



# **Intent, Implementation and Impact Document**

**Subject: SCIENCE**

## **CURRICULUM INTENT**

Overstone's curriculum intent will take into consideration:

- The ethos, vision, and values of our school.
- The specific areas of development for our school.
- Relevant national strategies.
- What we want the children to learn

Overstone's Science curriculum aims to develop a sense of excitement and curiosity about natural phenomena and an understanding of how the scientific community contributes to our past, present and future.

We want pupils to develop a complex knowledge of Biology, Chemistry and Physics, but also adopt a broad range of skills in working scientifically and beyond. The scheme of work is inclusive and meaningful, so all pupils may experience the joy of science and make associations between their science learning and their lives outside the classroom. Studying science allows children to appreciate how new knowledge and skills can be fundamental to solving arising global challenges.

Our curriculum aims to encourage critical thinking and empower pupils to question the how's and why's of the world around them.

Our scheme encourages:

- A strong focus on developing knowledge alongside scientific skills across Biology, Chemistry and Physics.
- Curiosity and excitement about familiar and unknown observations.
- Challenging misconceptions and demystifying truths.
- Continuous progression by building on practical and investigative skills across all units.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- Development of scientific literacy using wide-ranging, specialist vocabulary.

Overstone's Science scheme of work enables pupils to meet the end of key stage attainment targets in the national curriculum and the aims also align with those set out in the national curriculum.

## **CURRICULUM IMPLEMENTATION**

The implementation of the curriculum relates to how the learning is going to be delivered across our school, taking the intent of the learning, and translating it into a progressive and effective curriculum.

In order to meet the aims of the National curriculum for Science and in response to the Ofsted Research review into Science, we have identified the following key strands:

- Scientific knowledge and understanding of:
  - Biology - living organisms and vital processes.
  - Chemistry - matter and its properties.
  - Physics - how the world we live in 'works'.
- Working scientifically - processes and methods of science to answer questions about the world around us.
- Science in action - uses and implications of science in the past, present and for the future.

Overstone's Science scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous



learning. A range of engaging recall activities promote frequent pupil reflection on prior learning, ensuring new learning is approached with confidence. The Science in action strand is interwoven throughout the scheme to make the concepts and skills relevant to pupils and inspiring for future application. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Science skills to other areas of learning. Each unit is based upon one of the key science disciplines; Biology, Chemistry and Physics and to show progression throughout the school we have grouped the National curriculum content into six key areas of science:

**Plants**  
**Animals, including humans**  
**Living things and habitats**  
**Materials**  
**Energy**  
**Forces, Earth and space**

Pupils explore knowledge and conceptual understanding through engaging activities and an introduction to relevant specialist vocabulary. As suggested in Ofsted's Science research review (April 2021), the 'working scientifically' skills are integrated with conceptual understanding rather than taught discretely. This provides frequent, but relevant, opportunities for developing scientific enquiry skills. The scheme utilises practical activities that aid in the progression of individual skills and also provides opportunities for full investigations.

## **CURRICULUM IMPACT**

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in the learning and how to fill these.

The impact of Overstone's Science scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and any relevant scientific enquiry skills. Furthermore, each unit has a unit quiz and a knowledge and skills catcher, which can be used at the beginning and/or end of the unit to provide a summative assessment. Opportunities for children to communicate using scientific vocabulary will also form part of the assessment process in each unit.

Pupils should leave school equipped with the requisite skills and knowledge to succeed in key stage 3 Science. They will have the necessary tools to confidently and meaningfully question and explore the world around them as well as critically and analytically experiencing and observing phenomena. Pupils will understand the significance and impact of Science on society.

The expected impact of following this Science scheme of work is that children will:

- Develop a body of foundational knowledge for the Biology topics in the National curriculum: Plants; Animals, Including Humans; Living Things and Their Habitats; Evolution and Inheritance.
- Develop a body of foundational knowledge for the Chemistry topics in the National curriculum: Everyday Materials; Uses of Everyday Materials; Properties and Changes of Materials; States of Matter; Rocks.
- Develop a body of foundational knowledge for the Physics topics in the National curriculum: Seasonal Changes; Forces and Magnets; Sound; Light; Electricity; Earth and Space.
- Be able to evaluate and identify the methods that 'real world' scientists use to develop and answer scientific questions.
- Identify and use equipment effectively to accurately gather, measure and record data.



- Be able to display and convey data in a variety of ways, including graphs.
- Analyse data in order to identify, classify, group, and find patterns.
- Use evidence to formulate explanations and conclusions.
- Demonstrate scientific literacy through presenting concepts and communicating ideas using scientific vocabulary.
- Understand the importance of resilience and a growth mindset, particularly in reference to scientific enquiry.
- Meet the end of key stage expectations outlined in the National curriculum for Science.