Diversity Audit Tool

Subject SCIENCE	**Subject leader** Katie Morris

Indicators of Good Practice	**Evidence**
Reference is made to the contribution of scientists from many cultures to the development of science .	Scientists- Y2- Materials- Charles Macintosh (Scottish) Y2- Materials- Ole Kirck Christiansen (Danish) Y3- Forces and magnets-William Gilbert (English) Y3- Forces and magnets- Guillaume Amontons (French) Y4- Sound- Robert Boyle (Irish) Y5- Forces- Galileo Galilei (Italian) Y5- Forces- Isaac Newton (English) Y6- Living things and their habitats- Carl Linnaeus (Swedish) Y6- Evolution and inheritance- Alfred Wallace (British) Y6- Evolution and inheritance-Charles Darwin (English)
Women or Black, Asian and minority ethnic who have made contributions to science are highlighted. Representations of people engaged in science reflect a broad range of people from diverse ethnic groups.	Scientists- Y1-Animals including humans- Linda Brown Buck (American) Y3- Rocks, soils and fossils- Mary Anning (English) Y3- Animals including humans- Marie Curie (Polish/French) Y3- Plants- Jeanne Baret (French) Y4- Electricity- Lewis Latimer (African/American) Y4- Living things and their habitats- Rachel Carson (American) Y5- Earth and space- Katherine Johnson (American) Y5- Living things and their habitats- Jane Goodall (English) Y6- Living things and their habitats- Libbie Hyman (American) Y6- Animals including humans- Marie Maynard Daly (African-American) Use of the text 'Black women in Science: A black history book for kids' by Kimberly Brown Pellum across school.
Challenge stereotypes and seek to raise aspiration to encourage more children to pursue a career in science.	Science ambassadors- Children are provided with the opportunity to identify their own personal interests within Science and we plan to allow children to share their own Scientific talents with others across school. The Science ambassadors scheme has provided the children with the opportunity to share their own interests with others who are also engaged in Science, Through the Science ambassadors scheme we are hoping to raise aspirations and engage more children in Science,
Activities, tasks, experiments, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	Scientific Investigations- Investigations that take place across school allow children to examine their ideas and can be related back to their everyday experiences for example what do plants need to grow and survive? Scientific Questions- Scientific questions which children are to answer at the end of the unit reflect everyday experiences.