Sciences Curriculum Improvement Cycle (CIC)

Core Group Workshop 4

22 and 23 January 2026

Summary report

Education Scotland
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Introduction

This summary report captures the output from the fourth in a series of in-person workshops for the Sciences Curriculum Improvement Cycle (CIC) Core Group. The two-day workshop was held on 22 and 23 January in Glasgow. Detailed output and analysis from this workshop can be accessed via the event Padlet.

This Core Group event included 23 participants over the two days, representing 12 local authorities and key national partner organisations. The Core Group is a smaller, representative body of the Sciences CIC Collaboration Group. In addition, three Education Scotland Associates attended across the two days contributing to workshop activities and sessions.

This event formed part of a wider, ongoing programme of work, building on outcomes from the third Sciences CIC Core Group Workshop in November 2025 and the third Sciences CIC Collaboration Group Workshop in December 2025.

The objectives of the workshop were to:

- Explore knowledge progression and develop a draft progression pathway for three themed aspects of the sciences curriculum across early to fourth level
- Explore skills progression and associated language at each curricular level.

The work undertaken during this workshop represents an early stage of development. Emerging thinking will inform further discussion, testing, and refinement through subsequent CIC activity, including the work of a CIC development group meeting in early February 2026. Outputs from this workshop provide an initial foundation and a clear direction of travel for developing coherent approaches to knowledge progression, alongside early exploration of key terminology and language to support skills development across early to fourth level.

The Core Group will further refine and distil outputs from the CIC Development Group and associated CIC workstreams when they reconvene in March 2026.

Summary of activities and outputs

The two-day workshop was built around several sessions as outlined below.

Day 1: Thursday 22 January 2026			
Session	**Focus**	**Table groupings**	**Key outputs**
	Cognitive development Explored stimulus materials looking at cognitive development. Participants reflected on what learners might need in terms of spaces, interaction and experiences. Sector groups then reviewed prepared stimulus on current experiences and outcomes for the three identified themes (Matter, Body Systems and Forces) highlighting which could be considered too abstract/too simple or which of them are pitched appropriately according to the scale on the stimulus.	Sector groupings	Raised awareness of cognitive development with participants. The outputs from this task fed into later tasks. Fed back around the room and sheets collected.
1	***Knowledge per sector*** Following personal reading of stimulus derived from international curricular materials, Learned Society publications and current benchmark documentation, sector groupings discussed and suggested high level knowledge for the three identified themes: Forces, Body systems and Matter.	Sector groupings	Post it notes containing high-level knowledge (for task 2). Each high-level knowledge suggestion captured in document by facilitator.
2	***Knowledge progression*** Using output from Task 1, three mixed sector groups arranged high-level knowledge suggestion into a progression framework from early to fourth level for each of the themes. Discussions followed and any edits required were made to the post it notes on the display.	Mixed sector groupings	Themed post it notes sorted on flipchart paper and edits recorded in document by facilitator.

3	***Gallery walk*** Mixed sector groups reviewed the two themes they had not yet engaged with via a gallery walk. Participants were asked to offer feedback using the criteria of something you like, needs more thought and ideas/suggestions.	Mixed sector groupings	Individual responses via post it notes and captured on flipchart paper as progression. Captured as image for Padlet. *ES team will process the feedback from gallery walk after the event.*

Day 2: Friday 23 January 2026			
Session	**Focus**	**Table groupings**	**Key outputs**
4	***Knowledge progression*** Individually revisited gallery walk from day 1, to add further reflections. Working in sector groupings from day 1, asked to review the feedback and consider what should be kept, removed and to identify gaps. Any suggested changes were captured through facilitation and reasons behind the changes were noted.	Sector	Keep, remove, gaps and reasons behind changes recorded in a document by facilitator. *ES team will process the feedback from this task after the event by means of review of feedback.*
5a	***Exploring skills – How are skills currently used in practice?*** Using stimulus materials, sector groupings were asked to capture how the skills in the current CfE Sciences Benchmarks are being used in practice across sectors. Sector groups were asked to consider the ways the skills groups are/are not used, explain how skills feature in planning,	Sector groupings	Responses to the task questions were recorded by facilitators in a document.

	assessment etc and, if some skills are not being used, what is the reason for this.		
5b	***Exploring skills – Is the skills progression clear and useful?*** In mixed sector groupings, participants were asked to review skills progression across levels for one of the three skills themes (Inquiry and investigative skills; Scientific analytical thinking skills; and Skills and attributes of scientifically literate citizens). Mixed sector groups were asked to consider whether the current skills framework shows progression and to identify strengths and challenges of progression for the skills theme across all levels.	Mixed sector groupings	Responses to the task questions were recorded by facilitators in a document.
6	***Skills for science – Verbs and skills*** Individually, participants were asked to review a compiled list of science skill-related verbs informed by Sciences Benchmarks, Bloom's taxonomy, Realising the Ambition, CASE/Let's think about science and international comparisons. Individuals were asked to highlight [1] and associated verbs that would be used in their sector and see as being appropriate for specific levels. Sector groups then discussed their views, and a collated list was devised per level.	Sector	A3 sheet per level highlighting root verbs, associated verbs and reasons for any edits.

[1] **Root skill verb** = stable scientific skill used once in the framework
Associated / subset verbs = alternative expressions of the same underlying skill (used in Do statements)

Tasks 1-4 Knowledge Progression

Description of activity:

Using prepared stimulus materials, the Core Group was asked to identify high-level knowledge for three themes considered central to the sciences curriculum from early to fourth level: Forces, Body Systems, and Matter. As this was the Core Group's first opportunity to suggest high-level knowledge, it was agreed that the focus would be on themes relevant across all levels. These themes had also emerged from Core and Collaboration events as being well aligned with the developing technical framework.

The Education Scotland Science Team prepared a set of stimulus materials, including the current benchmarks for the three identified themes. The stimulus materials also drew upon four international comparisons—New Zealand, Singapore, the USA (NGSS), and British Columbia—as well as publications from the Learned Societies and the Primary Curriculum Advisory Group (PCAG). From each source, relevant knowledge was identified and aligned with the Scottish CfE levels.

Sector groups were invited to review the stimulus materials for each theme and to identify high-level knowledge for their respective levels. The early learning and childcare group focused on early level. The primary group considered both first- and second-level content, while the secondary group focused on third- and fourth-level content. Given its larger size and the inclusion of most partners, the secondary group divided into three sub-groups, with each examining a theme through the lens of their subject specialism (Biology, Physics and Chemistry).

Suggested high-level knowledge was recorded on a post-it note and captured in a document by a facilitator. Participants were subsequently reorganised into mixed-sector groups by theme. These groups were tasked with organising the high-level knowledge generated in the earlier phase into a progression pathway.

During this process, some high-level knowledge was refined by the mixed-sector groups. All amendments were documented both on the post-it notes displayed and within the accompanying document maintained by the Education Scotland team.

Remaining in their mixed-sector groups, Core Group members then participated in a gallery walk focused on the two remaining themes. During this activity, participants reviewed the draft progression pathways and the associated knowledge for each theme, providing individual feedback. To support analysis of the feedback, participants were asked to continue using the colour-coded post-it notes originally assigned to their respective sectors.

Feedback was invited under three prompts:

- Identification of a particular strength
- An aspect requiring further consideration
- A suggested refinement or addition to an existing statement.

The overall feedback from the gallery walk has been collated and documented by the Education Scotland Science Team following the event. Photographic records of the final feedback are available on the event Padlet.

Day 2 commenced with Core Group members individually revisiting the gallery displays for all three themes—Forces, Matter and Body Systems—from the previous day. Participants were invited to provide any additional feedback, using the same criteria as Day 1. This revisit was intended to allow progression pathways to be reviewed with fresh perspective and to refocus thinking in advance of the next phase of work.

Core Group members were then invited to go back to their sector groupings and asked to examine the collated feedback for each of the three themes in turn. For their respective sector, they were asked to review the feedback and identify:

- What should be retained
- What should be removed
- Where gaps in knowledge or progression remain.

For each of the criteria outlined above, participants were asked to provide a clear rationale and justification to demonstrate how the high-level knowledge was evolving at this stage.

The final outputs from this activity were recorded by a facilitator for each sector and are detailed below. Please note that the outputs presented here capture only the high-level knowledge.

During the activity, the sub-group focusing on *Forces* at third and fourth level progressed to developing more detailed knowledge statements. At this stage, their work was highly iterative and exploratory, with no set guidelines applied. These more detailed statements can be accessed via the event Padlet.

Output

Core Group Output Knowledge Progression: Forces

Early	First	Second	Third	Fourth
I have opportunities to explore cause and effect through child-led play. ***this would be accompanied by staff key words/ vocabulary/ questions to drip feed into provocations and play at key moments that are relevant to the child/play/activity***	Forces are pushes and pulls. Floating and sinking does not depend on size/mass.	Types of forces: • applied forces (eg push and pull) • friction • air resistance • water resistance • buoyancy • magnetism • gravity. Forces can change an object's: • shape • direction • speed. Balanced and unbalanced forces (via experiences but not balanced and unbalanced that is related to mass).	**S1** Forces represented by arrows. The arrow shows the direction of the forces. The length of the arrow can indicate relative strength of the force. Friction is a contact force between two surfaces. • Friction can resist motion. • Friction can keep two surfaces fixed. Energy Different forms Conservation Dissipation Different forms/stores and transfers **S2** Fields are the cause of non-contact forces such as static, magnetic, gravitational, repel/attract. Weight is a non-contact force between an object and the planet. Weight depends on the mass of the object.	**S3** • Inertia • Newtons Law including F=ma • Speed time graphs • Acceleration • Balanced and unbalanced forces

			Weight depends on the size of the planet. Weight is caused by the gravitational field of a planet and a mass in that field. Weight is always attractive force. Calculation W = mg, v=d/t + balanced/unbalanced forces. Vocabulary Air resistance, drag, lift, friction, thrust, contact versus non-contact.	

Core Group Output Knowledge Progression: Body Systems

Early	First	Second	Third	Fourth
Considering my senses, provide me with a range of experiences, and notice how I respond. ***This would be accompanied with a reminder to practitioners to be mindful of individual child needs and treat each as an individual.* Carefully consider the resources on offer to me and how it will provoke my senses and encourage my curiosity and creativity. ***this would be accompanied by staff key words/vocabulary/questions to drip feed into provocations and play at key moments that are relevant to the child/play/activity*** Provide me with opportunities to explore my own	(Progressive) • Senses keep us alive. • Include naming the senses and identifying the parts of the body (sight, hearing, touch, taste and smell). • (Edit/combination) Animals have senses that collect information about the world around them. Animals' body parts for sensing, movement, protection. • Skeletal systems (bones/muscles).	• Digestion system (mouth, gullet, stomach, small intestine and large intestine) and functions. • Circulatory system and respiratory system – how systems work and integration of all systems. • Reproductive system – knowing parts and how it works.	Digestive system includes mouth, teeth, tongue, salivary glands, oesophagus, stomach, rectum, anus and mechanic/chemical digestion + role or associated organs. Nervous system including eyes. Reproductive system Hormones (definition) – testosterone & oestrogen link with puberty/ development/ reproduction/menstrual cycle. Reproductive processes and structures in animals and human reproduction.	• Streamline transport systems, homeostasis and skeletal system under co-ordination and control. • Transport Systems: ○ Circulatory system (heart/blood vessels/blood), transport oxygen, nutrients, hormones, waste products. ○ Links closely with respiratory and digestive systems to support cellular functions. ○ Temperature regulation. • Water regulation.

body through moving and playing, learning where my body is in my space as I grow stronger, more balanced and confident at my own pace.				

Core Group Output Knowledge Progression: Matter

Early	First	Second	Third	Fourth
Let me explore how materials change. *This would be accompanied by exemplification for practitioners of what this could look like* *e.g. heating, dissolving, freezing, mixing etc.* Provide me with opportunities to experience water in its different forms. ***this would be accompanied by staff key words/vocabulary/questions to drip feed into provocations and play at key moments that are relevant to the child/play/activity*** Provide me with a variety of resources which will help me explore separating and mixing materials.	****Group did not have time to fully discuss after feedback – further iteration will be required**** Solids and liquids Melting and freezing Learners would have encountered these through experience and would know the meaning of these words. Mixtures and dissolving. Separating (sieving, magnets, floating/sinking). Temperature (hot/cold/warm).	****Group did not have time to fully discuss after feedback – further iteration will be required**** Introduce gases and evaporation. Use of the word 'state'. Matter is anything that takes up space and has mass. Separating (evaporation – experiential e.g. puddles drying). Measuring temperature.	Models of matter • Structure of different states. • Volume of shape. • Classify unknowns using state properties. Changing states of matter • Processes. • Terminology. • Predicting state based on melting point/boiling point. • Energy change of particles (ie moving faster/temperature impact). • More energy/less energy (possibly use this terminology here – depending on learners sequence of learning and where energy is introduced). Melting point and boiling point of water • Use this as exemplification of changing	Structure of the atom • Sub-microscopic basis of chemical reactions.

***this would be accompanied by exemplification for practitioners of e.g. sieves, whisk.*			state ie freezing of water at 0C and boiling of water at 100C. • Tackle misconception that not all substances have same freezing and boiling point at 0C and 100C. Solubility • Know about solute, solvent, solution. • Varying concentrations. Separation techniques • Filtering. • Evaporation. • Distillation – either at third or fourth level. • No to adding chromatography.	

Tasks 5a and 5b – Skills Progression

Continuing in sector groups, Core Group members were asked to reflect on how skills outlined in the current CfE Sciences Benchmarks are experienced in practice and how clearly progression is visible across levels. Using extracts from the existing benchmarks, participants considered the three CfE science skills groups — Inquiry and Investigative Skills; Scientific Analytical Thinking Skills; and Skills and Attributes of Scientifically Literate Citizens — and discussed how these skills are embedded across planning, learning intentions, assessment, moderation, progression, and discussions. They also identified any skills not currently in use, noting reasons for this. The activity included an initial period of individual reflection, followed by a structured sector discussion, with the output from each sector group recorded by a facilitator.

High level summary about the three skills categories:

There was no consensus on whether or not these were the most appropriate skills categories and whether or not they should be retained. However, comments below indicate why some of the skills categories work better than others:

- Some are used more than others (e.g. Inquiry and investigative skills over scientific analytical skills (lack of time / too much scaffolding required/too high level) and skills and attributes of scientifically literate citizens (linked to topical science and lack of time to deliver this).
- Inquiry and investigative skills limited by resourcing of equipment for practical activities.
- It is viewed as positive that inquiry and investigative outlines various aspects and that they are not always about the 'doing'.
- There are some similarities between scientific analytical skills and inquiry and investigative skills (specifically the analysis, interprets strand).
- Engineering thinking / creative design thinking would be positive additions to expand on.
- Generally, it was felt that dividing the skills into different sections is useful. However, time is limited to feel like they can do skills justice with the crowded curriculum. Creative ways to do this could be looked at e.g. decluttering, an additional period for science called "Thinking science". This would be in addition to the three periods for knowledge content.

Following the initial task, Core Group members were organised into three mixed-sector groups, with each group assigned one of the three skills categories: Inquiry and Investigative Skills; Scientific Analytical Thinking Skills; or Skills and Attributes of Scientifically Literate Citizens. Using the same stimulus materials, groups evaluated how clearly skills progression is articulated in the current CfE Sciences Benchmarks and its usability in practice across levels. Each group discussed and agreed on the strengths and challenges of progression for their assigned skills theme, with outputs recorded by a facilitator.

High level summary for the progression of skills benchmarks:

Broad comments:

- Inclusivity – communicating mastery of a skill verbally may not be appropriate for some learners.
- Differentiation should be by support.

- All levels were considered to be cognitively ahead of where the majority of children are at and there was a mismatch between knowledge asks and skills.
- Some statements are multi-stemmed (e.g. asking for multiple different things in one statement) which is problematic.
- Language is complex and adds confusion for practitioners to interpret, never mind learners.

Early level:

Misalignment of skills list with child-led pedagogy.

For example:

- ELC practitioners have concerns about the misalignment of a list of skills to be covered vs the child-led pedagogy in the early years. It would be more relevant to track and tag skills through experiences rather than a tick-list to deliver.

Early – first level:

Jump between early and first level is too big.

Early – third level:
Sequencing is not always right (some second level skills are less abstract than some early level skills. Some third level skills are covered at second level and vice versa).
For example:

- In 'Design procedures'–Identification of variable is listed in second level but is commonly covered at third level
- 'Hypothesis' – not always covered at third level but is referenced at second level.

Third level:

Many skills listed are considered more appropriate to Advanced Higher level rather than S1/S2. Sequencing also identified as an issue.

For example:

- Scientific analytical thinking skills – not really used at third level as too high-level and requires scaffolding / support/ explanation (examples: analyse, interpret and evaluate).
- Some of the investigative skills are also too advanced and more appropriate to AH level (e.g. Designing procedures, unsafe for them to do own risk assessments).

- Graphing skills considered poor at third level so avoided.
- Some sequencing issues identified within the level e.g. Analysis comes after presenting – should this be before?

During these discussions, it was frequently noted that conversations shifted toward where skills should be situated within curricular documentation. While not explicitly prompted, these discussions arose naturally, and key points were captured by facilitators. The following high-level messages emerged:

- Concise definitions and exemplification and context needed for skills for each level (ELC also noted however that they are currently context-free so can be difficult to imagine how they work in practice).
- Use the wording: ‘through these experiences learners will be developing these skills.
- Know-do-understand framework could eliminate need for separate skills framework.
- Skills should sit alongside knowledge statements so context and exemplification can be provided.
- Exemplification could also serve as a reminder that all skills should be covered not just a select few.
- Need to be in new curricular materials- included on slides/ content for them to be used properly.
- Technicians need to be considered for usability of documentation.
- Consideration needs to be given to how time will be created to explore and practice skills meaningfully and to appropriate depth.

Task 6 - Skills for science

In sector groupings, Core Group members explored the language associated with science skills and reflected on which science skill verbs would be most relevant for their sector and level. To ensure outputs captured both sector and level, the primary group was subdivided, with one subgroup focusing on first level and the other on second level. Similarly, the secondary group was divided, with one subgroup addressing third level and the other fourth level.

A stimulus sheet, developed by the Education Scotland Science Team, drew on current CfE Benchmarks, Bloom’s taxonomy, Realising the Ambition (0–3), CASE / Let’s Think Science, and international comparisons. Verbs were presented as root verbs[2] with associated verbs that were considered expressions of the same skill. Core Group members first reviewed the stimulus sheet individually, highlighting the root verbs and associated verbs most appropriate for their sector and level. They were then asked to collate a group return for each level, which is shown below.

[2] **Root skill verb** = stable scientific skill used once in the framework
Associated / subset verbs = alternative expressions of the same underlying skill (used in Do statements)

Root skill verb	Early level	First level	Second level	Third/fourth level
Analyse	Examine Compare	Compare Look at	Analyse Compare Contrast Summarise	Analyse Compare Interpret Summarise Critique
Apply	Use	Use	Apply Include	Apply Use
Ask	Wonder	Question	Ask Question	Ask Question Enquire
Build	Make	Build Make Construct Put together	Build Make Construct Create	Create
Calculate	Count	Work out	Calculate	Calculate
Classify	Sort	Classify Sort Group Organise	Classify Sort	Classify Sort
Collect	Collect Find	Collect Gather	Collect Gather	Collect
Collaborate	Help	Collaborate	Collaborate	Collaborate

	Work together Cooperate	Contribute Help Work together		Contribute Engage Help
Communicate	Tell Share Say Show	Communicate Tell Share Respond Discuss Talk about Listen to	Communicate Share Discuss	Communicate Tell Share Discuss
Conduct	Do	Carry out Do	Conduct Decide	Conduct Carry out
Conclude	Decide Choice Find out	Describe	Conclude Decide	Conclude Decide Infer
Describe	Show Tell	Demonstrate Show	Describe Demonstrate	Describe Define Demonstrate
Design	Build Make	Design Draw Imagine	Design Create	Design Construct Build
Discover	Explore	Discover	Discover	Explore

		Explore Find out	Explore Experiment	Research
Evaluate	Check Choose Think	Think about	N/A	Evaluate Assess Consider
Explain	Tell	Explain Tell Describe Show	Explain State	Explain
Experiment	Try	Experiment Test Try Explore	Experiment Test	Experiment Test Try
Formulate	Create Prepare	Suggest Create Prepare	N/A	Hypothesise
Identify	Choose Find	Identify Recognise Work out Label Choose Spot	Identify	Identify

Investigate	Explore Try Do See Make	Investigate Explore Experiment Test Try	Investigate Explore	Investigate Experiment Test Research
Justify	Tell me why	Tell	N/A	Justify
Manage	Look after Take care	Organise Sort out Look after Choose	N/A	
Measure	Count	Measure	Measure	Measure
Model	Show Do Make	Model Build	N/A	Model
Observe	Look Watch Listen Touch Feel Play	Notice Look Watch Listen Touch Feel Play See	Observe	Observe Notice Look Listen Feel

Plan	Decide Get ready	Decide Select Choose Design	Plan Prepare	Plan Decide Select
Predict	Expect Think Guess	Predict Guess	Predict	Predict
Present	Show Tell	Present Show Tell	Present Show	Present Show Illustrate Report
Record	Record Mark/make	Record Draw Write	Record Draw	Record Draw
Reflect	Think Think back	Think Wonder Question	Reflect Think	Reflect Think
Relate	Compare	Compare Link	N/A	Relate Compare
Research (*)				
Solve	Fix Find	Work out Answer	Solve	Solve Decide

				Select
Suggest	Think Give idea	Suggest		Suggest Give

(*) – The root verb **“Research”** was added by the group reviewing the verbs for third/fourth level. Early, first, second level groups did not review this root verb.

With the exception of a few root verbs at second level, the output suggests that the root verbs identified are relevant and apply at all levels of the sciences curriculum. Albeit the actual words used (i.e. the associated verbs) change in order to be appropriate for learners working at that level. This output begins to provide a set of skills for the sciences curriculum.

Evaluation overview

Summary

The evaluation outcomes indicate strong confidence in both the process and the emerging curriculum structure. Responses suggest that participants feel informed, valued and well-positioned to progress into the next stage of consultation and drafting knowledge and skills statements.

Evaluation output

Of the 23 participants (practitioners and partner representatives) that attended the event across the two days, there were 21 completed evaluation forms (91.3% response rate). Some participants could only attend the first day and therefore have not completed the evaluation.

- **Overall how would you rate the quality of the two-day workshops?**
  Of the 21 people who completed the evaluation, 21 (100%) rated the event as very good or good – with very good (81%) and good (19%).
- **I feel that my opinions and suggestions are being heard and included in the Sciences Curriculum Improvement Cycle**
  20 out of the 21 respondents (95.2%) stated they felt their opinions and suggestions are being heard in the CIC process – with strongly agree (80%) and agree (20%).
- **I trust the Sciences Curriculum Improvement Cycle process to deliver better outcomes for learners in Scotland?**
  19 out of the 21 respondents (90.5%) stated they trust the sciences CIC process – with strongly agree (62%) and agree (38%).
- **Do you believe that the Sciences Core group is making progress with a new sciences curriculum?**
  20 out of the 21 respondents (95.2%) stated that they believe that the Sciences Core group are making progress with a new sciences curriculum – with strongly agree (60%) and agree (40%)

Comments from respondents at Workshop 4:

“I feel the process is taking everyone's opinions into consideration and this is helping move the process forward...”

“Glad to see progress with knowledge and skills...”

“I feel that we are contributing towards a more inclusive curriculum.”

Next steps

Following the Core Group workshop, additional CIC groups will convene to further develop the emerging thinking in advance of the Core Group reconvening in early March 2026.

The Forces and Body Systems skills and knowledge progression outputs will be used as stimulus material for an in-person workshop with the ASN and ELC Critical Friends Groups on 30 January 2026 in Glasgow. Their focus will be to further refine and adapt the emerging thinking to ensure it meets the needs of learners within their sectors.

A CIC Development Group — comprising a smaller, representative subset of the Sciences CIC Collaboration Group and the wider Critical Friends network—will meet for two in-person sessions in early and late February. At the first meeting, the group will follow a similar format to Day 1 of the Core Group workshop, developing knowledge progression for three additional curriculum themes: Biodiversity and Interdependence; Properties of Materials; and Waves. The second session will focus on developing an overview of content for the whole curriculum.

Outputs from both CIC Development Group sessions will inform and support the work of the Core Group when it reconvenes in early March 2026, ahead of a further meeting of the Collaboration Group at the end of March. Across all CIC groups, the shared focus remains the development of coherent knowledge and skills progression within the future 3–18 sciences curriculum.

In June 2025, Scottish Government published a timeline for the CIC process[3] setting out key dates and milestones. This document sets a timeline for the draft evolved curriculum technical framework for the sciences curriculum to be published in June 2026.

If you have any questions about the sciences CIC process, then please contact Education Scotland's Sciences Team on email: science@educationscotland.gov.scot

[3] In the timeline, Q1 refers to January – March, Q2- April – June etc.