Y6 Recording Results

KS2 Y6 Science · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Draw a results table for testing shadow height at 5 torch distances, with 3 repeats.

Step 1 · First column: what you changed, with its unit

Distance from torch (cm)

Step 2 · Next columns: what you measured, one per repeat

Shadow height (cm): Repeat 1, Repeat 2, Repeat 3

Step 3 · Last column

Mean shadow height (cm)

Step 4 · Rows

One row for each distance: 10, 20, 30, 40, 50

Answer: A table with 5 columns (distance, 3 repeats, mean) and a row for each distance.

Check: Put units in the column headings, not after every number.

2. Now try one with the steps

Which graph for heart rate measured every minute for 10 minutes after exercise?

Step 1 · Is the changed variable a category or a number?

Step 2 · Is the measured variable a number?

Step 3 · Do the values change smoothly over time?

Answer:

3. Practice

Have a go at each one. There is space underneath to work it out.

1. In a results table, which column usually comes first?

2. Where should units go in a table?

3. Which graph should you use when the variable you changed is a category, like type of material?

4. Which graph shows how something changes over time?

5. Which graph shows whether two measurements, like height and arm span, are related?

6. What does a classification key use to sort living things?

7. Should the bars on a bar chart touch?

8. Mould spots: fridge 2, kitchen 9, warm cupboard 15. How many more spots were in the warm cupboard than the fridge?

9. A y-axis goes 0, 5, 10, 15, 20. What is each step worth?

10. Name TWO things every graph axis needs.

11. A table has 3 repeat columns and a mean column. Readings are 8, 10 and 9. What goes in the mean column?

12. Why is a line graph not suitable for comparing five fabrics?

13. Why should you record results in a table before drawing a graph?

14. Give one reason scientists use labelled diagrams to record results.

4. Before you hand it in

Using a line graph when the variable you changed is a category.
Use a bar chart for categories; a line graph when both variables are numbers.

Uneven scales, like 0, 2, 10, 50.
Use equal steps all the way along each axis.

Writing units after every number in a table.
Put the unit once in the column heading: 'Height (cm)'.

Key questions that are opinions, like 'Is it pretty?'.
Ask about features you can observe: 'Does it have six legs?'