# Subject Curriculum Map

**Intent** – *what does your curriculum aim to achieve? What knowledge and understanding will students have by the time they leave in Y11? What is the structure and narrative underpinning the curriculum?*

- *At The Elms Academy, our mission is to provide an exceptional education that brings out the best in every student, preparing them for success in life. Our science curriculum is meticulously designed to inspire and cultivate a profound understanding of the natural world, fostering lifelong curiosity and passion for science. We aim to equip students with the core knowledge essential for success in both education and life, maximizing their cognitive development, nurturing the whole person, and recognizing the unique talents of each individual. Ultimately, our goal is to empower all children to become active, economically self-sufficient citizens.*

- *The science curriculum at The Elms Academy aims to develop students who are well-versed in the scientific knowledge necessary to comprehend the applications and implications of science today and in the future. This is achieved by enhancing students' scientific knowledge and conceptual understanding through the distinct disciplines of biology, chemistry, and physics. By fostering an understanding of the nature, processes, and methods of science through various types of scientific enquiries, we enable students to answer scientific questions about the world around them effectively.*

**Implementation** - *How is the curriculum being delivered? How are ideas, concepts and knowledge sequenced and revisited to ensure that learning is committed to long-term memory? How is knowledge of vocabulary embedded and taught explicitly? How do you ensure that Key Stage 3 serves as a preparation for further study but also provides an secure understanding of the world for students who don't continue with individual subjects beyond KS3?*

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| Year 7 | At The Elms Academy, we dedicate the first two terms to discovering and embedding the foundations of science. In chemistry, students begin by learning about particles and the particle model. Students are introduced to the concept of matter and particles. They are not yet introduced to atoms/ molecules but use the simple particle model. Students learn how the particulate model of matter – and the arrangement, movement and forces of attraction between particles – can explain changes of state, and other physical changes.<br><br>In fundamentals of physics Students are taught about resultant forces when forces are balanced (zero resultant force) and unbalanced (non-zero) forces. They revisit contact and non-contact forces (KS2) and name air resistance, friction, lift, normal contact force, thrust, upthrust, water resistance (contact) and gravity force and magnetic force (non-contact).<br><br>Moving on to biology, Students review relevant knowledge from KS2. They are then introduced to cells as the building blocks within tissues, organs and organ systems. They are taught the components of animal and plant cells and examine some specialised cells<br><br>**Topics covered**<br>Chemistry - Particles substances and mixtures (7.01)<br>Physics –Fundamentals of physics (7.02)<br>Biology – Cells and organisation (7.03)<br><br>**Key recurring themes**<br>1. All matter in the Universe is made of very small particles<br>2. The total amount of energy in the universe is always the same but can be transferred from one energy store to another during an event<br>3. Organisms are organised on a cellular basis and have a finite life span | Having understood the fundamentals of particles (7.01), students are introduced to atoms, molecules and elements, and then compounds. They are taught how to represent these in diagrams and with symbols and chemical formulae.<br>They are then introduced to chemical changes as a rearrangement of these atoms. They represent these in diagrams, word equations and symbol equations (though they do not balance equations).<br><br>For 7.05 students build on knowledge of what cells need for respiration (7.03), students are taught about the gas exchange system and revisit the digestive system and circulatory system in humans (KS2). Students also revisit the idea of adaptation in the context of specialised cells (7.03),<br><br>For 7.06 Students build on their knowledge of sound being caused by vibrations and what changes its loudness and pitch (KS2), to understand how sound is transmitted via particles (7.01). Students also develop their knowledge of light emanating from a source to illuminate objects, which is how we see them, and how shadows are evidence for light travelling in straight lines (KS2) to understand how whole areas can be lit up and how surfaces affect the reflection of light.<br><br>**Topics covered**<br>Chemistry - Chemical changes (7.04)<br>Biology - Organ systems (7.05)<br>Physics – Sound and light (7.06)<br><br>**Key recurring themes**<br>1. Genetic information is passed down from one generation of organisms to another<br>2. All matter in the Universe is made of very small particles<br>3. Organisms are organised on a cellular basis and have a finite life span | 7.07. Students build on understanding of properties of materials and how these relate to their use (KS2) by considering the properties and use of composite materials. They are introduced to polymers and ceramics and compare these to metals.<br><br>7.08. Students are introduced to variation, including continuous and discontinuous variation and genetic and environmental variation. They consider the importance of variation within a species. At this stage, they do not explicitly link variation with adaptations. Separately, they revisit adaptations of specialised cells (7.03, 7.05) in male and female gametes.<br><br>Topics covered<br>Chemistry – Materials (7.07)<br>Biology – Life cycles (7.08)<br><br>**Key recurring themes**<br>1. Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.<br>2. The diversity of organisms, living and extinct, is the result of evolution<br>3. All matter in the Universe is made of very small particles | |

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| | 4. Genetic information is passed down from one generation of organisms to another | | |
| **Year 8** | Students will begin by looking at what a balanced diet is and why a balanced diet is important. Students will focus on the different food groups and explain why each food group is necessary.<br>Students will learn about the process of digestion and think about the path food takes when it enters the mouth and what organs are needed for digestion to work effectively. Students use their knowledge of food groups and nutrients when moving on to the role of enzymes and why enzymes play an important role in digestion.<br><br>Students will learn about how the periodic table is ordered including where metals and non-metals can be found. They will use this knowledge to explain how an elements position in the periodic table links to its properties and reactivity.<br>Students will recap chemical reactions and write word and symbol equations for reactions using the terms reactants and products.<br><br>Finally students study space and light. This is a fascinating topic that allows students to explore and learn about the universe that they live in.<br>They develop an understanding of light and its different properties and why light is key to so many concepts such as reflection, refraction and total internal reflection. It is important for everyday living that students understand how shadows are formed, how we see colour, and the structure of the eye.<br><br><u>Topics covered</u><br>Biology – Digestion and nutrition (8BD)<br>Chemistry – The periodic table (8CP)<br>Physics – Space and Light (8PE)<br><br>**<u>Key recurring themes</u>**<br>1. The total amount of energy in the universe is always the same but can be transferred from one energy store to another during an event<br>2. Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms<br>3. Organisms are organised on a cellular basis and have a finite life span<br>4. All matter in the Universe is made of very small particles<br>5. Our solar system is a very small part of one of billions of galaxies in the Universe<br>6. Objects can affect other objects at a distance | During Terms 3 and 4, students will delve into the rock cycle and the dynamic processes shaping our planet. They learn that below the surface heat from the Earth's interior causes movement in the molten rock. This in turn leads to movement of the plates which form the Earth's crust, creating volcanoes and earthquakes. The solid surface is constantly changing through the formation and weathering of rock .This is important as it allows the students to learn that in the environment around us most things flow in a cycle; Life cycle, carbon cycle and water cycle are a few examples.<br><br>Students looks at electricity and magnetism and see the link between 7PF and 8PE e.g. All objects have an effect on other objects without being in contact with them. Magnetism and electrostatic forces being examples of non-contact forces. Students will learn the content but also build on their practical skills<br><br><u>Topics covered</u><br>Chemistry – Materials (8CM)<br>Physics – Electricity and magnetism (8PE)<br><br>**<u>Key recurring themes</u>**<br>1. The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth's surface and its climate.<br>2. Objects can affect other objects at a distance<br>3. Changing the movement of an object requires a net force to be acting on it | Students will then move onto Ecological relationships and then the final topic of the year is on matter, which builds on their work on particles and the particle model.<br><br>Students undertake more practical work when studying energetics and rate and will be asked to plan investigations and improve investigations that have already been done.<br><br>Following this, students study a unit on Matter. This builds on knowledge of the particle model developed in year 7, as students learn to explain temperature changes during changes of state. Students also link the particle model to the idea of density and write methods for investigating density of different objects. This provides a platform for studying Matter in year 10.<br><br><u>Topics covered</u><br>Biology – Ecological relationships (8BE)<br>Chemistry – Energetics and rate (9CE)<br>Physics – Matter (9PM)<br><br>**<u>Key recurring themes</u>**<br>1. All matter in the Universe is made of very small particles<br>2. Changing the movement of an object requires a net force to be acting on it<br>3. The total amount of energy in the universe is always the same but can be transferred from one energy store to another during an event<br>4. Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.<br>5. The diversity of organisms, living and extinct, is the result of evolution |

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| **Year 9** | At the beginning of Year 9, students study a unit on reactivity. In this, students learn more examples to support their understanding of the idea that atoms are rearranged in chemical reactions, which is first covered in year 7. Students also practise drawing conclusions from experimental results and learn about how principles can be applied in the real-life extraction of pure metals from their ores.<br><br>In the Forces unit, students look at the effect of forces on motion – by looking at moments – and on materials, by looking at springs. In both topics, they practise substituting into equations and converting units. In the latter, they have the opportunity to carry out and evaluate an investigation. Both of these topics link to topics studied in year 11.<br><br>Finally, students study a short unit on Energetics. This provides an opportunity for practical work and provides the foundation for learning about endothermic and exothermic reactions in year 10.<br><br><u>Topics covered</u><br>Chemistry – Reactivity (9CR)<br>Physics - Forces in action (9PF)<br>Chemistry – Energetics (9CE)<br><br>**<u>Key recurring themes</u>**<br>1. All matter in the Universe is made of very small particles<br>2. Objects can affect other objects at a distance<br>3. Changing the movement of an object requires a net force to be acting on it<br>4. The total amount of energy in the Universe is always the same but can be transferred from one energy store to another during an event | | Students start the term studying a unit on Matter. This builds on knowledge of the particle model developed in year 7, as students learn to explain temperature changes during changes of state. Students also link the particle model to the idea of density and write methods for investigating density of different objects. This provides a platform for studying Matter in year 10, when students develop these concepts further (e.g. learning about specific heat capacity / specific latent heat).<br><br>Students will then move onto Plants and photosynthesis, where they will build upon their knowledge from Y7 – cells, Y8 – Ecological relationships to explain how the different organs within plants work together to carry out the photosynthesis reaction and look at factors that can limit the rate of this reaction.<br><br>In the Sound unit, students build on ideas from year 7 and 8 about the transfer of energy between different stores. They learn about sound waves as an example of longitudinal waves, which constitute one way energy can be transferred. Students use the speed equation from year 7 to calculate the speed of sound and apply this to the use of sonar in different situations. In doing so, they learn about a range of different contexts in which they can apply basic scientific principles.<br><br>In term 4 of year 9, students begin their Science GCSE course starting with B1 cell biology<br><u>4.1 Cell biology (B1)</u><br>Cells are the basic unit of all forms of life. In this section, we explore how structural differences between types of cells enables them to perform specific functions within the organism.<br><br><u>Topics covered</u><br><br>Physics – Matter (9PM)<br>Biology – Plant and photosynthesis (9BP)<br>Physics – Sound (9PS)<br><br>**<u>Key recurring themes</u>**<br>1. All matter in the Universe is made of very small particles<br>2. Organisms are organised on a cellular basis and have a finite life span<br>3. Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms<br>4. Objects can affect other objects at a distance | <u>Topics covered</u><br><br><u>5.1 Atomic structure (C1)</u><br>The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges.<br><br>6.1 <u>Energy (P1)</u><br>In this section, students learn about energy stores and the conservation of energy - energy is never created or destroyed but just transferred from one energy store to another. They are introduced to several equations including those for kinetic energy and gravitational potential energy. Students will learn what we mean by specific heat capacity and where the equation for it can be useful. To consolidate their understanding, all students will carry out an investigation to find the specific heat capacity of a metal block.<br><br>4.2 <u>Organisation (B2)</u><br>Students will learn about the human digestive system which provides the body with nutrients. They will also study the chemistry of food and carry out food tests to show which groups can be found in sample foods. Students will also learn about the respiratory system that provides the body with oxygen and removes carbon dioxide and the circulatory system, which moves dissolved materials quickly around the body in the blood either for absorption or removal. The structure of the heart and blood vessels will also be studied.<br><br>Students will also explore medical advances to help keep the heart beating, such as stents and pacemakers. Students look at the impact of smoking and alcohol on the body. They also study non-communicable diseases such as cancer and heart disease and their effects on the body.<br>We will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.<br><br>**<u>Key recurring themes</u>**<br>1. All matter in the Universe is made of very small particles<br>2. The total amount of energy in the Universe is always the same but can be transferred from one energy store to another during an event<br>3. Organisms are organised on a cellular basis and have a finite life span<br><br>4. |
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| **Year 10** | Topics covered<br><br>5.2 Bonding (C2)<br>In this section, students learn about why structure and bonding is so important and look at the ways properties of substances have been used past and present. Students will also gain an appreciation for new materials that are in the research phase such as graphene and nanoparticles and their current applications.<br><br>6.3 Particle Model of Matter (P3)<br>In this section, students learn about density and recap their knowledge from KS2 and KS3 on states of matter and changing states. This foundation knowledge forms the basis of new concepts such as specific heat capacity and specific latent heat. Students will also study gases and the physical laws that govern them.<br><br>4.3 Infection and Response (B3)<br>Students will look at what it means to be healthy and the differences between bacterial, viral and fungal diseases including how they are treated. They continue to look at our body defences, putting a large emphasis on the white blood cells and the role they play in protecting us from pathogens. Students look at what history as taught us in developing medicines and how new medicines now need a lot of testing before they can be licenced.<br><br>5.3 Quantitative chemistry (C3)<br>Students will study different reactions and employ mathematical skills to calculate quantities of reactants and products. The mathematical skills and learning they learn in this topic are essential to the remainder of the course and underpins our understanding of chemistry.<br><br>6.4 Atomic Model (P4)<br>Students will study radioactivity and why it occurs. They will study the history of the atom, which builds on the knowledge from the chemistry units and how the nuclear model of the atom was established. Students when then study how radioactive decay occurs and then study how radioactive processes are used in industry today.<br><br>4.4 Bioenergetics (B4)<br>In this section we will explore how plants harness the Sun's energy in photosynthesis in order to make food. This process liberates oxygen which has built up over millions of years in the Earth's atmosphere.<br>Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration which transfers the energy that the organism needs to perform its functions. Conversely, anaerobic respiration does not require oxygen to transfer energy. During vigorous exercise the human body is unable to supply the cells with sufficient oxygen and it switches to anaerobic respiration. This process will supply energy but also causes the build-up of lactic acid in muscles which causes fatigue.<br><br>**Key recurring themes**<br>1. All matter in the Universe is made of very small particles<br>2. Objects can affect other objects at a distance<br>3. The total amount of energy in the Universe is always the same but can be transferred from one energy store to another during an event<br>4. Organisms are organised on a cellular basis and have a finite life span<br>5. Genetic information is passed down from one generation of organisms to another<br>6. The diversity of organisms, living and extinct, is the result of evolution | Topics covered<br><br>5.4 Chemical Change (C4)<br>In this section, students recap their knowledge on displacement reactions and how we decide on the reactivity of elements. Students investigate what scientists mean by salts and will use practical science to develop salts. They link their knowledge on acids and alkalis from KS3 to look more closely at what makes something acidic or alkaline. Students are also introduced to electrolysis and will employ skills from quantitative chemistry to understand ionic equations and half-equations.<br><br>6.2 Electricity (P2)<br>Students will study the difference in the microstructure of conductors, semiconductors and insulators. They will also look at the various components involved in building electric circuits and how they work. Students will study how basic electric circuits work and the mathematical equations that govern them.<br><br>5.5 Energy changes (C5)<br>Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.<br><br>**Key recurring themes**<br>1. All matter in the Universe is made of very small particles<br>2. Objects can affect other objects at a distance<br>3. The total amount of energy in the Universe is always the same but can be transferred from one energy store to another during an event<br>4. The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth's surface and its climate | Topics covered<br><br>4.7 Ecology (B7)<br>All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development.<br>In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this section students will explore how humans are threatening biodiversity as well as the natural systems that support it. We will also consider some actions we need to take to ensure our future health, prosperity and well-being.<br><br>6.5 Forces (P5) – motion<br><br>Students study the 1st half of the P5 Forces topic. Here, students build on concepts from year 7, 9 and 10 to examine the effect of forces on the motion of different objects. A variety of equations are introduced and Higher students look at multi-step problems.<br><br>5.7 and 5.8 – Organic chemistry and chemical analysis<br>To finish the year students, look at C7 Organic Chemistry and C8 Chemical Analysis. Both topics involve looking at data and identifying patterns.<br><br>**Key recurring themes**<br>1. All matter in the Universe is made of very small particles<br>2. Objects can affect other objects at a distance<br>3. The total amount of energy in the Universe is always the same but can be transferred from one energy store to another during an event<br>4. The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth's surface and its climate<br>5. Organisms are organised on a cellular basis and have a finite life span<br>6. Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms<br>7. The diversity of organisms, living and extinct, is the result of evolution |

| Year 11 | Topics covered<br><br>4.5 Homeostasis (B5)<br>Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues.<br>In this section, students will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility. Students will learn about the various contraceptive methods available and evaluate them.<br><br>6.5 Forces (P5) – in action<br><br>Students study the 2nd half of the P5 Forces topic. Here, students build on concepts from year 7, 9 and 10 to examine the effect of forces on the motion of different objects. A variety of equations are introduced and Higher students look at multi-step problems. Students also learn about more practical techniques, e.g. datalogging in the investigation of Newton's second law.<br><br>5.6 Rates of Reaction (C6)<br>Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated in order to speed them up or slow them down.<br>In this section, students recap what we mean by rate of reaction and compete a practical that looks at how rate is affected by concentration of a substance and temperature. Students will look at catalysts again and be introduced to the term reversible reaction and where they are used in industry.<br>4.5 Homeostasis (B5)<br>Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues.<br>In this section, students will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility. Students will learn about the various contraceptive methods available and evaluate them.<br><br>6.7 Magnetism and Electromagnetism (P7)<br>Electromagnetic effects are used in a wide variety of devices. Engineers make use of the fact that a magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement. It means that systems that involve control or communications can take full advantage of this.<br>Students will study how electromagnets works and how they can be used to generate electricity. They will also study the rules and laws that govern how they work.<br><br>6.6 Waves (P6)<br>Waves carry energy from one place to another and can carry information. Modern technologies such as imaging and communication systems are reliant on us understanding electromagnetic waves. | Topics covered<br><br>4.6 inheritance (B6)<br>In this section students will learn about the different types of reproduction and what we mean by genetic disorders. They debate whether parents should use genetic screening and the implications this could have on children born with disabilities.<br><br>Students move on to study Charles Darwin's theory of natural selection and how genes are inherited. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics. Once new varieties of plants or animals have been produced it is possible to clone individuals to produce larger numbers of identical individuals all carrying the favourable characteristic.<br><br>Students will study how scientists have developed new ways of producing crops through genetic engineering and selective breeding. They will also discuss the moral and ethical implications of these technologies when considering humans.<br><br>5.9 Chemistry of the atmosphere (C9)<br><br>The Earth's atmosphere is dynamic and forever changing. The causes of these changes are sometimes man-made and sometimes part of many natural cycles. Scientists use very complex software to predict weather and climate change as there are many variables that can influence this. The problems caused by increased levels of air pollutants require scientists and engineers to develop solutions that help to reduce the impact of human activity.<br><br>5.10 Using resources (C10)<br><br>Industries use the Earth's natural resources to manufacture useful products. In order to operate sustainably, chemists seek to minimise the use of limited resources, use of energy, waste and environmental impact in the manufacture of these products. Chemists also aim to develop ways of disposing of products at the end of their useful life in ways that ensure that materials and stored energy are utilised. Pollution, disposal of waste products and changing land use has a significant effect on the environment, and environmental chemists study how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised.<br><br>**Key recurring themes**<br>1. All matter in the Universe is made of very small particles<br>2. Changing the movement of an object requires a net force to be acting on it<br>3. The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth's surface and its climate<br>4. Our solar system is a very small part of one of billions of galaxies in the Universe<br>5. Organisms are organised on a cellular basis and have a finite life span<br>6. Genetic information is passed down from one generation of organisms to another<br>7. The diversity of organisms, living and extinct, is the result of evolution | Revision for GCSE exams |
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| | In this section, students recap their knowledge of waves from KS3 and develop this further to look at the properties of waves. Students will investigate how the speed of waves can be measured and will also investigate how the surface and the colour of an object affects how well it affects its absorption of infrared radiation. Students will also study the many modern applications of electromagnetic waves.<br><br>**Key recurring themes**<br>1. All matter in the Universe is made of very small particles<br>2. Objects can affect other objects at a distance<br>3. Changing the movement of an object requires a net force to be acting on it<br>4. Organisms are organised on a cellular basis and have a finite life span<br>5. The diversity of organisms, living and extinct, is the result of evolution | | | | | |
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**Impact:**

- *In science, we use teacher assessed activities to measure the progress of our KS3/4 students. Students will be given an activity that they do in silence, which links to what they have been learning. . A whole class feedback sheet with common mistakes/misconceptions and feed forward tasks for the students will be given to the students in line with the school policy.*
- *Students will also be assessed at least twice within an academic year via mid-year and end of year assessments. These assessments will be provided by UL. End of year assessment data is sent to UL for trust wide analysis and we use the data received to measure the effectiveness of the KS3 curriculum.*
- *Analysis of the EOY assessments at KS3/4 will be carried out in the autumn term. Analysis meetings will be held with the Science LM and Head with action plans put in place for the following year to ensure that as a department we are constantly improving.*
- *Homework will primarily be set using Sparx Science. The SL or teacher with responsibility for a KS will be responsible for creating the homework curriculum for each year group. This involves setting work that has been taught in lessons over several weeks. This is to help students embed knowledge in their long-term memory. Again, completion and success rates are monitored closely, and interventions are put in place where this needs to be improved. Teachers will also have the ability modify this slightly based on the needs of their class.*
- *We also review the annual pupil survey and have begun using pupil voice and exit interviews to monitor students' perception of the curriculum within science.*
- *Our overall aim is to increase the number of students taking a science or STEM related subjects at L3 within the Elms and at undergraduate level post KS5.*