

	NC POS	Declarative Knowledge	Procedural Knowledge
Y1	<p>Working Scientifically</p> <p>Everyday materials 1g 1h 1i 1j</p>	<p>What is a scientist? 3 methods of scientific enquiry: 1. Carrying out comparative tests 2. Observing changes over time 3. Grouping and classifying</p> <ul style="list-style-type: none"> Know what a question is <p>Everyday materials</p> <ul style="list-style-type: none"> Object definition Material definition Identification of materials Physical properties 	<ul style="list-style-type: none"> Carry out comparative tests with 2 variables Orally answer a question with scientific vocabulary Sort using 2 given criteria / groups Notice things that are the same.
Y2	<p>Use of everyday materials</p> <p>2j 2k 2l</p>	<p>Method of scientific enquiry: 4. Noticing patterns</p> <p>Uses everyday materials</p> <ul style="list-style-type: none"> Suitability Solid Changing shape Manipulated Charles Macintosh 1766 – 1843 waterproof 	<ul style="list-style-type: none"> Ask a simple question Write a simple conclusion to an experiment using scientific vocabulary Sort using more than 2 groups with own criteria Find information from a given source Notice things that are different
Y3	<p>Rocks</p> <p>3g 3h 3i</p>	<p>Method of scientific enquiry: 5. Fair Test</p> <ul style="list-style-type: none"> Scientific Keys <p>Rocks and soils</p> <ul style="list-style-type: none"> Sedimentary Metamorphic Igneous Properties of rocks Formation of fossils Soil John McAdam 1756 – 1836 road construction Dr Jessica Holmes (Geologist) Present day! 	<ul style="list-style-type: none"> Ask informed questions using expressive scientific vocabulary Carry out a simple, guided, fair test To use a simple key To use a secondary source as guided by the teacher Use systematic observation to track the movement of water through a plant Write a guided conclusion using PEEL (point evidence explanation link) To use a scientific diagram in support of conclusion
Y4	<p>States of matter</p> <p>4g 4h 4i</p>	<p>States of matter</p> <ul style="list-style-type: none"> Solid Liquid Gas Change of states Water cycle Joseph Priestley (CBBC) 	<ul style="list-style-type: none"> Ask a range of questions based on scientific knowledge and suggest where answers could be found. Design a simple fair test Interpret a food chain Design a simple key Identify and use a secondary source Write a clear and cohesive guided conclusion using PEEL which incorporates any data / findings. To create a guided scientific diagram in support of conclusion.
Y5	<p>Properties and changes in materials</p>	<p>Properties and changes in materials</p> <ul style="list-style-type: none"> Properties of materials 	<ul style="list-style-type: none"> Identify an opportunity to work scientifically drawing on their prior knowledge and learning.

	<p>5d 5e 5f 5g 5h 5i</p>	<ul style="list-style-type: none"> • Transparency • Solubility • conductivity • Reversible • Irreversible • John Dunlop 1840 - 1921 	<ul style="list-style-type: none"> • Create a line of enquiry for the science opportunity presented, incorporating a wide range of question types and scientific vocabulary. • Design and make a key for a given purpose • Identify opinion and fact when using a secondary source • Look for causal relationships in data • Write a conclusion which draws on all scientific vocabulary and understanding using relevant diagrams.
Y6			