

SCIENCE

Breadth of Study

Key Stage 1

- During the key stage, pupils should be taught the Knowledge, skills and understanding through:
 - a) A range of domestic and environmental contexts that are familiar and of interest to them.
 - b) Looking at the part science has played in the development of many useful things.
 - c) Using a range of sources of information and data, including ICT-based sources.
 - d) Using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.
- During the key stage, pupils should be taught:

Communication

- a) Use simple scientific language to communicate ideas and to name and describe living things, materials, phenomena and processes.

Health and safety

- b) Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

Key Stage 2

- During the key stage, pupils should be taught the Knowledge, skills and understanding through:
 - a) A range of domestic and environmental contexts that are familiar and of interest to them.
 - b) Looking at the part science has played in the development of many useful things.
 - c) Using a range of sources of information and data, including ICT-based sources.
 - d) Using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.
- During the key stage, pupils should be taught:

Communication

- a) Use appropriate scientific language and terms, including SI units of measurement [for example, metre, Newton], to communicate ideas and explain the behaviour of living things, materials, phenomena and processes.

Health and safety

- b) Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

Key Stage 3

- During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a) A range of domestic, industrial and environmental contexts.
- b) Considering ways in which science is applied in technological developments.
- c) Considering the benefits and drawbacks of scientific and technological developments, including those related to the environment, health and quality of life.
- d) Using a range of sources of information, including ICT-based sources.
- e) Using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.
- f) Using quantitative approaches where appropriate, including calculations based on simple relationships between physical quantities.

- During the key stage, pupils should be taught:

Communication

- a) Use scientific language, conventions and symbols, including SI units, word equations and chemical symbols, formulae and equations, where appropriate, to communicate scientific ideas and to provide scientific explanations based on evidence.

Health and safety

- b) Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.