

Working Scientifically Coverage
Year 6

Topic:	Planning different types of scientific enquiries, controlling variables where necessary	Reporting and presenting findings from enquiries	Recording data and results using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs	Take measurements using a range of scientific equipment with accuracy and precision	Using test results to make predictions and set up further comparative and fair tests	Identify scientific evidence that has been used to support or refute ideas and arguments
Everything changes	X	X	X			X
Light up your world	X	X	X		X	X
Body pump		X	X			X
Danger! Low voltage		X	X			X
Nature library	X	X	X			X
Body health		X		X		X
Our changing world		X	X			

Working Scientifically Statement	Guidance
<p>Planning different types of scientific enquiries, controlling variables where necessary</p>	<p>Select and plan the most appropriate methods to answer questions including:</p> <ul style="list-style-type: none"> • observing changes over different periods of time • noticing patterns • grouping and classifying things • carrying out fair tests • finding things out using a wide range of secondary sources of information. <p>Explain why they have selected the particular enquiry type. Identify and control appropriate variables when planning for a range of enquiry types. Recognise when variables cannot be controlled.</p>
<p>Reporting and presenting findings from enquiries</p>	<ul style="list-style-type: none"> • Use scientific language to communicate findings from a range of enquiries in written, oral and multimedia presentations. • Describe patterns between data collected. • Describe causal relationships between data collected. • Draw valid conclusions from data collected. • Construct explanations of results. • Explain the reliability of results with reference to previous enquiries and difference or anomalies between data.
<p>Recording data and results using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs</p>	<ul style="list-style-type: none"> • Independently construct and use a range of ways to record and sort data: keys (with four or more items); tables; scatter graphs; bar and line graphs; frequency charts. • Draw scientifically accurate diagrams and use scientific vocabulary to label these when recording results.
<p>Take measurements using a range of scientific equipment with accuracy and precision</p>	<ul style="list-style-type: none"> • Independently use a range of appropriate scientific equipment to make accurate and precise measurement and collect data. • Recognise when repeated readings are required for accuracy and reliability. • Select appropriate ranges and intervals for data collection. • Extract relevant data from range of secondary sources to help answer questions.
<p>Using test results to make predictions and set up further comparative and fair tests</p>	<ul style="list-style-type: none"> • Use the results from a range of enquiries to pose further questions to investigate. • Identify when further tests and observations are needed to answer questions.
<p>Identify scientific evidence that has been used to support or refute ideas and arguments</p>	<ul style="list-style-type: none"> • Differentiate between fact and opinion. • Identify the scientific evidence that has been used to answer a question. • Use scientific evidence to support or refute ideas.