

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school, we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

SCIENCE VISION AND CURRICULUM STATEMENT

At Cliftonville Primary School the principal aim of our science curriculum is to provide pupils with the foundations for understanding the world by inspiring a sense of excitement and curiosity about natural phenomena; and through teaching pupils essential aspects of the knowledge, methods, processes and uses of science. We endeavour to broaden their horizons with a wide range of experiences and raise their aspirations for where science may take them in the future.

Children are taught the key components of physics, chemistry and biology, which will form the foundations for their secondary school science education. The content of our science curriculum closely matches that of the National Curriculum. Understanding of taught scientific concepts is consolidated by testing ideas through the investigative process. This also develops pupils' understanding of the nature, processes and methods of science. There is a clear progression in the teaching of scientific enquiry skills, enabling pupils to ask and answer scientific questions about the world around them and consider the uses and implications of their findings. The school and local environment is used as a rich resource for scientific investigation.

Teaching technical terminology is a fundamental element of our science curriculum. As they progress through the curriculum, pupils will develop an extended specialist vocabulary which will form the bedrock of their scientific understanding. Pupils will be challenged to use this vocabulary both orally, to articulate their understanding of scientific concepts, and in written work where expectations match those of the English curriculum.

Opportunities to make cross-curricular links between science and other subjects are exploited where appropriate. Pupils apply their mathematical knowledge when collecting, presenting and analysing data; and geographical skills and knowledge are used and extended in a number of science topics. Likewise, scientific knowledge of physical processes is applied in DT mechanisms topics. These opportunities enable pupils to make connections which deepen their subject knowledge, as well as their understanding of how subjects relate to each other in the wider world.