Subject on a page - Science

Intent Statement

All pupils at William Booth Primary School are entitled to be taught the key knowledge and skills in the scientific disciplines to develop understanding of the world around them at an age-appropriate level, in line with the National Curriculum, which is developed from EYFS through to year 6. Children at William Booth will develop a love of science as we aim to harness children's natural excitement and curiosity and inspire them to pursue scientific enquiry and critical thinking. Throughout the primary years, the children at William Booth will learn to explain and analyse phenomena, explore amazing topics and solve problems. Teachers aim to nurture a love for the natural world, excitement for future possibilities in science and provide many opportunities for pupils to respond creatively in their learning, and where possible, make cross-curricular links.

Implementation: Curriculum links

At William Booth, science is taught across school from EYFS to Year 6 and follows a clear progression in order to develop both knowledge and skills.

We follow the guidance of the national curriculum and the science topics have been mapped out so that they link as much as possible to William Booth's thematic curriculum. Teachers follow a detailed curriculum map, which outlines the specific objectives that need to be covered, as well as previous learning, key vocabulary and working scientifically.

Where appropriate, science learning links to our key themes. For example 'Rocks' in Year 3 when learning about 'The Stone Age' and 'Light' in Year 6 when learning about 'Space'. Other science units are taught as stand-alone topics.

Implementation: Teaching and Learning approach

We ensure that the science curriculum teaches the skills needed such as: questioning, testing, problem solving, evaluating and thinking scientifically.

The teaching of science learning is as practical and engaging a possible, to ensure that all children are engaged in their learning and all children can therefore access the lesson.

All classes have one or two science units to teach each term. Some of these units are built upon as the children go through school.

Towards the end of a unit, links are made to careers in science and children are taught about key scientists.

Implementation: Resources

Grammasaurus science curriculum resources

Twinkl Science resources

Curriculum coverage document

Resource boxes for practical sessions

Education Library Service

Implementation: Environment

Our school value of 'Experience Life' is celebrated in displays across school.

Our Science display board celebrates the learning taking place in schools as well as highlighting careers and scientists.

Impact: Assessment

Retrieval tasks are regularly used to assess prior learning in science.

AfL occurs regularly in lessons to identify gaps.

Use of mind maps before and after a unit.

Use of Socrative to create quizzes for the end of a unit.

Teachers completed science assessment at the end of each term.

Impact: Evidencing

Any reading or written tasks for each unit are either stuck into the topic books or completed onto Showbie.

Record science learning through photos and videos that can be saved on Showbie, instead of all learning being recorded in books.

Implementation: Feedback

Feedback is given to the children within lessons through live AfL.

Teachers use the curriculum documents to assess children's progress over each unit. Lessons are adapted in response to this.

During class discussions/oracy, feedback can be given verbally.

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

iPads are used in school to record evidence and create piece of science work.

In Print is used for children that need visuals in order to access lesson content.

Practical activities

Oracy discussions give opportunities to all children to contribute to lessons.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and Showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)