

Assessing substantive knowledge in KS1

 How and why do objects move?

Q2. What can pushing and pulling do?



Speed things up? **X**✓



Slow things down? **X**✓




Change colour? **X**✓




Change direction? **X**✓





 Why do we choose materials to do certain jobs?


Knowledge block 1- How materials can change


Q1. Can you name the materials these objects have been made from?














At the end of a learning journey, the children complete a booklet to match the learning they have covered during the topic.

This enables the teacher to assess and identify gaps in learning as well as addressing any misconceptions that have arisen; which can be added to subsequent planning during the retrieval sessions at the beginning of a lesson.

Tracking of disciplinary knowledge in KS1

[illegible]

Tracking of disciplinary knowledge in KS1

Working Scientifically Statement	Disciplinary Knowledge	Explicit instruction and practice of this piece of disciplinary knowledge									
		1	2	3	4	5	6	7	8	9	10
Identifying and classifying cont.	Comparing objects										
	Identify patterns and relationships										
Using their observations and ideas to suggest answers to questions	What scientific evidence is										
	What scientific evidence is not										
	What conclusions are used for										
	What a scientific conclusion should include										
Gathering and recording data to help in answering questions.	What data is										
	What a table is										
	How to place data into a table										
	That data in a table can be clearer when displayed as a graph										

Learning in science is built on progression from the previous year group based on the same KS1 learning journey. Assessment is based on the tracking of disciplinary knowledge (working scientifically).