WINDHILL PRIMARY SCHOOL

Science

Intent	Our science curriculum is intended to provide pupils will all the tools necessary to think critically and show an understanding of the world; through the specific disciplines of biology, chemistry, and physics. The practical and engaging lessons offered means a feeling of excitement and curiosity is fostered in each child which feeds through to their learning. This helps support them to make meaningful links with other areas of the curriculum too. They should be able to use science to explain what is occurring in the world around them; predict how things will behave; and analyse their various causes. The curriculum has been designed so that pupils' progression of knowledge and skills follows in a structured way which is challenging but at the same time, gives pupils time to review what they have learnt to keep it solidly embedded. The curriculum is explicit about the standards of knowledge and vocabulary which supports the teaching to be of a high quality for each pupil, regardless of the experience of the teacher relating to the subject material.			
Underpinned by	High expectations	Retrieval learning	Working scientifically	Vocabulary
	All children are expected to succeed and make progress from their starting point.	All children will take part in an activity each lesson where prior learning is drawn upon to support new learning.	All children are taught how to work scientifically whilst drawing upon key knowledge in each unit of learning.	Specific scientific vocabulary is taught in each unit and is expected to be used where appropriate.

Implementation	**Scientific vocabulary** For each unit of work, every key stage has been given a list of key vocabulary that needs to be taught throughout the unit of work.	**Progression of knowledge and skills** The schemes of work were created so that knowledge and skills are becoming progressively more challenging through each key stage. It also ensures there is enough coverage to meet the National Curriculum objectives.	**Working Scientifically** An investigation proforma is used in each key stage to support children with conducting investigations, along with providing challenge. One or two areas of working scientifically have been linked to each unit of learning so that the children develop their working scientifically skills along with the key knowledge.

Impact	**Scientific Vocabulary** When looking through books and speaking to children, it is evident that the key vocabulary is being taught and children are expected to use this vocabulary in lessons.	**Progression of knowledge and skills** Through book looks, it is evident that all units are taught and the schemes of work are being used to provide the children with the small steps needed to meet the national curriculum objectives. Clear progression can be seen within each key stage.	**Working Scientifically** The investigation proformas have allowed all children to become confident with conducting investigations. They can make predictions based on scientific understanding, create a method to follow carefully, record the results in the most appropriate way and draw conclusions from those results. The working scientifically areas will help the children with being able to confidently talk about the skills needed within science, as well as the key knowledge.