

## Working Scientifically – Skill Progression

Remember to refer to the **five** areas of scientific enquiry. WS should be taught alongside scientific enquiry and not as a standalone subject.

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

	<a href="#"><u>Key Stage 1 Programme of Study – Years 1 and 2 (From NC)</u></a> <p>Each aspect is NOT expected to be covered for every unit of study.</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> </ul>	<a href="#"><u>Lower Key Stage 2 Programme of Study – Years 3 and 4 (From NC)</u></a> <p>Each aspect is NOT expected to be covered for every unit of study.</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>	<a href="#"><u>Upper Key Stage 2 Programme of Study – Years 5 and 6 (From NC)</u></a> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams</li> </ul>
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	<p>gathering and recording data to help in answering questions</p>	<ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none"> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Asking and answering questions</b>	Use everyday language/begin to use simple scientific words to ask or answer a scientific question.	Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips.	Use ideas to pose questions, independently, about the world around them.	Suggest relevant questions and know that they could be answered in a variety of ways, including using secondary sources such as ICT.  Answer questions using straight forward scientific evidence.	Raise different types of scientific questions, and hypotheses.	Pose/select the most appropriate line of enquiry to investigate scientific questions.
<b>Making predictions</b>	Begin to say what might happen in an investigation.	Begin to make predictions.	Make predictions and begin to give a reason.	Make predictions and give a reason using simple scientific vocabulary.	Make predictions and give a reason using scientific vocabulary.	Make predictions and give a reason using scientific vocabulary.

					scientific vocabulary.	Base predictions on findings from previous investigations.
<b>Making observations</b>	Observe objects, materials and living things and describe what they see.	Observe something closely and describe changes over time.	Make decisions about what to observe during an investigation.	Make systematic and careful observations.	Plan and carry out comparative and fair tests, making systematic and careful observations.	Make their own decisions about which observations to make, using test results and observations to make predictions or set up further comparative or fair tests.
<b>Equipment and measurements</b>	Use simple, nonstandard equipment and measurements in a practical task.	Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple tests.	Take accurate measurements using standard units.	Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.	Take measurements using a range of scientific equipment with increasing accuracy and precision.	Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. Decide how long to take measurements for, checking Science Working Scientifically Skills Progression results with additional readings.
<b>Identifying and classifying</b>	Sort and group objects, materials and living things, with help, according to	Decide, with help, how to group materials, living things and objects, noticing changes over time	Talk about criteria for grouping, sorting and categorising, beginning to see	Identify similarities/differences/changes when talking about scientific processes.	Use and develop keys to identify, classify and describe living	Identify and explain patterns seen in the natural environment.

	simple observational features.	and beginning to see patterns.	patterns and relationships.	Use and begin to create simple keys.	things and materials.	
<b>Engaging in practical enquiry (investigating)</b>	Follow instructions to complete a simple test individually or in a group.	Do things in the correct order when performing a simple test and begin to recognise when something is unfair.	Discuss enquiry methods and describe a fair test.	Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables	Plan a range of science enquiries, including comparative and fair tests.	Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.
<b>Recording and reporting findings</b>	Begin to record simple data. Talk about their findings and explain what they have found out.	Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.	Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts.	Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays, oral or written explanations).	Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models.	Choose the most effective approach to record and report results, linking to mathematical knowledge.
<b>Drawing conclusions</b>	Explain, with help, what they think they have found out.	Use simple scientific language to explain what they have found out.	Draw, with help, a simple conclusion based on evidence from an enquiry or observation.	Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries.	Use a simple mode of communication to justify their conclusions on a hypothesis.  Begin to recognise how scientific ideas change over time.	Identify validity of conclusion and required improvement to methodology.  Discuss how scientific ideas develop over time.
<b>Analysing data</b>	Use every day or simple scientific	Identify simple patterns and/or relationships	Gather, record and use data in a variety	Identify, with help, changes, patterns, similarities and	Use relevant scientific	Identify and explain causal

<b>Evaluating and raising further questions and predictions</b>	language to ask and/or answer a question on given data.	using simple comparative language.	of ways to answer a simple question.	differences in data to help form conclusions. Use scientific evidence to support their findings.	language and illustrations to discuss, communicate and justify their scientific ideas.	relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion.
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