



Lowerhouse Junior School

Science



Our Values and Pupils' Personal Development

Our curriculum is an important means by which we develop the values of our school in our pupils during their time at Lowerhouse Junior School. When planning and delivering lessons, teachers give attention to our values of **Aspiration, Integrity, Resilience** and **Respect** which are relevant to the unit of work. Our aim is to encourage positive attitudes to learning, to ourselves as individuals and to other members of our community.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading




The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

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.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in

understanding higher-order content. Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Lower key stage 2 – years 3 and 4

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. 'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Upper key stage 2 – years 5 and 6

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of

information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. 'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Intent

When science is taught it encapsulates a variety of skills such as analytical thinking, communication, creative writing and reading. Children are encouraged to develop questions and investigations to deepen their understanding of the world around them. By creating lines of enquiry, children broaden their understanding of the world. The science National Curriculum identifies three key areas in which the children should be taught: knowledge and understanding; working scientifically and the application of science. Our school planning focuses upon these.

Through practical activities and working with others, children are able to develop the skills of observation, prediction, investigation, interpretation, questioning and hypothesising. In line with our school values, children are taught resilience, it is often that investigations may need to be repeated with different variables to test a hypothesis. Children are encouraged to use key scientific vocabulary to be able to share their learning and ideas with others.

Children with SEND or in receipt of pupil premium funding may have work that is different/ scaffolded for them in order to access the science curriculum. It is our belief that children are provided with a range of opportunities to actively carry out different types of scientific enquiries. Lowerhouse strives to enable all children to make strong progress in science, whilst developing enjoyment and passion for the subject. In addition, the wider curriculum provides many opportunities to apply and deepen children's understanding of science.

Implementation

The National Curriculum focuses on two dimensions for teaching science:

- Developing scientific knowledge
- Developing scientific skills

At Lowerhouse Junior School, science is taught as a discrete subject and focuses on developing pupils' competence in both dimensions. Our scientific teaching is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry.

To ensure imaginative, purposeful and well managed lessons, we use 'Developing Experts' to support the planning of science within our school. Lessons are delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Well planned lessons along with access to a vast range of up-to-date scientific equipment, the use of knowledge organisers and subject specific vocabulary displays in classrooms ensures that children receive the best possible science lessons in our school and can apply science to the wider world and staff are confident teaching science.

Science teaching ensures that:

- All pupils are given the opportunity to develop scientific knowledge and acquire scientific skills in a science lesson.
- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- A vast range of up-to-date scientific equipment is utilised within science lessons.
- Children are given opportunities to explore, question, predict, research, plan, carry out investigations and observations as well as conclude their findings.
- Children present their findings and learning using science specific language, observations, diagrams, graphs and charts to enable our children to become effective communicators of scientific ideas, facts and data.

Impact

By the time children leave Lowerhouse Junior School, children will not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. They will pursue their natural curiosity in a safe environment, developing an understanding of the nature, processes and methods of science through scientific enquiries and can answer scientific questions about the world around them. They are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.