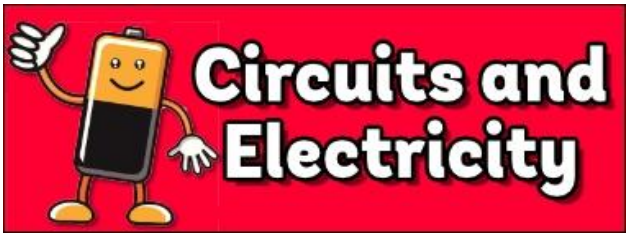
St Mary's C of E Primary School, Writhlington
'Be the BEST you can be'
Scheme of Work + Knowledge Organiser

Topic Electricity



National Curriculum Knowledge outcomes:

- I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- I can use recognised symbols when representing a simple circuit in a diagram.

Scientific Skills:

- Understand that it is important to test ideas using evidence from observation and measurement.
- Use a wide range of methods, including diagrams and drawings to communicate in a systematic manner.

The Learning Journey:

Can I explain my current understanding of circuits and electrical components?
Discussion and mind map of knowledge retained from the last electricity unit in Year 4.

Can I identify and use the correct symbols for electrical components within circuit diagrams?

Can I build circuits using circuit diagrams to test my ideas?

Can I investigate whether the thickness or length of wire changes the brightness of a bulb?

Can I explain the difference between series and parallel circuits?

Can I use and apply my knowledge of circuits in real life situations?
Link to DT project of making a steady hand game.

Wider Curriculum:

Use knowledge to make a steady hand game – link to DT project

Key Vocabulary:

Spelling	Definition/Sentence
Component	A device in an electric system
Parallel circuit	A closed circuit where the current is divided between two or more paths
Series circuit	A closed circuit where the current follows one path and stays the same throughout
Filament	A conducting wire or thread which forms part of a bulb which when heated becomes incandescent.
Incandescent	Emitting light as a result of being heated
Electromagnet	a soft metal core made into a magnet by the passage of electric current through a coil surrounding it.