





Guide to making judgments — Year 6 Science

Name

Focus: Design, carry out and interpret scientific investigations relating to forces and motion.

Knowledge and understanding	Investigating	Communicating	Reflecting	
Demonstrates understanding of forces and motion.	Collects and interprets data to draw scientific conclusions. Identifies elements of a fair test when planning and analysing investigations.	Uses scientific terminology, tables and diagrams to communicate information, explanations, conclusions and investigation plan.	Reflects on learning to apply understanding to new contexts.	
Questions 1, 4a, 4b, 5b, 6, 7a, 9c, 10	Questions 2, 3, 4c, 4d, 5a, 7b, 9	Scientific terminology: Questions 1–10 Tables: Questions 2, 4c Diagrams: Questions 4a, 8, 9h, 10	Questions 6, 7, 10	
 <ul style="list-style-type: none"> ◀ Demonstrates understanding of opposing or supporting forces in explanations. ◀ Makes detailed, accurate descriptions of the action of forces on moving objects. ◀ Correctly describes action of forces in different contexts. ◀ Identifies forces in a given context. 	 <ul style="list-style-type: none"> ◀ Designs a scientifically valid investigation. Applies and explains elements of a fair test including identification of variables to be changed, measured and controlled. ◀ Accurately collects and records data. Explains findings by applying relevant scientific concepts. ◀ Designs an investigation with most elements of a fair test. Links findings to scientific concepts of force or motion. ◀ Plans an investigation. ◀ Collects data. Identifies variables in an investigation. 	 <ul style="list-style-type: none"> ◀ Clearly conveys meaning and makes extensive use of scientific terminology in detailed diagrams, tables, conclusions and justifications. ◀ Uses scientific terminology appropriately in explanations and conclusions. ◀ Clearly and accurately presents data in diagrams and tables. ◀ Uses everyday language and rudimentary diagrams. 	 <ul style="list-style-type: none"> ◀ Provides detailed explanations of the way new learning about forces, motion and fair tests applies to new contexts. ◀ Links diverse contexts to the same scientific idea. ◀ Identifies science learning relevant to problem scenarios. ◀ Bases ideas on personal opinion or preconceptions. 	<div>A</div> <div>B</div> <div>C</div> <div>D</div> <div>E</div>

Feedback

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