

This is how our science curriculum develops pupils' disciplinary knowledge.

	KS1	Lower KS2	Upper KS2
Plan	<ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests 	<ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary use test results to make predictions to set up further comparative and fair tests
Do	<ul style="list-style-type: none"> observe closely, using simple equipment perform simple tests identify and classify 	<ul style="list-style-type: none"> make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	<ul style="list-style-type: none"> take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Record	<ul style="list-style-type: none"> gather and recording data to help in answering questions 	<ul style="list-style-type: none"> 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, keys, bar charts, and tables 	<ul style="list-style-type: none"> record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,
Review	<ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments.

Disciplinary knowledge is about a knowledge of how scientific knowledge is gained. It is not just about 'doing'