Science Curriculum Statement

Intent, Implementation & Impact

Intent *Why are we doing what we do, what are we trying to achieve?* *Curriculum design & coverage- knowledge and understanding*	**Implementation** *What will this look like in the classroom and around school?* *Curriculum delivery- teaching assessment and feedback*	**Impact** *What do we hope will be the impact of our curriculum and how will we measure it?* *Attainment and progress*
In our rapidly evolving world, Science is a vital part of our curriculum intention at Royton Hall. Science at Royton Hall aims to stimulates and alight pupils' curiosity about the world around them through an engaging, inclusive and practical high-quality curriculum. We want every child to see themselves as a scientist and never stop being amazed by the wonders our world has to offer. At Royton Hall, we ensure that the teaching of Science and scientific enquiries are built-on and developed throughout our pupils' time at our school through our meaningful, progressive science curriculum. By doing this, pupils are able to apply their knowledge of science when learning about a familiar unit and when conducting experiments and investigations, building on their prior knowledge aiming to embed procedural knowledge into long-term memory. At the heart of our science curriculum is hands-on scientific enquiries (such as comparative and fair testing, research using secondary sources, pattern seeking and classifying) which are explored through each science unit to encourage pupils to	The acquisition of key science knowledge and the progression of working scientifically skills is an integral part of our teaching of Science at Royton Hall. In the classroom teachers create a positive, inquisitive attitude towards science learning, whilst always reinforcing the belief that **all** children are capable of achieving in Science. Our whole school approach to the teaching and learning of science involves the following: • Science will be taught in planned, and arranged, topic blocks by the class teacher. Our strategy is to enable all children to be catered for through adapted planning suited to their abilities. • Children are encouraged to ask their own questions. This curiosity is celebrated within the classroom. • Planning involves teachers creating practical, engaging lessons with opportunities to test conceptual knowledge and skills. • Our curriculum is progressive. We build upon the learning and skill development of the previous years, which is tested through reflective starters at the beginning of each lesson where teachers can identify misconceptions that need addressing. • Working Scientifically skills and all enquiry types are embedded across topics to ensure these skills are being developed throughout the children's school career, and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in keeping with the topics to ensure consistency.	The successful approach to the teaching of science at Royton Hall results in an engaging, high-quality science education, that provides children with the foundations for understanding the world that they can take with them once they complete their primary education. In addition, children learn the possibilities for careers in science as a result of our community links and enrichment activities such as 'British Science Week' and 'Science Day' in EYFS. Summative assessments are carried out by each year group each term focusing on prior taught Science topics to review the retention and understanding of gained scientific knowledge. This data is then used to inform future teaching and allow Science subject leaders to assess gaps in knowledge. Pupil voice is used to further develop and measure the impact of the Science curriculum. Through questioning pupils' views, attitudes and gained knowledge in Science, subject leaders are able to assess the children's enjoyment of science,

apply their acquired skills and knowledge, whilst also enabling them to make new discoveries and links. Through the immersive teaching of science at Royton Hall, we aim to equip our pupils with the acquisition of knowledge, concept, skills and positive attitudes, which can be transferred throughout everyday life.	• Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in line with the National Curriculum in order to embed scientific understanding. • Through enrichment weeks and days, such as 'British Science Week', all key stages at Royton Hall collaborate to promote the profile of Science and allow time for the children to freely explore scientific topics. • To measure and assess a pupil's acquired knowledge of Science, summative assessments are carried out each term, focusing of previous taught Science topics. These are then used to inform teachers of gaps and misconceptions in learning.	retention of knowledge and to motivate learners.