

Where this unit fits in

This unit builds on:

ideas introduced in unit 4E: Friction and unit 6E: Forces in action in the key stage 2 Scheme of Work.

The concepts in this unit are:

- force and its measurement
- the difference between mass and weight
- friction, air resistance, upthrust and weight
- balanced and unbalanced forces
- forces in relation to changes in motion
- speed (a qualitative approach with calculation only for the more able pupils).

This unit leads onto:

This unit lays the foundation for unit 8J: Gravity and space, unit 9K: Speeding up and unit 9L: Pressure and moments.

This unit relates to:

design and technology scheme of work.

Prior learning

To make good progress, pupils starting this unit need to:

- know that pushes and pulls change the speed, direction or shape of an object
 - know how to measure distance and how to use a forcemeter to measure force in newtons
 - know that forces act in a particular direction and this can be indicated by arrows
 - have experience of the effects of a variety of forces, e.g. magnetic, gravity, friction, air resistance.
- Transition quiz for unit K.

Framework yearly teaching objectives – Forces

Recognise that a force has both magnitude and direction and use this to:

- identify the directions in which forces act
- describe situations in which forces are balanced.
- Describe situations in which forces are unbalanced and use this idea to explain a change in:
- the shape of an object
- the direction of a moving object
- the speed of a moving object.

Explore the forces acting on stationary objects.

Describe the forces acting on objects moving at constant speed.

Distinguish between mass and weight, giving examples.

Describe some ways of reducing friction between an object and a solid surface and some situations in which friction is useful.

Expectations from the QCA Scheme of Work

At the end of this unit:

... most pupils will ...

... some pupils will not have made so much progress and will ...

... some pupils will have progressed further and will ...

In terms of scientific enquiry NC Programme of Study 5c1 1a, b, c, 2d, f, g, h, i, j, k, l, m

- make predictions about friction
- test these and relate their findings to scientific knowledge
- make suitably precise observations
- use these to plot graphs
- investigate friction, identifying and controlling key factors
- discuss how Archimedes checked the purity of a gold crown by measuring its volume by displacement

- make predictions about friction
- test these and identify patterns in their results
- with help plot graphs of their results
- make relevant observations using appropriate equipment

- explain how they made a fair comparison in their investigation of friction
- interpret their results on floating, using knowledge of balanced forces to explain conclusions
- explain how the scales they chose and lines they drew on graphs enabled them to show data effectively
- discuss how Archimedes checked the purity of a gold crown by measuring its volume by displacement and relate this to density

In terms of physical processes NC Programme of Study 5c4 2a, b, c, d

- identify directions in which forces act and describe situations in which forces are balanced
- distinguish between mass and weight, giving examples
- describe some ways of reducing friction and some situations in which friction is useful
- describe what is meant by speed

- identify forces, e.g. friction, upthrust and weight
- recognise that friction opposes motion, upthrust pushes upwards and weight pulls downwards
- compare speeds qualitatively

- show how forces can combine to give a resultant effect that depends on both the sizes and directions of the forces
- describe how weight is caused by gravity and how gravity is different on the Earth and on the Moon
- explain contact friction in simple terms

Suggested lesson allocation (see individual lesson planning guides)

Direct route

K1 Forces and gravity	K2 Friction	K3 Balanced forces	K4 Unbalanced forces	K5 Slow down!	K6 Archimedes' story – Think about how scientists test their ideas
Extra lessons (not in pupil book)					
	K2 Friction Extra lesson for Activity K2a				Review and assess progress (distributed appropriately)

Misconceptions

Pupils may associate the word force with coercion and with general non-scientific use, e.g. police force. Many pupils tend to associate forces only with movement. Pupils may also believe a force is something contained within a moving object, which when the moving object has stopped has been 'used up'. Pupils tend to see a force as being a property of a single object and weight is often seen as a property of an object and gravity a property of space. Pupils may believe that the forces have ceased to act when equilibrium exists and that friction is acting all the time. Pupils may believe that when something is moving at a steady speed there is a steady force acting on it.

Health and safety (see activity notes to inform risk assessment)

Pupils should wear eye protection when stretching springs or rubber bands. Pupils should take care not to drop heavy weights on their toes.

Unit 6e Forces In Action 2 Test Document

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Unit 6e Forces In Action 2 Test Document:

Teaching Investigative Skills in Science Chris Tooley,2003 **Teaching Scientific Enquiry** Lawrie Ryan,Rosemary Sherrington,2003 Sc1 Boosters for KS1 and KS2 target and develop the skills and strategies of scientific experiments and investigations within the context of the QCA Scheme of Work to raise levels of pupils achievement in their teacher assessed activities and National Tests *Meeting the Standards in Primary ICT* Steve Higgins,Nick Packard,2004-12-30 This book is not just limited to the use of ICT in the classroom but looks at the wider role of ICT in supporting effective professional development It will be an invaluable resource that will benefit all trainee teachers on primary training courses It will also be a reference for lecturers and mentors supporting trainees on these courses as well as NQTs in the early stages of their teaching career Jacket **Resource manager's handbook for public affairs** ,1985 **Primary Science Kit** Rosemary Sherrington,2002 Devised to help teachers of primary science in schools This title offers a two year age band structure correlation to the QCA Scheme of Work and recommended teaching times The Overview page is to introduce the themes in the unit Review page is meant to assess learning The Teacher Resource Books contain structured lesson plans Aviation Psychology Program Research Reports United States. Army Air Forces,1947 *Commissioned Officer Development and Career Management* ,1995 **Report** ,1958 **Commerce Business Daily** ,1997-12-31 Index of Specifications and Standards ,2005 Telephone Directory United States. Department of Defense,1982 Each issue includes a classified section on the organization of the Dept **Metals and Alloys** ,1931 **The Handbook of the Law of Visiting Forces** Dieter Fleck,2018-04-12 The legal position of visiting forces transcends domestic and international law and is of growing importance in our increasingly globalized and insecure world In area and out of area operations both for the purpose of establishing and maintaining peace and in connection with the conduct of other military operations and training are likely to become more frequent for a variety of reasons Finding where the applicable law places the balance between the interests sensitivities and needs of the host state and the requirements often practical in nature of the visiting force is a key objective in ensuring that the relationship between hosts and guests is and remains harmonious All of this must be achieved in an increasingly complex legal environment This fully updated second edition of The Handbook of the Law of Visiting Forces addresses the issues surrounding visiting forces and provides a full overview of the legal framework in which they operate Through an analysis of jurisprudence and historical developments it offers a comparative commentary to the UN NATO and other SOFA rules The Handbook then continues its analysis through cases studies of visiting forces in key countries including a fully updated chapter on Afghanistan that considers the various stages of the conflict before offering conclusions on the current state of the law and its likely future development *Engineering & Contracting* ,1915 **Culmuated Index of the Christian Science Monitor** ,1958 **Engineering and Contracting** ,1915 **Dictionary of the Modern United States Military** S.F. Tomajczyk,2008-02-11 Warspeak the language of the military can be for many civilians and for

members of differing services an unintelligible hodgepodge of acronyms slang terms and field operation expressions Few laypersons may know that the Five F s is a derogatory expression though Army Navy Marine Air Force Coast Guard and others know or can infer that chairborn commandos are administrative and support personnel The more than 15 000 entries in this comprehensive dictionary provide an inside look at the United States military Weapons systems governmental agencies electronic warfare medical terms military infrastructure communications satellites and intelligence systems are among the topics covered in depth Also detailed are the acronyms and slang terms used by the soldiers in the field The work provides numerous cross references for ease of use along with a bibliography of over 2 200 sources Department Of Defense Index of Specifications and Standards Federal Supply Class Listing (FSC) Part III September 2005 ,
 Engineering ,1909 *English Mechanic and Mirror of Science and Art* ,1891

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