**Science**

**Intent, Implementation & Impact**

**Intent**

At Guston CE Primary School, it is our intention to recognise the importance of Science in every aspect of daily life. We give the teaching and learning of Science the prominence it requires and class teachers work hard to provide a stimulating environment with informative displays to support children in their knowledge retention. The Scientific area of learning is concerned with increasing pupils’ knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop independence, resilience and the natural curiosity of the child. It will encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence. We are building a Science curriculum which develops learning and results in the acquisition of knowledge and, enabling children to become enquiry based learners. The curriculum is designed to develop knowledge and skills that are progressive, transferable and aspirational throughout their time at Guston CE Primary School, to their further education and beyond.

**Implementation**

Science at Guston CE Primary School provides a clear and comprehensive scheme of work in line with the National Curriculum where teaching and learning should show progression across all key stages within the strands of Science. Learning provides practical and investigative opportunities within Science lessons. Children have access to key vocabulary and meanings in order to understand and readily apply to their written, mathematical and verbal communication skills. Children will use a range of resources to develop their knowledge and understanding, which is integral to their learning and develop their understanding of working scientifically. The location of our school provides rich learning and knowledge-building opportunities through our local area. Children will use front sheets with key objectives to support their learning and will reflect on previous learning, with cross curricular links being made wherever possible. Elicitation activities will be used at the start of a topic to identify previous knowledge, which can then be built on through planning. This means children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry based learners. Attainment will be assessed each full term, through related topic assessment tasks. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how SEND learners will be supported in line with the school’s commitment to inclusion.

**Impact**

Outcomes in Science books will evidence a broad and balanced curriculum and demonstrate children’s acquisition of key knowledge and skills. Children are able to question ideas and reflect on knowledge. Children can work collaboratively and practically to investigate and experiment. They can use the classroom environment to support their development of knowledge. Children record what they have learned at the end of every topic. As children progress through the school, they develop a deep knowledge, understanding and appreciation of their local environment, as well as its place within the wider scientific context.