



# Wider Curriculum at All Souls' CEP

## Science Vision

Our vision is to fulfil the entitlement of every child to an outstanding education in science, that enables children to build a key foundational body of knowledge and develop an excellent conceptual understanding of the products and practices of science. Through our curriculum and pedagogy, we will strive to inspire an excitement and curiosity about natural phenomena, that in turn will equip learners with the scientific knowledge required to not only progress to the next Key Stage, but to understand the uses and implications of science, today and for the future.

**'Curiosity, knowledge and aspiration'**

## Key Principles

- ◆ Teacher and children view the science curriculum as sequential: pupils build knowledge of key concepts and the relationships between throughout their education.
- ◆ Passion and high expectations for science modelled by teachers and adults.
- ◆ Clear explanations that offer a 'build on build' to the introduction of new content,
- ◆ Introduction and development of scientific vocabulary—developing a broad-ranging vocabulary to communicate ideas.
- ◆ Revisiting key concepts to ensure children develop an exceptionally secure understanding of concepts taught (mindful of working-memory capacity).
- ◆ Explicit teaching of the concepts and procedures needed to work scientifically.
- ◆ Ensuring practical work is purposeful and focused on a specific learning outcome, and forms part of a wider teaching sequence.
- ◆ Teacher's develop scientific expertise through regular access to continuing professional development, and access to specialist teachers/subject leads/Academy Science Hubs.
- ◆ High quality assessment (formative assessment embedded within the sequence).

## Impact Criteria

- ◆ Formative and summative assessment show progression in learning.
- ◆ Use of key (or developing in EYFS) vocabulary is apparent in written work.
- ◆ Long term plans show progression in subject knowledge year on year.
- ◆ Children show increasingly positive attitudes towards science.
- ◆ Lesson observations show high quality teaching within a sequence.
- ◆ Teachers show increased confidence in subject knowledge.