Chester Park Federation Curriculum Statement: Science

Intent

The aim of the Chester Park Science curriculum is to develop confident, curious scientists who are equipped with strong skills in working scientifically. Science learning is carefully linked to subject knowledge and the progressive development of scientific skills, including the ability to record findings through both written and pictorial representations of investigations.
We promote a positive and inclusive model of science, encouraging all pupils to see themselves as scientists. The curriculum helps children understand how science and technology have been used to overcome challenges, solve problems, and improve lives.
We aim to ensure that all children develop secure knowledge and understanding of scientific concepts, alongside the ability to think scientifically. Learning is carefully planned to build scientific enquiry skills, encourage problem-solving, and enable children to make meaningful links across areas of learning.
Science at Chester Park also prepares pupils to understand how science impacts the real world and equips them with the knowledge and skills needed for the next stage of their education.

Implementation

The Science curriculum is interwoven within our topic-based approach to delivering the wider curriculum. The content is closely aligned with the National Curriculum, with themes carefully sequenced across each year group to ensure progression in both scientific knowledge and skills.
The structure of each unit builds on prior learning and enables scientific skills to be revisited and developed over time. Pupils work towards a meaningful outcome at the end of each unit or term, often celebrating and applying what they have learned.
Where possible, trips and visitors are used to enrich learning and ensure science is meaningful, real-life, and engaging.
Scientific enquiry skills are taught progressively. Children learn how to plan investigations, test fairly and safely, make predictions, observe, record, analyse, and evaluate results. These skills are developed over time and gradually brought together so that by the end of their learning, pupils have a secure understanding of the scientific process.
In the Early Years, scientific knowledge and skills are embedded through everyday interactions with people, objects, and the environment. Planned experiences and contexts support early scientific learning and continuous provision provides opportunities for exploration through play. Carefully designed provocations encourage children to think, talk, and use key vocabulary.

Impact

Children develop a secure working knowledge of key scientific principles and are well prepared for the next stage of their education as they transition to secondary school.
They are able to think scientifically, applying their knowledge and skills across a range of contexts and situations. Pupils confidently use scientific enquiry skills to ask questions, make predictions, carry out investigations, and draw conclusions, demonstrating an increasing independence in their thinking and understanding.