

Main Criteria: Forward Education
Secondary Criteria: Curriculum for Wales
Subjects: Mathematics, Science, Technology Education
Grades: 5, 6, 7, 8, Key Stage 2, Key Stage 3

Forward Education

Solar Water Disinfection (SODIS)

Curriculum for Wales
Science
 Grade **Key Stage 2** - Adopted: 2008

Document		Key Stage 2 Programme of Study
Strand		Skills
Standard		Communication - Pupils should be given opportunities to:

Standard 2 communicate clearly by speech, writing, drawings, diagrams, charts, tables, bar charts, line graphs, videos, and ICT packages, using relevant scientific vocabulary

Document		Key Stage 2 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 turn ideas suggested to them, and their own ideas, into a form that can be investigated. They outline the planned approach/method recognising, deciding upon and giving some justification for each of the following when appropriate:

Standard 6 the equipment and techniques required for the enquiry

Document		Key Stage 2 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		Developing - Pupils follow the planned approach/method, revise it where necessary, and where appropriate:

Standard 2 make careful observations and accurate measurements, using digital and ICT equipment at times

Standard 5 use some prior knowledge to explain links between cause and effect when concluding

Standard 7 form considered opinions and make informed decisions.

Document		Key Stage 2 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		Reflecting - Pupils think about what they have done in order to consolidate learning and transfer skills, knowledge and understanding to other contexts by:

Standard 5 describing how they have learned and identifying the ways that worked the best

Standard	6	linking the learning to similar situations, within and outside school.
Document		Key Stage 2 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	6	the environmental factors that affect what grows and lives in those two environments, e.g. sunlight, water availability, temperature
Standard	7	how humans affect the local environment, e.g. litter, water pollution, noise pollution.

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
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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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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		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
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Standard	4	use scientific prior knowledge to explain links between cause and effect when concluding
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Standard	7	consider others' views to inform opinions and decisions.
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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		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 6 the environmental factors that affect what grows and lives in those two environments, e.g. sunlight, water availability, temperature

Standard 7 how humans affect the local environment, e.g. litter, water pollution, noise pollution.