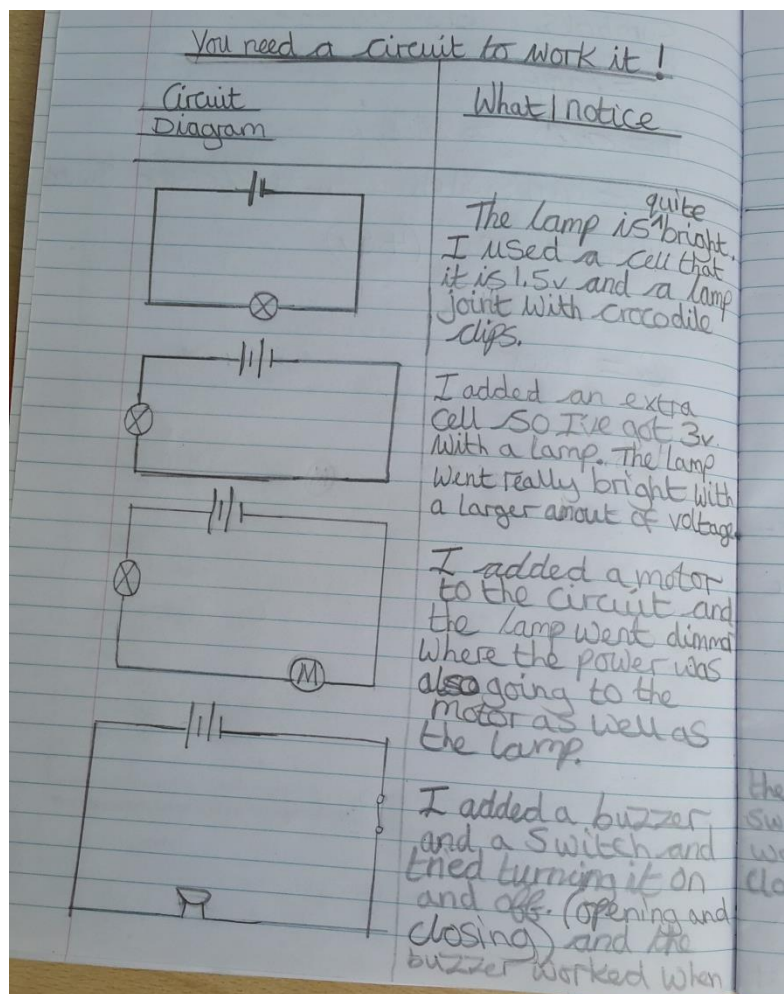


Topic: Electricity	Year 6 Age 10-11	Title: Changing circuits
Working Scientifically Link Do: recording data and results of increasing complexity using scientific diagrams and labels		Conceptual Knowledge Focus compare and give reasons for variations in how components function, use recognised symbols when representing a simple circuit in a diagram

Example

Children were asked to investigate what happened when they changed components in a circuit, recording each circuit and what they noticed.



Children meeting the objective would be able to record any differences to the circuit as they changed each component. Some children may show how systematically they have investigated (changing and recording one component at a time) in their diagrams and/or labels.

Example from Shaw Primary School, Melksham