



# **Science Policy**

**September 2019**

## Intention

The primary intention of the Science curriculum should be to engage and inspire children to want to learn about natural phenomena by teaching through a range of interesting topics and stimulating a child's curiosity in finding out why things happen and discovering the way that they do through both investigation and first-hand experiences. The intention is to ensure a broad range of scientific topics mapped over 2-year cycles in Key Stage 2 and 3-year cycles in Key Stage 1 to enable full curriculum coverage and support a progression of knowledge across the school.

## Implementation

The curriculum should be implemented using a range of teaching strategies and materials including:

- Opportunities to make observations and predictions and to draw conclusions.
- Visits to museums and exhibitions.
- Practical demonstrations.
- The handling and use of technical equipment.
- Use of a range of scientific resources for practical investigation.
- Challenging tasks within the classroom.
- Use of film and video.
- Individual research using reliable sources of evidence.
- Links to other curriculum subjects such as Maths, English and Geography.

## Impact

The expectation is that children's written work in Science should be as of the same high standard as work in Literacy and other subjects. Evaluations of children's progress in Science should be made based on their ability to:

- Articulate their scientific observations, predictions and conclusions using suitable language.
- Apply the use of scientific vocabulary accurately and in context.
- Demonstrate their use of practical equipment.
- Analyse causes of 'why' things happen and make links with the real world.

## Equal Opportunities

When teaching Science, teachers should ensure that every child is able to access the curriculum at their own appropriate level and to be suitably challenged in order to make sustained progress through each year group. The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by:

- Planning creative tasks which can be evidenced through practical demonstration (and then photographed), oral and written responses.
- Setting challenging practical tasks which stimulate children of differing abilities and scaffolding learning to suit their individual requirements.