**St Oswald’s C E Primary School**

**Assessment Criteria Science Stage 6**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** | | | **Class:** | **Year:** | **Baseline** | **Aut** | **Spr** | **Sum** | **Overall** |
| Start score: | | Target Score: | End Score: | |
|  | **Working scientifically** Pupils should be taught to use the following practical scientific methods, processes and skills: | | | | | | | | |
| 1. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | | | | |  |  |  |  |  |
| 2. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. | | | | |  |  |  |  |  |
| 3. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | | | | |  |  |  |  |  |
| 4. Use test results to make predictions to set up further comparative and fair tests. | | | | |  |  |  |  |  |
| 5. Report & present findings from enquiries, inc conclusions, causal relationships & explanations of & degree of trust in results, in oral & written forms such as displays & other presentations. | | | | |  |  |  |  |  |
| 6. Identify scientific evidence that has been used to support or refute ideas or arguments. | | | | |  |  |  |  |  |
|  | **Living things and their habitats** | | | | | | | | |
| 7. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. | | | | |  |  |  |  |  |
| 8. Give reasons for classifying plants based on specific characteristics. | | | | |  |  |  |  |  |
| 9. Give reasons for classifying animals based on specific characteristics. | | | | |  |  |  |  |  |
|  | **Animals, including humans** | | | | | | | | |
| 10. Identify and name the main parts of the human circulatory system. | | | | |  |  |  |  |  |
| 11. Describe the functions of the heart, blood vessels and blood. | | | | |  |  |  |  |  |
| 12. Describe the ways in which nutrients and water are transported within animals, including humans. | | | | |  |  |  |  |  |
| 13. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | | | | |  |  |  |  |  |
|  | **Evolution and inheritance** | | | | | | | | |
| 14. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. | | | | |  |  |  |  |  |
| 15. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. | | | | |  |  |  |  |  |
| 16. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | | | | |  |  |  |  |  |
|  | **Light** | | | | | | | | |
| 17. Recognise that light appears to travel in straight lines. | | | | |  |  |  |  |  |
| 18. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. | | | | |  |  |  |  |  |
| 19. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. | | | | |  |  |  |  |  |
| 20. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | | | | |  |  |  |  |  |
|  | **Electricity** | | | | | | | | |
| 21. Associate the brightness of a lamp with the number and voltage of cells used in the circuit. | | | | |  |  |  |  |  |
| 22. Associate the volume of a buzzer with the number and voltage of cells used in the circuit. | | | | |  |  |  |  |  |
| 23. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. | | | | |  |  |  |  |  |
| 24. Use recognised symbols when representing a simple circuit in a diagram. | | | | |  |  |  |  |  |