

## Hambledon Primary School Subject Position Statement – Overview

Subject : Science

Leader: Georgia West

**Curriculum Intentions & Impact:** To equip our children with a broad range of knowledge, skills & qualities to become successful and responsible learners, ready for the next stage of their education. We achieve these through developing learning values across all aspects of a curriculum that is cohesive, progressive & relevant.

In Science, this means that we encourage children to question the world around them, ensuring that all investigations are fuelled by children’s own interests linked to the specific scientific areas. We will encourage children to independently question results, both in terms of what they have found out and, particularly in key stage two, the levels of reliability. We will support children in developing the skills to work as part of an effective research team, including perseverance and problem resolution, whilst encouraging them to reflect on their personal understanding of the world and how they fit within it.

**Pupil Outcomes:** Pupil outcomes will be monitored through:

- Planning scrutiny - check for coverage against long-term overview. Planning should show progress within Science and build on previous years learning. Check progression against Progression of Skills document.
- Evidence Monitoring - check for consistency of work against planning. Check that skills learnt are evidenced in the work produced.
- Pupil conferencing – Do children feel they are progressing with their Science skills and is it engaging? Are they able to verbalise their learning and what skills/knowledge they have gained from their learning?
- Observations of Science lessons – are the children taught key objectives? How is the progression between lessons?
- Photographs of scientific investigations.

**Coverage:**

Due to split-class structures and our intent to ensure that learning is meaningfully driven by topic links, content has been taught in a different sequence to that set out in programme of study. Coverage has been carefully mapped to ensure that all children are exposed to all elements of the NC throughout their journey through the school within the split class structure. Where children in higher year groups are covering content in the previous year’s programme of study, care has been taken to ensure that the key knowledge required builds on and deepens pupils’ initial levels of understanding. Working scientifically skills will be embedded within the taught curriculum within the mixed year group structure, allowing the children to develop their skills within the mixed year structure as well.

**Sequencing & Progression:**

Children in Reception will begin by finding out about their own bodies, animals and plants, as well as different materials and how they may be described, through independent and adult-led exploration. This will then be built upon in Key Stage 1 where they will identify and explore the different parts of human and animal bodies and how they can be classified. They will use this knowledge in order to understand the different habitats and micro-habitats and how animals, including humans, adapt in order to survive. They will begin to understand the roles that different parts of a plant have in order

**Areas of Development (Success Criteria & Evidence):**

for it to grow and continue to classify the different parts. They will explore different materials, their properties and how they can be classified, including their effectiveness at meeting different criteria. In Key Stage 2, knowledge of human and animal bodies will be developed by beginning to look at internal organs and their purposes, as well as the different structures of skeletons and how effective they are at protecting the animal. They will also use this understanding, and their Key Stage 1 knowledge, in order to further understand and explore habitats. Children will also build upon their knowledge of plants and humans to explore reproductive properties in Upper Key Stage 2.

**Quality of implementation:**

**Key Next Steps:**