describe some changes result in the formation of new materials</i></p>	<p>Properties and Changes of materials</p> <p><i>Describe some changes result in the formation of new materials.</i></p>	<p>Properties and Changes of materials</p> <p><i>Describe some changes result in the formation of new materials. Demonstrate that dissolving, mixing and changes of state are reversible changes.</i></p>	<p>Forces</p> <p><i>Show an awareness of the force of gravity</i></p>	<p>Forces</p> <p><i>Show an awareness of the force of gravity</i></p> <p>Space</p> <p><i>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i></p>	<p>Living things and their habitats</p> <p><i>Describe differences in the life cycles of a mammal</i></p>

<p style="text-align: center;">Year 9</p>	<p>AQA ENTRY LEVEL – Physics Unit 6 – Electricity, magnetism and waves</p> <p><i>Embed how electricity is used and calculated, how magnets work and the EM spectrum</i></p>	<p>AQA ENTRY LEVEL – Physics Unit 6 – Electricity, magnetism and waves</p> <p><i>Embed how electricity is used and calculated, how magnets work and the EM spectrum</i></p>	<p>AQA ENTRY LEVEL – Biology Unit 1 – The Human Body</p> <p><i>Circulatory and other systems, vaccinations, keeping our body healthy.</i></p>	<p>AQA ENTRY LEVEL – Biology Unit 1 – The Human Body</p> <p><i>Circulatory and other systems, vaccinations, keeping our body healthy.</i></p>	<p>AQA ENTRY LEVEL – Biology Unit 1 – The Human Body</p> <p><i>Circulatory and other systems, vaccinations, keeping our body healthy.</i></p>	<p>Unit 1 and Unit 6 – Preparation for GCSE</p> <p><i>Revisit work and extend further to GCSE</i></p>
<p style="text-align: center;">Year 10</p>	<p>AQA ENTRY LEVEL – Physics Unit 6 – Electricity, magnetism and waves</p> <p><i>Demonstrate how electricity is used and calculated, how magnets work and the EM spectrum</i></p>	<p>AQA ENTRY LEVEL – Physics Unit 6 – Electricity, magnetism and waves</p> <p><i>Demonstrate how electricity is used and calculated, how magnets work and the EM spectrum</i></p>	<p>AQA ENTRY LEVEL – Physics Unit 6 – Electricity, magnetism and waves</p> <p><i>Understand how electricity is used and calculated, how magnets work and the EM spectrum</i></p>	<p>AQA ENTRY LEVEL – Chemistry Unit 3 - Elements, Mixtures and Compounds</p> <p><i>States of matter, atoms, elements and compounds, alloys and metals.</i></p>	<p>AQA ENTRY LEVEL – Chemistry Unit 3 - Elements, Mixtures and Compounds</p> <p><i>States of matter, atoms, elements and compounds, alloys and metals.</i></p>	<p>AQA ENTRY LEVEL – Chemistry Unit 3 - Elements, Mixtures and Compounds</p> <p><i>States of matter, atoms, elements and compounds, alloys and metals.</i></p>
<p style="text-align: center;">Year 11</p>	<p>AQA ENTRY LEVEL – Physics Unit 6 – Electricity, magnetism and waves</p> <p><i>Apply knowledge on how electricity is used and calculated, how magnets work and the EM spectrum</i></p>	<p>AQA ENTRY LEVEL – Physics Unit 6 – Electricity, magnetism and waves</p> <p><i>Apply knowledge on how electricity is used and calculated, how magnets work and the EM spectrum</i></p>	<p>AQA ENTRY LEVEL – Physics Unit 5 – Energy, forces and the structure of matter</p> <p><i>Energy resources, types of force, reaction times and radioactivity</i></p>	<p>AQA ENTRY LEVEL – Physics Unit 5 – Energy, forces and the structure of matter</p> <p><i>Energy resources, types of force, reaction times and radioactivity</i></p>	<p>GCSE Preparation</p>	

Curriculum Overview

- Route 3 Pupils undertake tasks to EMBED, DEMONSTRATE and APPLY knowledge and understanding through themes and opportunities within the context of the topics.
- Pupils develop and enhance skills taught in Years 7,8, and 9.
- Pupils experience both conceptual and practical learning.
- Pupils have the opportunity to engage in science related off-site activities.
- Pupils study the topics on a cycle to give a broad and balanced curriculum.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Develop scientific knowledge and conceptual understanding of the disciplines of Physics, Chemistry and Biology.
- Pupils formulate their own questions about the natural world.
- Teachers use precise questioning in class to test conceptual knowledge through the national curriculum.

SKILLS

- Systematic and careful observations over time, looking at similarities and differences.
- Questions surrounding patterns I have found in data.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Set up simple practical enquiries, comparative and fair tests
- Use secondary sources with adult support to help clarify results seen.

SPIRAL

- We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills are explicit in lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Biology Unit 1 - The Human Body – Circulatory and other systems, vaccinations, keeping our body healthy.
- Chemistry Unit 3 - Elements, Mixtures and Compounds - States of matter, atoms, elements and compounds, alloys and metals.
- Physics Unit 5 – Energy, forces and the structure of matter – Energy resources, types of force, reaction times and radioactivity
- Physics Unit 6 – Electricity, magnetism and waves - Understand how electricity is used and calculated, how magnets work and the EM spectrum

SKILLS

- Recognise things change over time, and can ask pertinent questions and suggest reasons for similarities and differences over time
- Ask questions surrounding patterns I have found in data as to why something I have observed has happened.
- Develop and use keys and other information to classify and describe objects in ways to help answer questions
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Use secondary sources to help interpret results seen.

SPIRAL

- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.

DESTINATIONS

- AQA Entry Level Science
- AQA GCSE Science Synergy
- Possible Level 1 courses at college

TOWARDS INDEPENDENCE

- Gain an understanding of different chemicals and how they react.
- Understand how the human body works and what it needs to function properly.
- How to read an electric meter.