

Science One Page Policy (Primary Phase)



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

The science intent at William Hulme's Primary Phase is to develop 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. The science curriculum is made up of substantive and disciplinary knowledge. **The substantive knowledge is taught through our vertical concepts, while the disciplinary knowledge is carefully mapped out across the primary phase to ensure progression, coverage and opportunities for practical lessons in all topics.**

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

We use the United Learning Science scheme to support the gradual and coherent development of **vertical concepts** but have adapted some units to suit our school's context.

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.

Teachers work to **prevent, identify and correct common misconceptions** through pre-learning tasks and regular review of key content.

A wide range of **resources** are used to support learning across a range of topics.

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

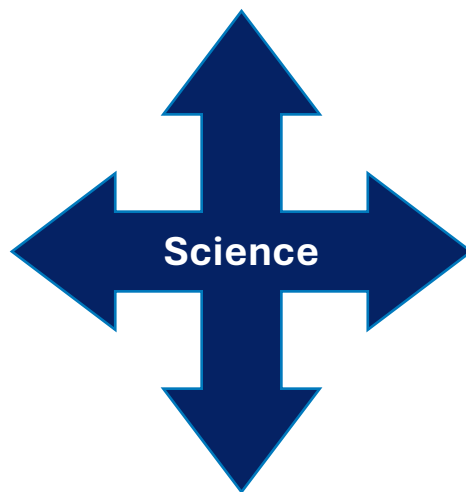
Tasks are **scaffolded** for learners to ensure the curriculum is ambitious for all.

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

Science is celebrated and promoted through trips and visits for all years, such as Forest School.

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

Oracy skills are embedded during lessons through the use of talk partners and through explanations.



Outcome:
Children who think and act like scientist.