

# Parson Street

## Science Curriculum Overview 23–24

### Intent

#### Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is prioritised at all times so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful and relevant.

#### Wider-Curriculum Intent

- We teach a Science curriculum which allows children to gain a strong understanding of the world around them whilst acquiring specific skills and knowledge.
- Our curriculum is designed to help them think scientifically, gain an understanding of scientific processes and develop an understanding of the uses and implications of Science, today and in the future.
- We believe that Science teaching equips children with skills for life; the ability to explore, observe, experiment and investigate.
- Our children at Parson Street are taught to hone the skills of evaluating, discussing, debating and thinking critically through our different scientific enquiries.
- Through our Science Curriculum, we aspire to teach our children how to question the world around them, use a scientific method to gather evidence and craft conclusions based on their findings.
- We passionately believe that Science allows children to use their natural curiosity to ask questions and our teaching allows them to develop skills in order to answer those questions.

### Implementation

#### Curriculum

- National Curriculum (on two year rolling cycle where relevant)
- Curious Cities Framework
- States of being
- Focus on locality of Bristol and Bedminster
- Core knowledge outlined in Knowledge Organisers
- Reflection on prior learning to ensure building
- Flashback Four to support embedding of knowledge
- Concept maps showing how concepts build across enquiries
- Journey maps depicting journey within each subject
- Disciplinary Knowledge and skills map to map the building of core skills.
- Progression of Tier 2 and 3 Vocabulary
- Threaded through with English to give greater value and time
- Develop children's writing skills as each state of being

#### Pedagogy

- Quality First Teaching
- Inset Days/Twilights
- Knowledge Organisers provided
- Joint planning with Phase Lead
- CPD
- Coaching
- Phase Meetings

#### Assessment

- AFL within lessons
- Books
- Monitoring
- End of Unit quizzes and pre-unit quizzes

#### Culture

- Books
- Displays
- School trips/clubs
- Immersion Days
- Visitors

#### Systems

- Joint curriculum for composite classes

### Impact

#### Internal measuring of impact

- Pre-Unit quiz
- End of unit quizzes
- Teacher assessment – marking policy – Feedback
- Curriculum Hub – Trust
- Phase meetings
- CPD
- Coaching
- Drop-ins
- Curriculum Lead drop-ins

#### Whole School Impact

- Curriculum review days
- Trust moderations