















Working Scientifically – Progression Map

Key Stage 1								
	Asking simple questions and recognising that they can be answered in different ways	Observing closely, using simple equipment	Performing simple tests	Identifying and classifying	Using their observations and ideas to suggest answers to questions	Gathering and recording data to help in answering questions.		
Lower Key Stage 2								
	Ask relevant questions	Set up simple, practical enquiries and comparative and fair tests	Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers	Gather, record, classify and present data in a variety of ways to help in answering questions	Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests	Identify differences, similarities or changes related to simple, scientific ideas and processes
Upper Key Stage 2	Plan enquiries, including recognising and controlling variables where necessary	Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work	Take measurements, using a range of scientific equipment, with increasing accuracy and precision	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models	Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions	Present findings in written form, displays and other presentations	Use test results to make predictions to set up further comparative and fair tests	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.