Forward Education

Replanting our Forests with Automated Tree Seeders

Curriculum for Wales
Science
Grade **Key Stage 3** - Adopted: **2008**

Document		Key Stage 3 Programme of Study
Strand		**Skills**
Standard		**Communication - Pupils should be given opportunities to:**
Standard	1	search systematically for, process and analyse information for a specific purpose, including ICT as appropriate
Standard	2	communicate logically by speech, writing, drawings, diagrams, charts, tables, bar charts, line graphs, videos and ICT packages using a wide range of scientific vocabulary, terms, symbols and conventions

Document		Key Stage 3 Programme of Study
Strand		**Skills**
Standard		**Enquiry - Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models, by:**
Standard		**Planning - Pupils decide on the most suitable type of enquiry to carry out and outline the planned approach/method, recognising, deciding upon and justifying each of the following when appropriate:**
Standard	6	the equipment and techniques required for the enquiry

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Strand		**Skills**
Standard		**Enquiry - Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models, by:**
Standard		**Developing - Pupils follow the planned approach/method, revise it where necessary, and where appropriate:**
Standard	2	make sufficient relevant observations and accurate measurements, using ICT as appropriate, to a degree of precision appropriate to the enquiry
Standard	4	use scientific prior knowledge to explain links between cause and effect when concluding
Standard	7	consider others' views to inform opinions and decisions.

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Strand		**Skills**
Standard		**Enquiry - Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models, by:**

Standard		Reflecting - Pupils think about what they have done in order to consolidate their learning and transfer skills, knowledge and understanding to another context by:
Standard	3	identifying the learning/thinking strategies they have used
Standard	4	linking the learning to dissimilar but familiar situations, within and outside school.

Document		Key Stage 3 Programme of Study
Strand		Range
Standard		Interdependence of organisms - Pupils should use and develop their skills, knowledge and understanding by investigating how animals and plants are independent yet rely on each other for survival. They should be given opportunities to study:
Standard	7	how humans affect the local environment, e.g. litter, water pollution, noise pollution.

Curriculum for Wales
Science
Grade **Key Stage 4** - Adopted: **2008**

Document		Key Stage 4 Programme of Study
Strand		Skills
Standard		Communication skills - Pupils should be given opportunities to:
Standard	1	recall, analyse, interpret, apply and question scientific information or ideas
Standard	3	present information, develop an argument and draw a conclusion, using scientific, technical and mathematical language, conventions and symbols and ICT tools.

Document		Key Stage 4 Programme of Study
Strand		Range
Standard		Pupils should build on their previous experiences and be taught within the context of the skills section. They should have particular regard to:
Standard		scientific and technological developments, their benefits, drawbacks and risks
Standard		ethical, social, economic and environmental issues and their interaction with science.

Document		Key Stage 4 Programme of Study
Strand		Range
Standard		Environment, Earth and universe
Standard	1	The effects of human activity on the environment can be assessed using living and non-living indicators.