Progression of Key Concepts thread through Science – **Cause & consequence**

In Year 1, most pupils will identify key findings from an enquiry, e.g. noting how plants have changed over time. Some pupils will go beyond expectations and identify and group key outcomes from an enquiry.

In Year 2, most pupils will identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. Some pupils will go further and, with prompting, suggest what an enquiry shows.

In Year 3, most pupils will, with prompting, write a conclusion based on evidence, e.g. exploring the strengths of different magnets. Some pupils will exceed expectations and write a conclusion based on evidence.

In Year 4, most pupils will write a conclusion based on evidence, e.g. effect on brightness of bulbs if more cells are added. Some pupils will go beyond expectations and, with prompting, write a conclusion using evidence and identifying causal links.

In Year 5, most pupils will, with prompting, write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker. Some pupils will go further and write a conclusion using evidence and identifying causal links.

In Year 6, most pupils will write a conclusion using evidence and identifying causal links, e.g. in the design of a periscope. Some pupils will exceed expectations and suggest possible limits to causal relationships.