

St Patrick's Catholic Primary School

The Catholic Diocese of Lancaster

Our Mission Statement:

"Sharing Our Faith, Inspiring Education, Achieving Our Dreams"

"Go, therefore, make disciples of all nations.
And look, I am with you always; yes, to the end of
time." (Matthew 28:19-20)



Science Policy

At St Patrick's Catholic Primary School, we celebrate that we are all unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the individual they are created to be. We are working together to build a community built on love, faith, forgiveness and service.

Approved by J. Murphy (Headteacher) Date: 22.06.2026

Approved by Governing Body/Committee: Resources Date: June 2026

Next review date: June 2028

Science Policy Statement

School Mission and Curriculum Intent

At St Patrick's Catholic Primary School, our Science curriculum is deeply rooted in our mission statement: "Sharing Our Faith, Inspiring Education and Achieving Our Dreams". Guided by this we teach our children to look at the natural world as God's creation with a profound sense of wonder, respect, and stewardship.

Our Vision:

At St Patrick's Primary School our Science curriculum is designed to inspire children to become curious, analytical and inquisitive critical thinkers. We want all of our children to have an understanding of the natural world around them, developing their confidence to ask questions, carry out investigations and record their findings in different ways. Teachers plan using the KAPOW Science documents.

Our intent is to:

- Give every child the opportunity to enjoy science, regardless of ability or background.
- Explicitly teach key scientific skills and techniques so children can develop confidence, understanding and independence.
- Build children's knowledge of Scientists from around the world.
- Encourage children to experiment, take risks and reflect on their own scientific journey.
- Foster a sense of pride, resilience and personal achievement through scientific exploration.
- Create a lifelong love of learning through an engaging curriculum that aligns with the National Curriculum for Science.

Statutory Framework and National Curriculum Strands

This policy ensures full compliance with the statutory National Curriculum Programme of Study for Science (Key Stage 1 and Key Stage 2) and the "Understanding the World" framework within the Early Years Foundation Stage (EYFS).

How each child will learn:

Science is taught as a practical, skills-based subject from Early Years to Year 6. Teachers follow a carefully structured progression of skills which ensures that each year builds upon prior learning.

Our science curriculum follows three core knowledge strands, based on the National Curriculum:

1. Biology: Living things and their environments, plants, animals (including humans), evolution, and inheritance.
2. Chemistry: Rocks, materials, states of matter, and their shifting properties.
3. Physics: Forces, magnets, light, sound, electricity, and Earth and space.

Working Scientifically

Running concurrently through all three knowledge strands is the statutory Working Scientifically framework. Under the Kapow scheme, children actively engage in the five core types of scientific enquiry:

- * Pattern seeking
- * Identifying, classifying and grouping
- * Observing over time
- * Comparative and fair testing
- * Researching using secondary sources

Our science curriculum has been designed as a spiral curriculum with the following key principles in mind:

- * Cyclical – pupils return to the key knowledge and skills again and again during their time in primary school.
- * Increasing depth – each time a skill is revisited; it is covered with greater complexity.
- * Prior knowledge – pupils build upon previous foundations rather than starting again.

Delivery and Implementation Strategy

Science is given high priority as a core subject at St Patrick's. To ensure depth of knowledge, systematic investigation, and high-quality retention, our implementation strategy includes:

Science is taught weekly across all year groups, ensuring consistent exposure to practical enquiry and scientific vocabulary.

While following Kapow's units, teachers explicitly link lessons to our local Heysham environment wherever possible. This includes analysing coastal ecosystems at Morecambe Bay, studying local rock formations, and investigating electricity and energy generation in relation to the local Heysham power stations.

Teachers utilize Kapow's teacher CPD videos and safety briefs before launching practical experiments to ensure excellent subject knowledge and secure risk management.

Whole-School Curriculum Map

The plain text list below outlines the sequential, progressive units specified by the Kapow Primary scheme, ensuring complete coverage across all disciplines.

 Science			
	Autumn	Spring	Summer
Reception	Animal adventures Changing seasons	I am a scientist Changing seasons	Our beautiful planet Changing seasons
Year 1	Forces and space: Seasonal changes Materials: everyday materials	Animals: Sensitive bodies Animals: comparing animals	Plants: Introduction to plants Making connections: Investigating science through stories
Year 2	Living things: habitats and micro habitats	Materials: uses of everyday materials Animals, including humans: Life cycles and health	Plants: Plant growth Making connections: Plant- based materials
Year 3	Animals: Movement and nutrition Forces and space: Forces and magnets	Material: rocks and soil Energy: Light and shadows	Plants: Plant reproduction Making connections: Does hand span affect grip strength?
Year 4	Animals including: Digestion and food	Materials: States of matter	Living things: Classification and changing habitats

	Energy: Electricity and circuits	Energy: Sound and vibrations	Making connections: How does the flow of liquids compare?
Year 5	Materials: Mixtures and separation Materials: Properties and changes	Forces and space: Earth and space Living things: Life cycles and reproduction	Forces and space: Unbalances forces Making connections: Does the size of an asteroid affect the diameter of its impact crater?
Year 6	Living things: Classifying big and small Energy: Light and reflection	Living things: Evolution and inheritance Energy: Circuits, batteries and switches	Animals, including humans: Circulation and health Making connections: Are some sunglasses safer than others?

Inclusion, SEND, and Adaptive Practice

At St Patrick's, we ensure that our Science curriculum is accessible to all learners. Kapow's practical, hands-on focus allows children with Special Educational Needs and Disabilities (SEND) to engage deeply without being restricted by literacy barriers.

Practical Adaptation: Magnifiers, easy-read measuring cylinders, visual vocabulary mats, and digital data loggers are provided to scaffold learning.

Flexible Recording Methods: While technical accuracy is expected, pupils can record findings via annotated diagrams, video recordings of experiments, sorting cards, or verbal explanations.

Cognitive Scaffolding: Complex multi-step experiments are broken down into bite-sized visual steps, allowing all children to build independence in investigation.

Assessment, Impact, and Review

Intent:

By the end of their time at St Patrick's Primary School children will:

- * Enjoy science and feel confident in their skills.
- * Have a good understanding of scientific concepts.
- * Demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

The impact of our curriculum is monitored through lesson observations, discussions with pupils, and high-quality work displayed around school. Our aim is for all children to leave primary school knowing that they are capable, curious individuals who can find an understanding of the natural world through science.

Assessment Framework:

Formative Assessment: Teachers use targeted questioning during practical activities, review student hypotheses, and monitor the safety and precision of working scientifically skills.

Summative Evaluation: At the end of each Kapow unit, children complete a low-stakes quiz or data-handling task to check conceptual retention. Student work is preserved in dedicated science books, providing a clear record of progress over time.