

OLA Statement of Impact: Science

Throughout each topic teachers should check that content has been learned and remembered, including content from previous years, to prevent it from being forgotten. Retrieval practice is built into each lesson to interrupt the forgetting curve and secure construct in long term memory.

At the end of each unit, teachers will assess the work in books and the main creative task for each unit against the relevant Mastery Key for that unit to decide whether the child is working at Age Related Expectations by the end of each academic year.

By the time pupils leave **Key Stage 2**, they will:

- ✓ Have developed a **secure knowledge** of biology, chemistry, and physics, understanding key concepts such as forces, electricity, evolution, and ecosystems.
- ✓ Be able to explain **scientific phenomena** using appropriate vocabulary and apply their learning to new situations.
- ✓ Gain essential **investigative skills**, including hypothesizing, observing, measuring, recording data, and drawing conclusions; and be able to **evaluate evidence** and use logical reasoning to support their ideas.
- ✓ Recognise and appreciate the **relevance of science** in daily life, from understanding health and nutrition to recognizing environmental issues like climate change and appreciate how science contributes to innovation, sustainability, and technological advancements.
- ✓ Be encouraged to **ask questions and seek answers** and be **enthusiastic and motivated** to carry out further scientific study.
- ✓ Be **well-prepared for KS3 science**, having developed both conceptual knowledge and investigative skills

By the end of KS2, students should be confident in making scientific observations, using evidence to explain their findings, and understanding fundamental concepts in biology, chemistry, and physics. These outcomes prepare them for deeper scientific inquiry in KS3.