Subject	Science
Intent	***We want our pupils to demonstrate the ability…*** • To develop their scientific knowledge and conceptual understanding through the specific science topics, taught under the headings of biology, chemistry and physics. • To develop their understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. • To classify a range of elements via scientific questioning. • To perform simple tests to test hypotheses and ensuring that it is a fair test. • To make scientific observations and record and interpret the relative data.
Implementation	***We will enable our pupils to achieve this by…*** • Ensuring that lessons are taught in line with the 'George Spicer Progression of Science' document. • Ensuring that previous knowledge is recapped before moving on with a similar topic from year group to year group. • Ensuring science lessons are planned with both a 'knowledge' and a 'skill' objective. • Ensuring practical lessons are resourced accordingly so that children can access the correct equipment and can use them with increasing proficiency as they progress through the school. • Ensuring that children are afforded the opportunity to demonstrate scientific curiosity. • Ensuring that scientific skills are assessed by half-termly 'Skills Assessment Quizzes'. • Ensuring that we have one topic a year in each year group with a science focus. • Ensuring the science the children are taught has context, where possible, and not just standalone discrete knowledge. • Ensuring scientific vocabulary is modelled accurately and constantly revisited. • Ensuring that there are Greater Depth opportunities available to children in all lessons for them to apply their new found knowledge.
Impact	***We will see this when children…*** • Can demonstrate their scientific knowledge and link it to previous learning. • Can show their inquisitiveness and ability to question scientifically to try and solve a problem or come to a conclusion. • Can classify efficiently and offer options for classifying. • Can perform simple tests, based on their own hypotheses as they progress through the school, ensuring that a fair test has been ensured. • Can record data and use it to draw conclusions and evaluate statements.
This Year's Focus	• Focus on the teaching and assessment of science 'skills'.