

Science



Statement of Curriculum Intent

Aims:

The school will ensure that the **aims** of the Science National Curriculum are fully met.

The national curriculum for Science aims to ensure that all pupils:

- ❖ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ❖ 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
- ❖ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Subject Pedagogy:

In our school we will ensure effective Science pedagogy through utilising **Threshold Concepts**. These are key concepts that underpin good teaching in Science.

The Threshold Concepts for Science are:

Biology	Chemistry	Physics
<ul style="list-style-type: none">❖ Work scientifically❖ Understand plants❖ Understand animals and humans❖ Investigate living things❖ Understand evolution and inheritance	<ul style="list-style-type: none">❖ Work scientifically❖ Investigate materials	<ul style="list-style-type: none">❖ Work scientifically❖ Understand movement, forces and magnets❖ Understand the Earth's movement in space❖ Investigate light and seeing❖ Investigate sound and hearing❖ Understand electrical circuits

[For further details click here.](#)

Expectations and Progress:

We will ensure appropriate **expectation** is built into our **teaching sequences** by utilising three distinct **'Milestones for Progress'** within Science.

- ❖ Milestone 1 is broadly aimed at Key Stage 1
- ❖ Milestone 2 at Lower Key stage 2
- ❖ Milestone 3 at Upper Key Stage 2

Clear details of each Milestone in Science can be accessed [by clicking here.](#)

Pupil Personal Development through Science:

In our school, particular emphasis is placed on embedding our 'My Personal Best' skills through our curriculum. The 'My Personal Best' skills are shown here.