ACE SCIENCE HOMEWORK TASKS WITH LEARNING LADDERS

Below is a brief introduction to the three Science Homework Task books in the series plus their contents.

It is often hard to set 'meaningful' homework tasks as it usually takes a lot of planning. These tasks have been developed to do just that: provide a range of extended homework projects from which students can get a much wider experience. We have found that many students relish the chance to 'do a project' and have a real feeling of pride with their work when they hand it in.

The key features of the ACE Science Homework Tasks:

- Extend learning outside the classroom.
- Encourage the use of science in 'real life' situations.
- Encourage independent learning.
- Encourage improvements in literacy, numeracy and ICT.
- Fit with the new 2014 KS3 Science Curriculum.
- Develop skills in working scientifically.
- Excellent preparation for Key Stage 4 assessment tasks.
- Allow parents to see not only how their children are being assessed but also the improvements in their work.

Cross-curricular opportunities

We feel that these projects could be easily adapted for such ventures and so have added some suggested links in the Teacher Notes. These tasks can be a starting point for this and we would be interested to know how people adapt and use these tasks for this part of the new Key Stage 3.

How to use these tasks

Each task is a simple open-ended task that assesses knowledge and understanding of a significant concept from the new Science National Curriculum. The tasks should be photocopied with the task sheet and the ACE Learning Ladder back-to-back or side-to-side. Teachers and learners can use the ACE Learning Ladder to guide their response to the task.

Each task is available in three level ranges: Establishing, Confident and Advanced. This allows you to differentiate appropriately.

This book contains four types of task:

- Projects
- Making and Presenting
- Mini Investigations
- Critical Thinking.

General information on how to use each task is given on 'General Guide' sheets and specific information relating to each task is given in each task's 'Teacher Notes'.

ACE SCIENCE KS3 SCIENCE HOMEWORK TASKS BIOLOGY

CONTENTS

1 Projects

Tasks

1 Baby booklet

2 Double trouble

5 Profitable plants

Topic Links

- Reproduction
- Reproduction

Any

Any

Any

Any

Any

Any

- Relationships in an ecosystem
- Relationships in an ecosystem
- Relationships in an ecosystem

Cells and organisation

6 Staying scientific

3 British mammal project

4 Endangered animals

- 7 Profession portfolio
- 8 Living scientists

2 Making and Presenting

- 1 Marvellous microscopes
- 2 Picturing plants
- 3 Creature cartoons
- 4 Science timeline
- 5 Scientific scriptwriting
- 6 Scintillating science!

3 Mini Investigations

- 1 Counting creatures
- 2 My scientific investigation
- 3 My peer review
- 4 Perceptions of science
- 5 Screen scientists

4 Critical Thinking

- 1 Stem cells yes or no?
- 2 Tissue issues
- 3 Views on vitamins
- 4 Behaviour bother
- 5 Are zoos for keepers?
- 6 Fishing follies
- 7 The future of science
- 8 Scientific spending
- 9 Science in newspapers
- 10 Science on TV
- 11 Shampoo statistics

Relationships in an ecosystem

Relationships in an ecosystem

Relationships in an ecosystem

Any Any Any

Any

Cells and organisation

Cells and organisation Cells and organisation, Nutrition and digestion

Nutrition and digestion

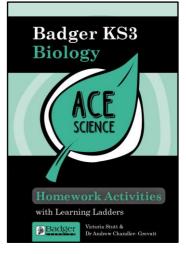
Inheritance, chromosomes, DNA and genes Relationships in an ecosystem

Any

Any

Any

Any Any



NATIONAL CURRICULUM LINKS

REPRODUCTION

• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the fetus through the placenta.

INHERITANCE, CHROMOSOMES, DNA AND GENES

- heredity as the process by which genetic information is transmitted from one generation to the next
- differences between species.

CROSS-CURRICULAR OPPORTUNITIES INCLUDE:

- English genres of writing and creative writing
- ICT internet searching, word processing, use of PowerPoint
- mathematics scale.

TIME

Three homework sessions of between 30 and 60 minutes each.

Assessment, Feedback and Improvement

Assessing these tasks should not be arduous. Rather than assigning an absolute grade, you should focus on how each student can improve. To ensure that this task is formative, students should be given the opportunity to improve their work based on the teacher's targets or through peer and self-assessment.

GUIDANCE FOR CONFIDENT (C)

Students working with confidence will demonstrate an understanding of the relationship between the structure and function of organs and cells. The role of hormones should be included in the changes at puberty and birth (naming them and recognising that they influence the changes).

We find that reading through the project using these additional prompts helps to assess the task.



Project 1: Task Sheet (Establishing) **BABY BOOKLET**

Young people have a lot of questions about the changes that occur as they grow up and need good scientific information to reassure them and help them make decisions.

Write an information booklet about the science of human reproduction and development.

Use websites, magazines and books to get information to answer each section below. Use the ACE Learning Ladder to help you do your best.

Use your own words throughout the project.

SECTION 1: GROWING UP

- Include information about the physical changes as boys and girls go through puberty.
- Describe some of the emotional changes that happen at puberty.
- Label a diagram of the reproductive system and describe the job of each part.

SECTION 2: MAKING A BABY

- Describe how humans reproduce.
- Suggest what couples should think about before deciding to have a baby.
- Draw diagrams and explain the terms 'fertilisation' and 'conception'.

SECTION 3: DEVELOPING AND BEING BORN

- Show and explain how a fetus develops in the uterus.
- Explain, simply, the role of the placenta.
- Describe how alcohol and smoking tobacco can affect the development of the fetus.
- Describe what happens at birth.



Use the Good Project Guide sheet for tips on internet safety, research and literacy.

BIOLOGY HOMEWORK TASKS: TASK SHEET (ESTABLISHING)



Project 1: Task Sheet (Confident) **Baby Booklet**

Young people have a lot of questions about the changes that occur as they grow up and need good scientific information to reassure them and help them make decisions.

Write an information booklet about the science of human reproduction and development.

Use websites, magazines and books to get information to answer each section below. Use the ACE Learning Ladder to help you do your best.

Use your own words throughout the project.

SECTION 1: GROWING UP

- Compare the physical changes that take place at puberty in both boys and girls.
- Describe some of the emotional changes that happen at puberty.
- Draw, label and explain diagrams of the male and female reproductive system.

SECTION 2: MAKING A BABY

- Describe how humans reproduce.
- Consider the issues involved with deciding to have a baby.
- Draw diagrams and explain the terms fertilisation and conception.

SECTION 3: DEVELOPING AND BEING BORN

- Show and explain how a fetus develops in the uterus.
- Explain, simply, the role of the placenta.
- Describe how alcohol and smoking tobacco can affect the development of the fetus.
- Describe what happens at birth.



Use the Good Project Guide sheet for tips on internet safety, research and literacy.

BIOLOGY HOMEWORK TASKS: TASK SHEET (CONFIDENT)



PROJECT 1: TASK SHEET (ADVANCED) BABY BOOKLET

Young people have a lot of questions about the changes that occur as they grow up and need good scientific information to reassure them and help them make decisions.

Write an information booklet about the science of human reproduction and development.

Use websites, magazines and books to get information to answer each section below. Use the ACE Learning Ladder to help you do your best.

Use your own words throughout the project.

SECTION 1: GROWING UP

- Explain, in detail, the physical and emotional changes that take place at puberty in both boys and girls.
- Use labelled diagrams to explain the differences between the male and female reproductive systems.

SECTION 2: MAKING A BABY

- Describe how humans reproduce, explaining the terms fertilisation and conception.
- Consider the issues involved with deciding to have a baby.

SECTION 3: DEVELOPING AND BEING BORN

• Explain, in detail, the stages of pregnancy and birth, including how the unborn baby is supported by the mother's body.



Use the Good Project Guide sheet for tips on internet safety, research and literacy.

BIOLOGY HOMEWORK TASKS: TASK SHEET (ADVANCED)



ACE LEARNING LADDER

Assessment Check	The types of things you can do:
A dvanced	 Make an information booklet on human reproduction and development, drawing on detailed scientific knowledge and understanding. Explain the stages of reproduction in the correct order, considering relative time scales. Use detailed explanations and diagrams to show how the fetus develops. Explain how unborn babies can be harmed while in the uterus, using data to support what you discuss, e.g. the risk to babies whose mothers smoke. Use a range of appropriate scientific words, symbols and units accurately.
C onfident	 Make an information booklet on human reproduction and development, drawing on scientific knowledge and understanding. Explain how humans reproduce, using more than one step. Explain how the fetus develops in the uterus. Draw accurate diagrams to help explain the differences between the male and female reproductive system, in several sentences. Explain the job of the placenta, the major stages of fetal development and birth using a range of keywords correctly. Use a range of appropriate scientific words, symbols and units.
Establishing	 Make a simple information booklet about human reproduction and development, drawing on some scientific knowledge and understanding. Give a simple description of how reproduction occurs. Label the main parts of the female and male reproductive system. Describe one or two changes boys and girls go through during puberty. Name one or two substances that may harm an unborn baby. Use some appropriate scientific words, symbols and units.

ACE SCIENCE KS3 SCIENCE HOMEWORK TASKS CHEMISTRY

CONTENTS

1 Projects

Tasks

- 1 Who made the periodic table?
- 2 Chemical care
- 3 Extracting salt
- 4 Considering ceramics, polymers and composites
- 5 Great geologists
- 6 Living scientists
- 7 Staying scientific
- 8 Profession portfolio

2 Making and Presenting

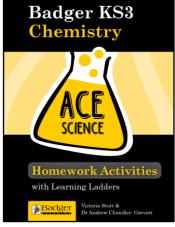
- 1 Pocket particles
- 2 Marketing metals
- 3 Acids and alkalis
- 4 Equation education
- 5 Garden geology
- 6 Science timeline
- 7 Scientific scriptwriting
- 8 Scintillating science!

3 Mini Investigations

- 1 Caring for cress
- 2 Innovative indicators
- 3 Soil sampling
- 4 Screen scientists
- 5 My scientific investigation
- 6 My peer review

4 Critical Thinking

- 1 Mercury madness
- 2 Detecting disasters
- 3 Terrible trials
- 4 Wasting water
- 5 Scientific spending
- 6 Shampoo statistics
- 7 Science on TV
- 8 Science in newspapers



Topic Links The periodic table Chemical reactions

Pure and impure substances, Chemical reactions

Materials Earth and atmosphere Any Any Any

The particulate nature of matter The particulate nature of matter, The periodic table Chemical reactions Chemical reactions Earth and atmosphere Any Any

Any

Chemical reactions Chemical reactions Earth and atmosphere Any Any Any

Atoms, elements and compounds, The periodic table, Materials Earth and atmosphere Pure and impure substances, The periodic table Earth and atmosphere

Any Any

Any Any

NATIONAL CURRICULUM LINKS

The topic covered will depend on the practical examples students focus on.

THE PERIODIC TABLE

- the varying physical and chemical properties of different elements
- the principles underpinning the Mendeleev periodic table
- the periodic table: periods and groups; metals and non-metals
- how patterns in reactions can be predicted with reference to the periodic table.

WORKING SCIENTIFICALLY Scientific attitudes

Analysis and evaluation

CROSS-CURRICULAR OPPORTUNITIES INCLUDE:

• history – using sources.

TIME

Three homework sessions of between 30 and 60 minutes each.

ADDITIONAL GUIDANCE

Students will find the names of several influential scientists given on the task sheet, which will help them guide their research into who developed the periodic table.

It has been suggested that they draw a timeline to help them discuss the developments of the periodic table. Higher ability students may like to consider if any other scientists had a role in the development of the periodic table, or if there may have been scientists who haven't made it into the history books, perhaps due to bad timing with their results etc!

Assessment, Feedback and Improvement

Assessing these tasks should not be arduous. Rather than assigning an absolute grade, you should focus on how each student can improve. To ensure that this task is formative, students should be given the opportunity to improve their work based on the teacher's targets or through peer and self-assessment.

GUIDANCE FOR CONFIDENT (C)

Students working with confidence will make a coherent and detailed timeline.

We find that reading through the project using these additional prompts helps to assess the task.

CHEMISTRY HOMEWORK TASKS: TEACHER NOTES

PROJECT 1: TASK SHEET (ESTABLISHING) WHO MADE THE PERIODIC TABLE?

Chemists all around the world use the periodic table to help them in their work. It is an invaluable tool for telling chemists about every element we know about.

So who came up with the periodic table? And how did they decide on its layout? And what exactly can we use it for?

Research the following scientists to help you complete your project:

Johann Döbereiner	Stanislao Cannizzaro
John Newlands	Dimitri Mendeleev

Include other scientists you feel have played an important role, and produce a timeline of the periodic table's development.

SECTION 1: RESEARCH THE DEVELOPMENT OF THE PERIODIC TABLE

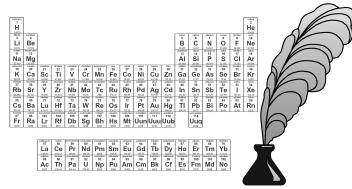
- Use the internet or books to find out about the scientists listed above.
- Describe the main findings each scientist made.
- Draw a timeline to show the developments that took place.

SECTION 2: WHY DOES THE PERIODIC TABLE LOOK THE WAY IT DOES?

- Find out why the periodic table has been set out the way it has, e.g. in groups (columns) and periods (rows).
- What information can the periodic table give us?
- Has the periodic table always looked this way?

SECTION 3: THE FUTURE OF THE PERIODIC TABLE

- Do you think the periodic table will always look the same way?
- What changes may come about which would change the periodic table as we know it?



Use websites, magazines and books to get information to answer each section above. Use the ACE Learning Ladder to help you do your best.

Use your own words throughout the project.

Use the Good Project Guide sheet for tips on internet safety, research and literacy.

CHEMISTRY HOMEWORK TASKS: TASK SHEET (ESTABLISHING)

PROJECT 1: TASK SHEET (CONFIDENT) WHO MADE THE PERIODIC TABLE?

Chemists all around the world use the periodic table to help them in their work. It is an invaluable tool for telling chemists about every element we know about.

So who came up with the periodic table? And how did they decide on its layout? And what exactly can we use it for?

Research the following scientists to help you complete your project:

Johann Döbereiner	Stanislao Cannizzaro
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Include other scientists you feel have played an important role, and produce a timeline of the periodic table's development.

SECTION 1: RESEARCH THE DEVELOPMENT OF THE PERIODIC TABLE

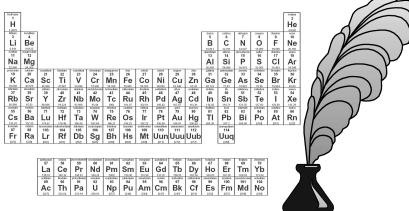
- Use the internet or books to find out about the scientists listed above.
- Describe the role each scientist played.
- Draw a timeline to show the developments that took place.

SECTION 2: WHY DOES THE PERIODIC TABLE LOOK THE WAY IT DOES?

- Find out why the periodic table has been set out the way it has.
- What information can the periodic table give us?
- Has the periodic table always looked this way?

SECTION 3: THE FUTURE OF THE PERIODIC TABLE

- Do you think the periodic table will always look the same way?
- What changes may come about which would change the periodic table as we know it?



Use websites, magazines and books to get information to answer each section above. Use the ACE Learning Ladder to help you do your best.

Use your own words throughout the project.

Use the Good Project Guide sheet for tips on internet safety, research and literacy.

CHEMISTRY HOMEWORK TASKS: TASK SHEET (CONFIDENT)



PROJECT 1: TASK SHEET (ADVANCED) WHO MADE THE PERIODIC TABLE?

Chemists all around the world use the periodic table to help them in their work. It is an invaluable tool for telling chemists about every element we know about.

So who came up with the periodic table? And how did they decide on its layout? And what exactly can we use it for?

Research the following scientists to help you complete your project:

Johann Döbereiner	Stanislao Cannizzaro
John Newlands	Dimitri Mendeleev

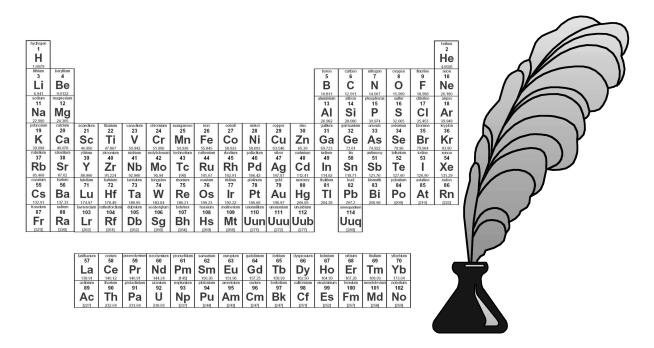
Include other scientists you feel have played an important role, and produce a detailed timeline of the periodic table's development, discussing why scientists wanted to order the elements.

Include the following sections:

Section 1: The development of the periodic table.

Section 2: Why does the periodic table look the way it does and what can it tell us?

Section 3: The future of the periodic table – will it always look this way?



Use websites, magazines and books to get information to answer each section above. Use the ACE Learning Ladder to help you do your best.

Use your own words throughout the project.

Use the Good Project Guide sheet for tips on internet safety, research and literacy.

CHEMISTRY HOMEWORK TASKS: TASK SHEET (ADVANCED)



PROJECT 1: ACE LEARNING LADDER WHO MADE THE PERIODIC TABLE?

ACE LEARNING LADDER

Assessment Check	The types of things you can do:
Advanced	 Make a detailed timeline, drawing on detailed scientific knowledge and understanding. Explain why scientists were trying to find an order for the elements and how other findings may have influenced the scientists' work. Explain, in detail, the contribution each scientist made. Explain why the periodic table is ordered the way it is and what it can tell us, including discussions on reactivity. Suggest some changes that could happen to the periodic table, using evidence to justify your suggestions. Use a range of appropriate scientific words, symbols and units accurately.
Confident	 Make a timeline, drawing on scientific knowledge and understanding. Explain why scientists were trying to find an order for the elements. Explain the contribution each scientist made. Explain why the periodic table is ordered the way it is and what it can tell us. Suggest some changes that could happen to the periodic table. Use a range of appropriate scientific words, symbols and units.
Establishing	 Make a simple timeline, drawing on some scientific knowledge and understanding. State what each scientist found out. Give a simple reason why scientists were trying to place elements in an order. State one or two pieces of information the periodic table contains about elements. State whether the periodic table is likely to stay the same forever, giving a reason. Use some appropriate scientific words, symbols and units.

ACE SCIENCE KS3 SCIENCE HOMEWORK TASKS PHYSICS

CONTENTS

1 Projects

Tasks

- 1 History of electricity
- 2 Energy escape!
- 3 Static and sparks!
- 4 Faces in forces
- 5 Genius glasses
- 6 Seeing through space
- 7 Working with waves
- 8 Staying scientific

2 Making and Presenting

- 1 Seeing the seasons
- 2 Solar shoeboxes
- 3 Electrical storyboards
- 4 Heated houses
- 5 Barmy birdmen
- 6 Science timeline
- 7 Scientific scriptwriting
- 8 Scintillating science!

3 Mini Investigations

- 1 Fruit batteries
- 2 Frictional forces
- 3 Looking at light
- 4 Solar energy
- 5 Space from earth
- 6 Shifting stars
- 7 My scientific investigation
- 8 My peer review

4 Critical Thinking

- 1 Power politics
- 2 Scientific spending
- 3 Shampoo statistics
- 4 The future of science
- 5 Science on TV
- 6 Science in newspapers

Topic Links

Current electricity

- Energy
- Static electricity
- Forces
 - Light waves Light waves, Space physics
 - Energy and waves
 - Energy and
 - Any

Space physics

Space physics

Calculation of fuel uses and costs in the domestic context, Current electricity, Energy in matter

Energy

Motion and forces

Any

Any Any

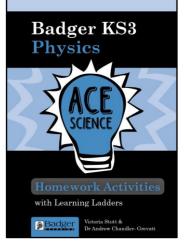
Current electricity Motion and forces Light waves Energy Space physics Space physics Any Any

Calculation of fuel uses and costs in the domestic context, Current electricity, Energy in matter

Any Any

Any Any

Any



PROJECT 1: TEACHER NOTES HISTORY OF ELECTRICITY

NATIONAL CURRICULUM LINKS

CURRENT ELECTRICITY

- electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge
- potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current
- differences in resistance between conducting and insulating components (quantitative).

WORKING SCIENTIFICALLY Scientific attitudes Analysis and evaluation

CROSS-CURRICULAR OPPORTUNITIES INCLUDE:

- English genres of writing and creative writing
- citizenship knowledge and understanding of the world. Gender issues
- history timelines, secondary evidence
- ICT internet searching, word processing, use of PowerPoint.

TIME

Three homework sessions of between 30 and 60 minutes each.

Assessment, Feedback and Improvement

Assessing these tasks should not be arduous. Rather than assigning an absolute grade, you should focus on how each student can improve. To ensure that this task is formative, students should be given the opportunity to improve their work based on the teacher's targets or through peer and self-assessment.

GUIDANCE FOR CONFIDENT (C)

Students working with confidence will use the key terms correctly within their project.

We find that reading through the project using these additional prompts helps to assess the task.

PHYSICS HOMEWORK TASKS: TEACHER NOTES

PROJECT 1: TASK SHEET (ESTABLISHING) HISTORY OF ELECTRICITY

The discovery of electricity has changed the world. These are some people who tried to find out more about electricity. Use information sources to find out more about them and make a timeline about the major discoveries of electricity.

William Gilbert, Alessandro Volta, Luigi Galvani, Charles Coulomb, André-Marie Ampère, Georg Ohm, Michael Faraday, Hans Oersted

Your teacher will tell you when to do each section. Use the ACE Learning Ladder to help reach your target. Try to use your own words throughout the project.

SECTION 1: RESEARCH ABOUT ELECTRICAL SCIENTISTS

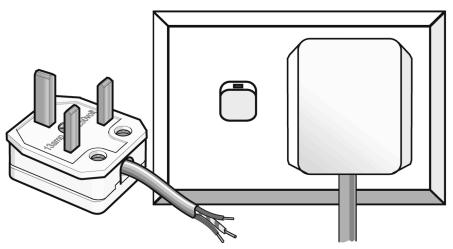
- Use the library and the internet to find out about the scientists who discovered electricity.
- Find out the main findings each scientist made and add this to a timeline.
- Select images that would help people understand the key events in your timeline.
- Describe how you went about doing your search.

SECTION 2: TIMELINE OF ELECTRICAL DISCOVERIES

- Design a timeline that includes the information and images you have found.
- Identify and describe important events.
- Select suitable images for your timeline.

SECTION 3: IMPACT OF ELECTRICITY ON CIVILIZATION

- What were the beliefs and understanding of electricity before it was discovered and used?
- What are the advantages and disadvantages of the discovery of electricity?
- Why is it that only men were involved in the discovery of electricity? How are things different now?



Use the Good Project Guide sheet for tips on internet safety, research and literacy.

PHYSICS HOMEWORK TASKS: TASK SHEET (ESTABLISHING)

PROJECT 1: TASK SHEET (CONFIDENT) HISTORY OF ELECTRICITY

The discovery of electricity has changed the world. These are some people who tried to find out more about electricity. Use information sources to find out more about them and make a timeline about the major discoveries of electricity.

William Gilbert, Alessandro Volta, Luigi Galvani, Charles Coulomb, André-Marie Ampère, Georg Ohm, Michael Faraday, Hans Oersted

Your teacher will tell you when to do each section. Use the ACE Learning Ladder to help reach your target. Try to use your own words throughout the project.

SECTION 1: RESEARCH ABOUT ELECTRICAL SCIENTISTS

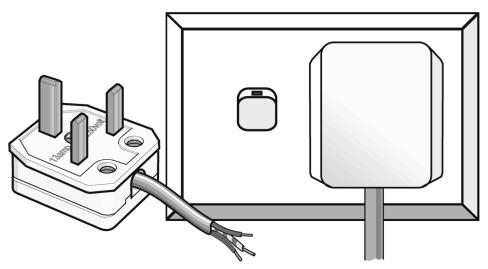
- Use the library and the internet to find out about the scientists who discovered electricity.
- Select useful information about each scientist to add to a timeline.
- Select suitable images for your timeline.
- Describe how you went about doing your search.

SECTION 2: TIMELINE OF ELECTRICAL DISCOVERIES

- Design a timeline that includes the information you have found.
- Identify and describe important events.
- Select suitable images for your timeline.

SECTION 3: IMPACT OF ELECTRICITY ON CIVILIZATION

- What were the beliefs and understanding of electricity before it was discovered and used?
- What are the advantages and disadvantages of the discovery of electricity?
- Why is it that only men were involved in the discovery of electricity? How are things different now?



Use the Good Project Guide sheet for tips on internet safety, research and literacy.

PHYSICS HOMEWORK TASKS: TASK SHEET (CONFIDENT)

PROJECT 1: TASK SHEET (ADVANCED) HISTORY OF ELECTRICITY

The discovery of electricity has changed the world. These are some people who tried to find out more about electricity. Use information sources to find out more about them and make a timeline about the major discoveries of electricity.

William Gilbert, Alessandro Volta, Luigi Galvani, Charles Coulomb, André-Marie Ampère, Georg Ohm, Michael Faraday, Hans Oersted

Your teacher will tell you when to do each section.

Use the ACE Learning Ladder to help reach your target.

Try to use your own words throughout the project.

The sections for your project are as follows:

SECTION 1: RESEARCH ABOUT ELECTRICAL SCIENTISTS

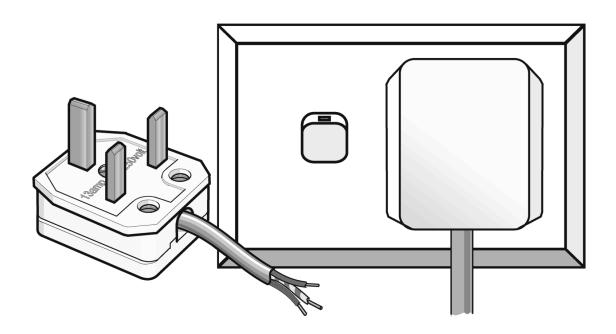
Find relevant information and images and explain how you conducted your search.

SECTION 2: TIMELINE OF ELECTRICAL DISCOVERIES

Design a timeline that explains important events and discoveries and include images.

SECTION 3: IMPACT OF ELECTRICITY ON CIVILIZATION

How has electricity changed the world – for better or worse? Has the world of science changed as understanding of electricity changed?



Use the Good Project Guide sheet for tips on internet safety, research and literacy.

PHYSICS HOMEWORK TASKS: TASK SHEET (ADVANCED)



Project 1: ACE Learning Ladder **HISTORY OF ELECTRICITY**

ACE LEARNING LADDER

Assessment	The types of things you can do:
Check	
Advanced	 Make a detailed timeline, drawing on detailed scientific knowledge and understanding. Explain why scientists were interested in electricity and how their work built upon or challenged earlier understanding. Explain the key discoveries made and how these came about, describing, in detail, investigations carried out. Explain any unintended consequences that have arisen through the discovery of electricity and how our understanding may progress in the future. Evaluate the significance of each scientist's findings. Use a range of scientific words, symbols and units accurately.
C onfident	 Make a timeline, drawing on scientific knowledge and understanding. Explain why scientists were interested in electricity. Explain the key discoveries made and how these came about. Explain how discoveries about electricity have impacted on society as a whole, negatively or positively. Explain how you researched the issue. Use a range of appropriate scientific words, symbols and units.
Establishing	 Make a simple timeline, drawing on some scientific knowledge and understanding. Describe the key discoveries on your timeline. Identify the scientists responsible for each discovery. List some advantages and disadvantages of the discovery of electricity. State some uses of electricity. Explain how you researched the issue. Use some appropriate scientific words, symbols and units.