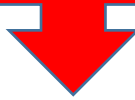



Progression of Key Concepts thread through Science – Investigation


In Year 1, most pupils will offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application. Some pupils will go beyond expectations by suggesting different ways of answering questions.




In Year 2, most pupils will suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. Some pupils will exceed expectations by planning an enquiry, such as a comparative or fair test.




In Year 3, most pupils will plan enquiries, such as a comparative or fair test, e.g. comparing the effect of different factors on plant growth. Some pupils will go further by planning investigations using different types of scientific enquiry.



In Year 4, most pupils will plan investigations using different types of scientific enquiry, e.g. exploring various materials by observing change over time, running comparative tests and conducting surveys. Some pupils will go beyond expectations by answering questions using evidence gathered from different types of scientific enquiry.



In Year 5, most pupils will, with support, answer questions using evidence gathered from different types of scientific enquiry, e.g. comparing life cycles of different plants using change over time, surveys and secondary research. Some pupils will go further by answering questions using evidence gathered from different types of scientific enquiry.



In Year 6, most pupils will answer questions using evidence gathered from different types of scientific enquiry, e.g. operation of circulatory system from experiment, survey and secondary research. Some pupils will exceed expectations by suggesting which type of enquiry is likely to be more successful at providing answers to a particular question.

