

**Kates Hill Primary School**  
**Scientific enquiry &**  
**working scientifically in the curriculum**

**Working Scientifically in KS1**

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| <ul style="list-style-type: none"> <li>▪ Asking simple questions and recognising that they can be answered in different ways</li> <li>▪ Observing closely, using simple equipment</li> <li>▪ Performing simple tests</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identifying and classifying</li> <li>▪ Using their observations and ideas to suggest answers to questions</li> <li>▪ Gathering and recording data to help in answering questions</li> </ul> |
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**Working Scientifically in LKS2**

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| <ul style="list-style-type: none"> <li>▪ Asking relevant questions and using different types of scientific enquiries</li> <li>▪ Setting up simple practical enquiries, comparative and fair tests</li> <li>▪ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>▪ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul> | <ul style="list-style-type: none"> <li>▪ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>▪ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>▪ Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions</li> <li>▪ Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>▪ Using straightforward scientific evidence to answer questions or to support findings</li> </ul> |
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**Working Scientifically in UKS2**

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| <ul style="list-style-type: none"> <li>▪ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>▪ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>▪ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul> | <ul style="list-style-type: none"> <li>▪ Using test results to make predictions to set up further comparative and fair tests</li> <li>▪ Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>▪ Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> |
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