



## **Science Intent, Implementation and Impact**

### **Intent**

Our intent is to deliver a high-quality science education that nurtures curiosity, deepens understanding and equips all pupils with the knowledge and skills to explore, question and explain the world around them. We aim to develop confident young scientists who think critically, work collaboratively and understand the relevance of science in everyday life.

Our curriculum is designed to:

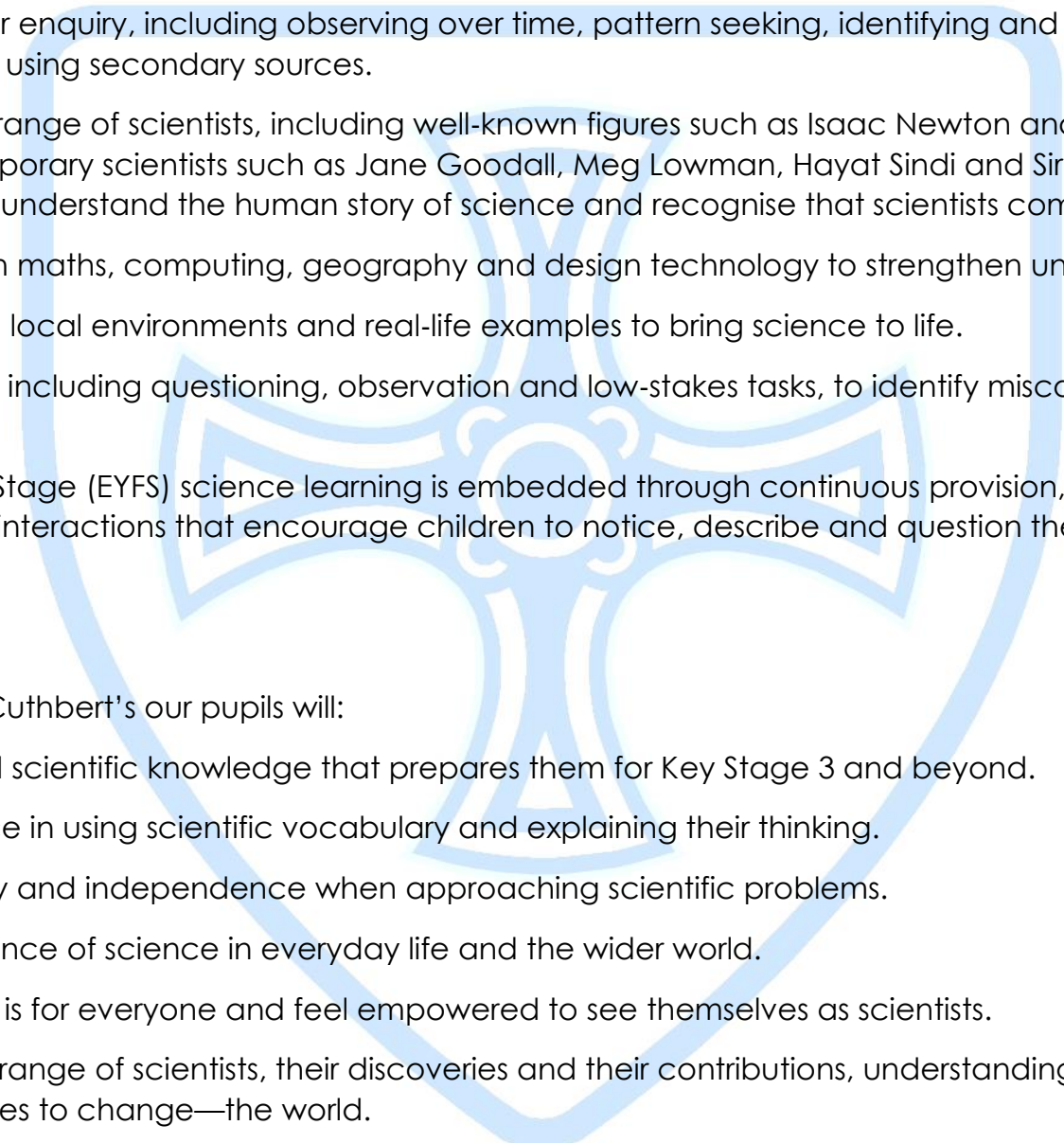
- Build secure scientific knowledge and vocabulary progressively from EYFS to Year 6.
- Promote enquiry-based learning where children ask questions, investigate and draw conclusions.
- Ensure science is inclusive, inspiring and accessible to all learners.
- Introduce children to a diverse range of scientists, including those from different backgrounds, cultures and time periods, so every pupil can see themselves represented in science.
- Provide meaningful links to real-world contexts, STEM careers and environmental responsibility.

### **Implementation**

We follow the White Rose Science scheme of work to ensure a coherent, well-sequenced curriculum that builds knowledge and skills systematically over time. White Rose provides clear progression, high-quality resources and a strong focus on scientific enquiry, enabling teachers to deliver engaging and ambitious lessons.

Our implementation includes:

- A progressive curriculum from Reception to Year 6, ensuring concepts are revisited, deepened and applied in new contexts.
- Practical, hands-on investigations that encourage children to predict, test, observe and evaluate.

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- A large, light blue watermark of the St. Cuthbert's School crest is centered in the background. The crest features a shield with a cross, a central figure, and a crown on top.
- Explicit teaching of scientific vocabulary, enabling pupils to communicate their ideas clearly and confidently.
  - Regular opportunities for enquiry, including observing over time, pattern seeking, identifying and classifying, comparative testing and researching using secondary sources.
  - Learning about a wide range of scientists, including well-known figures such as Isaac Newton and Marie Curie, alongside lesser-known or contemporary scientists such as Jane Goodall, Meg Lowman, Hayat Sindi and Sir James Dyson. These examples help children understand the human story of science and recognise that scientists come from all walks of life.
  - Cross-curricular links with maths, computing, geography and design technology to strengthen understanding and application.
  - Use of outdoor learning, local environments and real-life examples to bring science to life.
  - Assessment for learning, including questioning, observation and low-stakes tasks, to identify misconceptions and support next steps.

In the Early Years Foundation Stage (EYFS) science learning is embedded through continuous provision, outdoor exploration, sensory experiences and high-quality interactions that encourage children to notice, describe and question the world around them.

### **Impact**

By the end of their time at St Cuthbert's our pupils will:

- Have secure and broad scientific knowledge that prepares them for Key Stage 3 and beyond.
- Demonstrate confidence in using scientific vocabulary and explaining their thinking.
- Show resilience, curiosity and independence when approaching scientific problems.
- Understand the importance of science in everyday life and the wider world.
- Recognise that science is for everyone and feel empowered to see themselves as scientists.
- Be able to talk about a range of scientists, their discoveries and their contributions, understanding how science has changed—and continues to change—the world.

We measure impact through:

- Pupil voice, showing enthusiasm, curiosity and understanding.
- Work scrutiny and enquiry outcomes demonstrating progression and depth.
- End point tasks completed at the end of each unit
- Teacher assessments aligned with White Rose Science objectives.
- EYFS observations showing children's developing understanding of natural processes and the world around them.

