

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

## Forward Education

### Wildfire detection with Autonomous Vehicles

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

<b>Document</b>		<b>Key Stage 3 Programme of Study</b>
<b>Strand</b>		<b>Skills</b>
<b>Standard</b>		<b>Communication - Pupils should be given opportunities to:</b>

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

<b>Document</b>		<b>Key Stage 3 Programme of Study</b>
<b>Strand</b>		<b>Skills</b>
<b>Standard</b>		<b>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:</b>
<b>Standard</b>		<b>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:</b>

Standard	6	the equipment and techniques required for the enquiry
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<b>Standard</b>		<b>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:</b>
<b>Standard</b>		<b>Developing - Pupils follow the planned approach/method, revise it where necessary, and where appropriate:</b>

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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<b>Standard</b>		<b>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:</b>

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