

Science

Research	Intent	Implementation
<p>The Thinking Doing Talking Science Project (2012) The project found that pupils engaged in enquiry-based learning made accelerated progress with a particularly positive effect for girls and pupils with low prior attainment.</p> <p>Education Endowment Fund research indicates that the ability to reason scientifically – by testing hypotheses through well-controlled experiments – is a strong predictor of later success in the sciences and that this skill can be developed through experiences that allow pupils to design experiments that require them to control variables.</p>	<p>At Southwick school, the science curriculum follows the key content and scientific skills as laid out in NC 14 in order to ensure that all children:</p> <ul style="list-style-type: none"> • develop and extend their scientific knowledge and conceptual understanding; • build upon the learning and skill development of the previous years • develop the children’s investigative skills whilst using the relevant vocabulary and learning to write like a scientist in order to answer scientific questions about the world in which they live; • recognise the uses and implications of science both today and in the future; <p>When redesigning our curriculum, science has been organised into six week-long blocks spread across the academic year. These blocks allow teachers to immerse the children in each theme.</p> <p>This knowledge is revisited across other curricular themes across the year- for example a geography unit on Antarctica would provide the context for the science units on evolution and adaptation and living things and their habitats.</p> <p>Each unit culminates in an assessment task and the completion of the skills cover sheets by the child and teacher.</p> <p>Where possible, children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.</p>	<p>Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science.</p> <p>See ‘Think Like a Scientist’</p>