

Year 9 Flightpath for Science

| Step 1  | Step 2  | Step 3  | Step 4  | Step 5  | Step 6  | Step 7  | Step 8   | Step 9  | Step 10  |
|---|---|---|---|---|---|---|--|---|--|
| <p>Preparation</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• use evidence provided to answer a question and make links between science and everyday objects and experiences.</li> <li>• with guidance, identify a different way to do things</li> </ul> | <p>Preparation</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• recognise evidence that has been used to answer a question, make links between science and everyday objects.</li> <li>• say whether what happened was expected.</li> <li>• with support &amp; prompting, suggest a different way to do things</li> </ul> | <p>Preparation</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• recognise &amp; use evidence generated from answering a question &amp; make links between the science &amp; everyday experiences.</li> <li>• say whether what happened was expected.</li> <li>• with support &amp; prompting, suggest different ways to do things</li> </ul> | <p>Develop</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• suggest answers to questions based on my ideas &amp; evidence.</li> <li>• recognise &amp; describe similarities &amp; differences, creating groups</li> <li>• say whether what happened was expected and, when prompted, suggest different ways to do things.</li> </ul> | <p>Develop</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• use simple scientific ideas with evidence collected to give explanations of observations, linking cause and effect.</li> <li>• begin to recognise risks with help.</li> <li>• give explanations for observations and for patterns in measurements made and recorded.</li> <li>• communicate results in a scientific way and suggest possible reasons for them as well as improvements</li> </ul> | <p>Secure</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• recognise that evidence can support or refute scientific ideas.</li> <li>• recognise some applications and implications of science.</li> <li>• interpret data containing positive and negative numbers.</li> <li>• begin to relate conclusions to patterns in data, including graphs, and to scientific knowledge and understanding</li> <li>• suggest improvements in work, giving reasons.</li> </ul> | <p>Secure</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• recognise that evidence and creative thinking contribute to the development of scientific ideas.</li> <li>• use line graphs to present data, interpret numerical data and draw conclusions from them.</li> <li>• analyse data drawing conclusions consistent with the evidence.</li> <li>• evaluate working methods, making improvement suggestions.</li> </ul> | <p>Secure</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• describe some evidence for some accepted scientific ideas.</li> <li>• analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain them; accounting for any inconsistencies in evidence.</li> <li>• manipulate numerical data to make valid comparisons and draw valid conclusions</li> <li>• evaluate evidence, making reasoned suggestions about how working methods could be improved.</li> </ul> | <p>Extend</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• explain how evidence supports some accepted scientific ideas.</li> <li>• explain, using abstract ideas where appropriate, the importance of some applications and implications of science.</li> <li>• plan appropriate approaches and procedures where variables cannot readily controlled, synthesising researched information.</li> <li>• analyse &amp; explain findings to draw conclusions from evidence.</li> <li>• identify possible limitations in primary and secondary data</li> </ul> | <p>Extend</p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• interpret, evaluate and synthesise data from a range of sources and in a range of contexts.</li> <li>• show understanding of the relationship between evidence and scientific ideas, &amp; why scientific ideas may need to change.</li> <li>• in consultation adapt practical approaches to control risks.</li> <li>• communicate showing awareness of a range of views.</li> <li>• evaluate evidence critically and suggest improvements.</li> </ul> |

