Year 56 Working Scientifically Assessment Check Spring Term

| Name | Use their science experiences to explore ideas and raise different kinds of questions | Talk about how scientific ideas have developed over time | Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions | Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why | Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment | Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact | Make their own decisions <br> about <br> what <br> observatio <br> ns to <br> make, <br> what <br> measurem <br> ents to use <br> and how <br> long to <br> make them <br> for | Look for different causal relationships in their data and identify evidence that refutes or supports their ideas | Choose the most <br> appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate | Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | Identify scientific evidence that has been used to support or refute ideas or arguments | Use relevant scientific language and illustrations to discuss, communicat e and justify their scientific ideas, use oral and written forms such as displays and other presentation s to report conclusions, causal relationship $s$ and explanations of degree of trust in results | Use their results to make predictions and identify when further observations, comparative and fair tests might be needed |
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