INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject	Relevant Curriculum Statements		Related Vocabulary
SCIENCE – INVESTIGATION	EYFS	To use different approaches to answer scientific questions. To carry out simple tests.	Aim T2 Equipment T1 Observe T1
	KS1	To ask simple questions and understand that they can be answered in a variety of ways.	Prediction T1 Method T2 Results T1
	KS2	To ask relevant questions and use different types of scientific enquiries to answer them. To set up simple practical enquiries, comparative, and fair tests.	Fair test T3 Hypothesis T3 Precision T2

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.

- ☐ **Respect**
- ✓ **Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- ☐ Democracy.
- ☐ The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ✓ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Children may demonstrate an understanding of a fair test and following key enquiry questions and know that the fundamental principles of meaningful science and that throughout time, scientists have developed and refined this method with peer review. Scientists throughout history such as Copernicus, Darwin, Newton and Higgs & Boson have advanced this endeavour despite opposition and resistance from society and faith bodies.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

Children will produce pieces of work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a scientific focus, producing a range of evidence including written work.

What sequence of activity and pedagogy will be undertaken?

EYFS: To begin to ask and answer simple questions.
Year 1: To ask and answer simple questions.
Year 2: To ask simple questions and recognise they can be answered in different ways.
Year 3: To ask relevant questions and use different types of scientific enquiry to answer them.
Year 4: To ask relevant questions and use practical enquiry, comparative and fair tests to answer them.
Year 5: To ask questions and answer them by planning different types of scientific enquiry and fair tests to answer them.
Year 6: To ask questions and answer them by planning a range of scientific enquiries using scientific vocabulary and controlling variables where possible.
Mastery: To confidently answer questions by planning a range of scientific enquiries and use scientific evidence that can be used to support ideas.

IMPACT

What knowledge will the children have embedded?

Children will be able to ask and answer a range of questions linked to biology, chemistry and physics, using their answers to link to situations in the real world.

What retention may be demonstrated?

Here are some example questions that may be used to assess children's understanding.
EYFS: Can you ask a simple question? What does a scientist do?
KS1: Can you ask a simple scientific question and say how it might be answered? How do scientists work? Can you name a famous scientist?
KS2: Can you tell us about a time you have conducted a scientific investigation? How do scientists ensure that a test is fair? Can you talk about a famous scientist and what they have discovered?