Progression of Working Scientifically

Buckton Vale Primary School

Working Scientifically organised in the PLAN, DO, RECORD and REVIEW order as children will use in enquiries			
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
PLAN	ask simple questions and recognising that they can be answered in different ways	ask relevant questions and using different types of scientific enquiries to answer them	plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
		set up simple practical enquiries, comparative and fair tests	use test results to make predictions to set up further comparative and fair tests (also in REVIEW section)
DO	observe closely, using simple equipment	make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary
	perform simple tests	set up simple practical enquiries, comparative and fair tests (repeated – also in PLAN section)	
	identify and classify	identify differences, similarities or changes related to simple scientific ideas and processes	
RECORD	gather and recording data to help in answering questions	record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
		gather, record, classify and present data in a variety of ways to help in answering questions	
REVIEW	use their observations and ideas to suggest answers to questions	use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	use test results to make predictions to set up further comparative and fair tests
		report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions identify differences, similarities or changes related to simple scientific ideas and processes (repeated – also in DO section)	report and present 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
		use straightforward scientific evidence to answer questions or to support their findings	identify scientific evidence that has been used to support or refute ideas or arguments

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