



Brough Primary School - Working Scientifically Progression of Skills Year

5&6

Working Scientifically National Curriculum Programme of Study	Working Scientifically Key Vocabulary			Enquiry Types	Planning Process
<p>During Years 5 and 6 pupils should be taught to use the following practical scientific methods, processes and skills through teaching of the Programme of Study content:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings where appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> ✓ accurate ✓ aim ✓ answers ✓ bar chart ✓ casual relationship ✓ changes ✓ chart ✓ classify ✓ compare ✓ conclusion ✓ control variable ✓ criteria ✓ data ✓ degree of trust ✓ dependent variable ✓ describe ✓ develop ✓ diagram ✓ difference ✓ do ✓ equipment ✓ evaluate ✓ evidence 	<ul style="list-style-type: none"> ✓ explanation ✓ fair test ✓ findings ✓ gather ✓ group ✓ identify ✓ independent variable ✓ investigate ✓ justify ✓ key ✓ line graph ✓ measure ✓ method ✓ observation ✓ observe ✓ pattern ✓ pictograms ✓ plan ✓ precision ✓ prediction ✓ present ✓ primary source 	<ul style="list-style-type: none"> ✓ question ✓ reasoning ✓ record ✓ refute ✓ relationships ✓ repeat readings ✓ results ✓ review ✓ scatter graph ✓ scientific enquiry ✓ secondary source ✓ similarity ✓ sort ✓ standard units ✓ support ✓ table ✓ tally chart ✓ variable 	<ul style="list-style-type: none"> observing over time pattern seeking identifying, grouping and classifying. comparative testing researching. 	<ul style="list-style-type: none"> What question do we want to answer? (Plan) What do you predict will happen? What will the independent variable be? (The one thing we change) What will be the control variables? (What we keep the same) What are we measuring? (dependent variable) What are our results? What have we found out? (Conclusion)



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