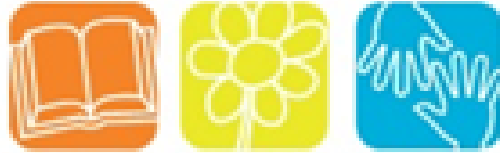


Science Curriculum Statement

2024/2025



West Road
PRIMARY ACADEMY

Intent

At West Road, we believe that science helps to provoke a **curiosity** about the world around us. Children are encouraged to ask questions and use a range of **enquiry types** to complete investigations. The PKC framework has been adopted and adapted to suit the needs of our school and follows the National Curriculum. The science curriculum at West Road covers a **variety of scientific processes** and skills. These skills can then be transferred and applied to other areas of the curriculum and real-life situations. We seek to inspire children to learn through experimentation and linking all learning together. Through the curriculum, children will learn about the history and development of scientific thinking and **technology** – allowing them to make connections to other subjects. This promotes an understanding that ideas change and we are always discovering new things. They will learn that the world is always adapting the more we find out. The science curriculum is designed to develop a range of transferable skills and a love for discovery and **enquiry**.

Implementation

Science is taught weekly in each class across the school, with the aim that children can achieve depth in their learning. The school has adopted and adapted PKC planning, using the key concepts in each topic to ensure progression at all stages. When planning and teaching within science, teachers follow the principles of Rosenshine. This involves: providing clear models, careful use of questioning and assessment, independent practice and reviewing learning. Adopting this approach has allowed schools across the MAT to share planning and resources and has lessened teacher workload. This is presented through knowledge organisers which map out the key content of each unit of work. At the beginning of each topic, children consider the questions, 'What do I already know?', 'What would I like to know?' and, 'What have I learnt?' This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Lessons are designed to include children of all abilities and ensure that they can all demonstrate progress and is in line with the school's commitment to inclusion. Pre and post assessments take place for each unit in the form of a quiz, blank knowledge organiser or written piece.

Cross curricular outcomes in science are specifically planned for. There are strong links between science and maths through data handling and finding patterns. Science is linked to all other subject areas; the history and development of science, world geography and the weather and observation art can be used in comparison enquiries. Locality is used wherever possible to ensure children understand the direct effect of science.

Impact

Outcomes in science should evidence a **broad** and **progressive** science curriculum and demonstrate children's understanding of key knowledge. Children review their successes in achieving the lesson objectives at the end of each session and are asked to **self and peer-evaluate** regularly. Children **review** their learning throughout a unit and compare their knowledge from start to finish. As children progress through the school, they develop a deep knowledge and understanding of different aspects of science and scientific enquiry. Each component of learning is assessed with a **final assessment** piece of learning. Children will also complete **low stakes quizzes** throughout each component. **Prior learning** is revisited at the beginning of lessons to keep knowledge fresh in their minds. Progression across year groups can be observed during incentive weeks where the whole school participates in science learning based around a given theme. The work is shared and celebrated.