

Subject: Science

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<ul style="list-style-type: none"><li>-Understanding of the world around us, including the uses and implications of Science, today and for the future.</li><li>-Skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes.</li><li>-To build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding this procedural knowledge into the long-term memory.</li><li>-To develop and use a range of skills including observations, planning and investigations, as well as questioning and explaining the world around them (critical thinking).</li><li>-To become independent learners in exploring possible answers for their scientific based questions.</li><li>-Develop an understanding of specialist vocabulary for topics taught.</li><li>-To use a variety of approaches to answer relevant scientific questions, understanding that there may be more than one way to approach a problem and that not all approaches will give the results expected.</li></ul>	<ul style="list-style-type: none"><li>-Science is taught in planned and arranged topic blocks, building upon the learning and skills developed in previous years, enabling the achievement of a greater depth of knowledge.</li><li>-We follow the Switched on Science scheme, adapting lessons to ensure they are engaging for all children.</li><li>-Problem solving opportunities allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers.</li><li>-Teachers ensure that lessons are relevant and create real life links.</li><li>-Lessons are practical, whenever possible, allowing children to develop the critical thinking skills essential in Science. Children are encouraged to select and use scientific equipment, collate and interpret results, and discuss conclusions based on real evidence.</li><li>-Throughout lessons, teachers use precise questioning to assess children's understanding, addressing any misconceptions.</li><li>-New vocabulary and challenging concepts are introduced through direct teaching.</li><li>-Children's understanding of their surroundings is enhanced by accessing outdoor learning and workshops with experts.</li></ul>	<ul style="list-style-type: none"><li>-The approach at Brookland Junior School results in a fun, engaging, high-quality science education, that provides children with the foundations for understanding the world.</li><li>-There is a clear progression of children's work and teachers' expectations in our school.</li><li>-Children's work shows a range of topics and evidence of the curriculum coverage for all science topics.</li><li>-Each topic has a title page containing the national curriculum attainment targets for the topic and key vocabulary, both written in a way that is child friendly. These are discussed with the children at the start of the unit and children self-assess at the end of the unit.</li><li>-Impact is assessed through careful questioning, observation of practical learning and reviewing learning in books. We do not believe that formal assessments in Science provide us with information about progress that can not be gained by other means.</li><li>-Teachers record children's attainment in Science, related to the National Curriculum, at the end of each unit. Teachers' judgements are moderated by year teams, sampling by the subject leader and at cluster meetings.</li></ul>