



## Duckmanton Primary School – Working Scientifically Progression

Working Scientifically is not a discreetly taught element of the primary national curriculum and is embedded within the content of Biology, Chemistry and Physics teaching in KS1 and KS2. This document outlines how Working Scientifically skills are developed and built upon within the school.

Year Group	Working Scientifically
Year 1	<ul style="list-style-type: none"> <li>• Ask simple questions and recognising that they can be answered in different ways</li> <li>• Observe closely, using simple equipment</li> <li>• Perform simple tests</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Identify and classify</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Ask relevant questions and using different types of scientific enquiries to answer them</li> <li>• Set up simple practical enquiries, comparative and fair tests</li> <li>• Make 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>
Year 4	<ul style="list-style-type: none"> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Use test results to make predictions to set up further comparative and fair tests</li> <li>• Report 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>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>