

## Trafalgar Junior School: Science curriculum overview

Subject	Intent	Implementation	Impact
<p><b>Science</b></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>• biology</li> <li>• chemistry</li> <li>• physics</li> </ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>• enquiry types</li> <li>• working scientifically</li> </ul>	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> <li>• study the science disciplines of <b>biology, chemistry</b> and <b>physics</b></li> <li>• develop <b>scientific skills</b> in order to raise questions and find answers to scientific problems</li> <li>• know about the work that different <b>scientists</b> carry out, including significant scientists and their contributions</li> </ul>	<p><b>Supported by:</b> Association of Science Education (ASE), STEM Learning, Primary Science Teaching Trust (PSTT), Ogden Trust</p> <p>The science <b>overview</b> outlines what is covered in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p><b>Lessons include:</b></p> <ul style="list-style-type: none"> <li>• <b>learning questions</b> for children to explore and find answers to</li> <li>• exposure to a range of <b>enquiry type:</b> identification and classification; pattern seeking; research; observation over time; and fair testing to solve problems</li> <li>• <b>practical</b>, hands-on experiences to promote the enjoyment of science and the development of <b>cultural capital</b></li> <li>• the development of <b>science skills</b>, which are embedded throughout all lessons</li> <li>• exposure to a range of significant <b>scientists</b>, both modern and contemporary</li> <li>• differentiation and adaptation for all abilities</li> </ul> <p><b>Timing:</b></p> <ul style="list-style-type: none"> <li>• taught weekly</li> </ul>	<p><b>Assessment includes:</b></p> <ul style="list-style-type: none"> <li>• pupil self-assessment</li> <li>• on-going assessment during lessons and marking with teachers adapting planning as required</li> <li>• monitoring grids to review each child's progress</li> <li>• a mixture of end of topic and end of term tests are carried out to inform teachers' judgments</li> <li>• years 5 and 6 carry out SATs style papers to prepare them for the science SATs held every two years</li> <li>• the monitoring grids are used to support external moderation in years 4 and 6</li> </ul> <p><b>Statutory tests:</b></p> <ul style="list-style-type: none"> <li>• Year 6 sample SATs held every two years</li> </ul>