

Benington School Science Progression – **Gather and record data**

Acorn	Willow		Beech		Oak	
R	Y1	Y2	Y3	Y4	Y5	Y6
<p>AOL: Maths Skill</p> <p>Record data in simple tables and pictograms</p> <p>Broad knowledge</p> <p>Data can be recorded in tables and pictograms</p>	<p>Skill</p> <p>With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).</p> <p>Broad knowledge</p> <p>Data can be recorded and displayed in different ways, including tables, pictograms and drawings.</p>	<p>Skill</p> <p>Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.</p> <p>Core knowledge</p> <p>A timeline is a linear diagram.</p> <p>A life cycle is a circular diagram.</p>	<p>Skill</p> <p>Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.</p> <p>Core knowledge</p> <p>Data can be used to provide evidence to answer questions.</p>	<p>Skill</p> <p>Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).</p> <p>Core knowledge</p> <p>A line graph is a way of displaying data that might show a relationship between two things (variables). Many show changes over the time.</p> <p>A flat line means that there was no change over time.</p> <p>A line with a shallow curve means there was a gradual change over time.</p> <p>A line with a steep curve means there was a quick change over time.</p> <p>Classification keys are created by devising a set of yes or no questions that separate a group into two groups until objects end up on their own.</p>	<p>Skill</p> <p>Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).</p> <p>Core knowledge</p> <p>Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.</p>	<p>Skill</p> <p>Choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.</p> <p>Core knowledge</p> <p>Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams.</p> <p>Bar charts can be used to display for discontinuous variation when there is a set number of outcomes, such as eye colour and blood groups.</p> <p>Line graphs can be used to display continuous variation when there is a range of values, such as the height or mass of different individuals of the same species.</p> <p>Scatter graphs can be used when looking for a correlation between two data sets.</p>