

# The Science Curriculum Audit Tool (v2)



Leaders have a clear and ambitious vision for providing a high-quality science education for all pupils.

Not Evident ●  
Somewhat Evident ●  
Clearly Evident ●

IN1

Intent

Curriculum plans break knowledge (i.e. complex NC objectives) into meaningful 'chunks' (knowledge components).

IN2

Curriculum plans ensure children develop a full range of 'working scientifically' skills.

IN3

Curriculum plans ensure children develop scientific skills (working scientifically) in the context of the five enquiry types.

IN4

Curriculum plans identify key vocabulary and the point at which this should be introduced.

IN5

Curriculum plans take account of and are coherent with what is taught in other subjects.

*Where there are differences, these are made explicitly clear to pupils and teachers.*

IN6

Curriculum plans identify scientific misconceptions and there is a shared understanding of strategies that may be used to address these.

IN7

Curriculum plans identify opportunities to develop science capital.

IN8

Support is provided to develop teachers' science subject knowledge, especially those teaching outside their area of expertise or in the early stages of their career.

Teachers therefore have good subject knowledge.

IN9

Implementation

Planning and Delivery

Children revisit previously taught knowledge, but there is an expectation that this is remembered rather than retaught.

IM1

Substantive knowledge in component parts is introduced so that new learning builds on prior learning and content becomes more challenging.

IM4

Teachers successfully adapt the curriculum, without compromising its ambition, in order to meet the needs of pupils with SEND.

IM5

Disciplinary knowledge is taught alongside substantive knowledge in a range of contexts, and never assumed to be a by-product of engagement in practical activities.

IM6

Children are given time to consolidate new learning through repeated practice and activities, and new learning is not introduced until prior learning is secure.

IM7

Practical work forms part of a wider instructional sequence and pupils have sufficient prior knowledge to learn from the activity.

IM2

Children have opportunities to learn about the work of a diverse range of influential scientists, inc. those who are still alive.

IM9

The resources used to implement the curriculum match what the curriculum expects pupils to learn.

IM10

Teachers carefully choose activities to match the curriculum intent and these are suitably demanding.

IM11

Any remote education is well integrated and well designed to support the wider implementation of the intended curriculum.

IM12

Assess.

Teachers frequently check pupils' understanding of the intended curriculum.

*\*Assessment is a complex and extensive process. The recognised, suggested audit tool for science assessment is that of the TAPS Pyramid: [LINK](#)*

IM13

Impact / Outcome

Pupils know and remember more as a result of the implementation of the curriculum.

OU1

The implementation of the curriculum ensures that pupils' science capital is heightened.

OU2

*\*Measuring the impact of a school's curriculum and understanding the experience children have learning science may be supported by cross referencing to current research such as that of [The 10 Key Issues with Children's Learning In Primary Science In England: LINK](#)*

