

Science

William Hulme's Grammar School (Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Science at William Hulme's is about developing children's ideas and ways of working that enable them to make sense of an ever-changing and developing world: we aim to give all pupils memorable life and learning experiences through a broad and balanced Science curriculum.

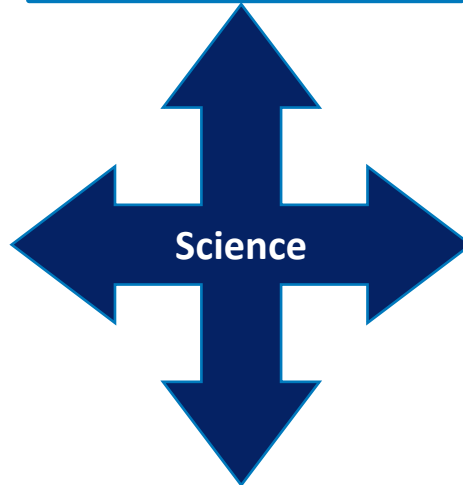
Children who feel confident in their science knowledge and enquiry skills will be excited about science and show that they are actively curious to learn more. They will see the relevance of what they learn in science lessons to real-life situations and also the importance of science in the real world.

All learners are involved in experiences both inside and outside of the classroom to **immerse** them within their learning.

We use the United Learning Science scheme to support the gradual and coherent development of **vertical concepts** to provide firm foundations for KS3 and KS4.

Teachers explicitly teach the disciplinary knowledge of how to **work scientifically**. This is then practised alongside the substantive knowledge, and regularly reviewed and built upon.

Knowledge organisers are used to develop children's understanding of key vocabulary, important models and vertical concepts.



Teachers make **deliberate and explicit links to other curriculum areas** (particularly Geography and Maths). However, to ensure a consistent approach, learners are always first taught content in the most relevant subject.

Teachers work to **prevent, identify and correct common misconceptions** through prior-knowledge checks and regular review of content.

Learners **master** core content through the development of key concepts and **timely revisiting** of key knowledge.

Teachers ensure that **all learners can see themselves reflected** in the science curriculum by highlighting present day role models.

Teachers plan practical tasks that have a **clear purpose**: to demonstrate substantive concepts or to deliberately practise working scientifically skills in a relevant context.

Tasks are **scaffolded** for learners to ensure the curriculum is ambitious for all.

Outcome: Learners see themselves as scientists.