



Progression of working scientifically skills

<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Asking <u>simple questions</u> and recognising that they can be answered in different ways	Asking <u>relevant questions</u> and using different types of scientific enquiries to answer them	<u>Planning different types of scientific enquiries</u> to answer questions, including recognising and controlling variables where necessary
Observing closely, <u>using simple equipment</u>	Making systematic and careful observations and, where appropriate, taking <u>accurate measurements</u> using standard units, using a range of equipment, including <u>thermometers and data loggers</u>	<u>Taking measurements</u> , using a <u>range of scientific equipment</u> , with increasing accuracy and precision, taking repeat readings when appropriate
Performing <u>simple tests</u>	Setting up simple <u>practical enquiries, comparative and fair tests</u> (recognise when fair tests are necessary and how to set it up)	Planning different types of <u>scientific enquiries</u> to answer questions, including <u>recognising and controlling variables</u> where necessary
		<u>Using test results to make predictions</u> to set up further <u>comparative and fair tests</u>
<u>Identifying and classifying</u>	Gathering, <u>recording, classifying and presenting</u> data in a variety of ways to help in answering questions	Recording data and results of increasing complexity using scientific <u>diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</u>
	Identifying <u>differences, similarities</u> or changes related to simple scientific ideas and processes	
Observe closely using simple equipment with help and observe long changes over time.	Making systematic and careful observations and, where appropriate, <u>taking accurate measurements</u> using standard units, using a range of equipment, including thermometers and data loggers	Identifying scientific evidence that has been used to <u>support or refute</u> ideas or arguments.
	Using <u>straightforward scientific evidence</u> to answer questions or to support their findings	

<u>Gathering and recording data</u> to help in <u>answering questions</u>.	Recording findings using simple scientific language, drawings, <u>labelled diagrams, keys, bar charts, and tables</u>	Recording data and results of increasing <u>complexity</u> using scientific <u>diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</u>
	Reporting on findings from enquiries, including <u>oral and written explanations, displays or presentations of results and conclusions</u>	
<u>Gathering and recording data</u> to help in answering questions.	Recording findings using simple scientific language, drawings, <u>labelled diagrams, keys, bar charts, and tables</u>	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
	Reporting on findings from enquiries, including <u>oral and written explanations, displays or presentations of results and conclusions</u>	