Science: Statement of Intent, Implementation and Impact

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:16

"A scientist is not a person who gives the right answers; he is one who asks the right questions."
Claude Levi-Strauss (French Anthropologist)

Intent

The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence. It is infused with evidence-led practice and enriched with retrieval studies to ensure long-term retention of foundational knowledge.

The foundations of our science curriculum are cemented in the EYFS through learning within the Natural World, and People, Culture and Communities. Our ambitious interpretation of the National Curriculum places knowledge, vocabulary, working and thinking scientifically at the heart of our principles, structure and practice.

At Shottery St Andrew's Primary School, our Science teaching offers opportunities for children to:

- develop scientific knowledge and conceptual understanding
- develop 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;
- be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.
- develop the essential scientific enquiry skills to deepen their scientific knowledge.
- Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including computing, diagrams, graphs and charts.
- Develop an enthusiasm and enjoyment of scientific learning and discovery.

Implementation

At Shottery St Andrew's, we use Kapow Primary resources for science lessons. We also include links through a thematic curriculum where appropriate, especially in EYFS and Key Stage One. Where possible, links are also made to our locality to increase relevance of learning.

Pupils are supported to develop and embed knowledge through Knowledge Organisers and clear vocabulary.

Impact

Assessment informs ongoing planning including concepts which need further development either as part of later topics or within the current topic. Teachers use evidence from books, discussions with pupils and the pupils' recall and application of knowledge and skills to inform these judgements.