















Science Curriculum

Vision: We are dedicated to providing an inclusive learning environment where every child has equal opportunities to succeed. Alongside meeting national curriculum requirements, our aim is to build children's confidence and curiosity in science, strengthen their understanding of the world around them, and inspire a lifelong love of science learning.

	INTENT	IMPLEMENTATION			IMPACT
 <p>Alignment to National Curriculum</p>	<p>The science curriculum at Windsor is aligned to the National Curriculum and Early Years Framework. Medium-Term Plans and curriculum maps ensure coverage of statutory content and progressive development of knowledge and enquiry skills from Nursery through to Year 6. Core concepts such as plants, animals and humans are revisited and built upon over time, supporting depth and retention</p>	 <p>Pedagogical Approaches</p>	<p>Teaching in science emphasises scientific enquiry, discussion and real-world application. Oracy-based approaches are embedded, with pupils encouraged to ask questions, articulate explanations and justify conclusions. Teaching reflects the local context and builds meaningful links across subjects, particularly geography.</p>	 <p>Approach to Assessment</p>	<p>Teachers assess pupils' understanding through both formative and summative assessment.</p> <p><i>Formative-</i> discussion, questioning and observation during lessons.</p> <p><i>Summative-</i> learning showcases.</p> <p>Opportunities for assessment help to support next steps and promote inclusion for all learners.</p>

 <p>Sequencing and end points</p>	<p>The science curriculum is carefully sequenced so that knowledge and skills build progressively over time.</p> <p>Subject leaders have identified key concepts that are revisited and deepened across year groups.</p> <p>End points are defined through age-related expectations aligned to the National Curriculum, ensuring pupils leave each year group equipped with secure foundational knowledge and enquiry skills ready for future learning.</p>	 <p>Teacher's Expert Knowledge</p>	<p>Teachers are supported through detailed Medium-Term Plans, which clearly outline prior learning, key knowledge, vocabulary and future progression. This ensures staff have a strong understanding of the science they teach and how it fits into the wider curriculum journey.</p> <p>Opportunities for staff CPD is an important part of science teaching.</p> <p>Subject leadership provides structure and coherence across the school.</p>	 <p>Performance Data</p>	<p>Performance data is focused on curriculum intent and implementation.</p> <p>Performance in science is evaluated through pupils' ability to recall knowledge, apply enquiry skills and articulate an understanding of the world around them.</p>
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 <p>Communication Aims</p>	<p>Communication is a key driver of the science curriculum. Pupils are taught to use scientific language accurately and to explain ideas clearly through structured talk, discussion, questioning and glossaries.</p> <p>Oracy supports deeper understanding and ensures pupils can justify conclusions and engage meaningfully with scientific concepts.</p>	 <p>Promoting Discussion and Understanding</p>	<p>Discussion is central to science learning at Windsor. Lessons promote talk through enquiry-based activities where pupils explore, question and reason together. This strengthens conceptual understanding and supports inclusivity, particularly for learners developing language skills.</p>	 <p>Pupil's Work</p>	<p>Pupils' work reflects a balance of practical enquiry, observation and recorded outcomes. Learning builds over time, with evidence in books demonstrating increasing confidence in knowledge, vocabulary and reasoning.</p>
 <p>Addressing Social Disadvantage</p>	<p>The curriculum is designed to be inclusive and equitable, ensuring that all pupils have access to high-quality science learning. Experiences that build cultural capital, such as workshops, visitors and practical exploration, are deliberately planned to enrich learning, particularly for pupils who may have fewer opportunities outside of school.</p>	 <p>Knowing More and Remembering More</p>	<p>Knowledge is revisited systematically across year groups, allowing pupils to strengthen memory and understanding over time. Repetition of key concepts and vocabulary, combined with practical application, supports long-term retention.</p>	 <p>Monitoring and Evaluation</p>	<p>Science is monitored by the subject leader through curriculum review, pupil voice, and evaluation of teaching and learning.</p> <p>Regular review ensures the curriculum remains responsive and ambitious.</p>



Local Context

Science learning reflects Liverpool and the local community, with strong local links and external partnerships supporting engagement and relevance. Experiences such as Zoo Lab visits and links with local science providers enhance pupils' understanding of science in the real world.



Teacher Assessment

Teachers use ongoing formative assessment to identify gaps, adapt teaching and support all learners to achieve. Assessment focuses on what pupils know, understand and can explain rather than isolated outcomes.



Actions

The science policy outlines a commitment to continuous review, ensuring teaching and learning evolve to meet learners' needs and maintain high expectations.



Enrichment

Enrichment is embedded through practical investigation, themed curriculum work, local visits and external providers. These experiences enhance engagement, cultural capital and real-world understanding of science.