

Haughton St Giles Primary Academy Curriculum Statement

Science



“We should not teach children to be scientists but give them a taste” – Jean Jacques Rosseau

“Science aims to stimulate our natural curiosity in finding out why things happen in the way we do. It teaches methods of enquiry and investigation to stimulate creative thought...” – National Science

Intent	Implementation	Impact
<i>What will take place before teaching in the classroom?</i>	<i>What will this look like in the classroom?</i>	<i>How will this be measured?</i>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects • Provide staff with sufficient funding to ensure that implementation is of high quality 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Provide information and scientific concepts • Specify key vocabulary to be used and its meaning • Provide opportunities for the children to investigate in a variety of contexts • Obtain and present evidence through observations, comparisons and collected data. • Consider and evaluate evidence making connections with scientific knowledge and understanding. 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of scientists at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing science, their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support the staff in delivery • Ensure appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more scientist • Ensure an appropriate progression of science skills and knowledge is in place over time so that all pupils are supported to be the best scientists they can be, and challenge teachers to support struggling scientist and more competent ones • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning 	<p>Our classroom will be:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of skills • Deploy appropriately challenging selections of text, accessible throughout learning to develop wider understanding and underpin reading skills 	<p>Displays around the school and book will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills • A varied and engaging curriculum which develops a range of scientific understanding and skills • Clear progression of skills in line with expectations set out in the progression grid • That pupils, over time, develop a range of skills and techniques across all areas of the scientific curriculum. • Displays will be a working wall, promoting key vocabulary

<ul style="list-style-type: none"> • Identify scientists who underpin specific areas of the curriculum and raise aspirations for pupils • Keep up-to-date with current science-teaching research and subject development through an appropriate subject body or professional group 		
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Personally peruse the support for any particular subject knowledge and skills gaps prior to teaching • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with • Resilient learners who overcome barriers and understand their own strengths and areas for development • Able to critique their own work as a scientist because they know how to be successful • Safe and happy in science lessons which give them opportunities to explore their own creative development • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses scientific skills and knowledge • Develop scientific skills and confidence overtime because of careful planning, focused delivery and time to practice skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Collate appropriate evidence over time which evidences that pupils know more and remember more • Monitor the standards in the subject to ensure the outcome are at expected levels • Provide ongoing COD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive