

### Progression of Skills in Science

(Statements taken from the National Curriculum. Document modelled on one created by the Primary Science Teaching Trust.)

The key areas of “working scientifically” skills are:

- Observing over time
- Pattern seeking
- Identifying, classifying and grouping
- Comparative and fair testing
- Researching using secondary sources
- Answering questions by collecting, analysing and presenting data

	Levels 5 and 6 (KS1)	Levels 7 and 8 (LKS2)	Levels 9, 10 and 11 (UKS2)
Plan	I can ask simple questions and recognise that they can be answered in different ways.	I can ask relevant questions and use different types of scientific enquiry to answer them.  I can set up simple practical enquiries, comparative and fair tests.	I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Do	I can observe closely, using simple equipment.  I can perform simple tests.  I can identify and classify.	I can make careful and systematic observations and, where appropriate, take accurate measurements using standard units and a range of equipment including thermometers and data loggers.	I can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.
Record	I can gather and record data to help in answering questions.	I can gather, record, classify and present data in a variety of ways to help in answering questions.  I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Review	I can use my observations and ideas to suggest answers to questions.	I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  I can identify differences, similarities or changes related to simple scientific ideas or processes.  I can use straightforward scientific evidence to answer questions or to support my findings.	I can use test results to make predictions to set up further comparative and fair tests.  I can 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.  I can identify scientific evidence that has been used to support or refute ideas or arguments.