MYP-IV Physics

S	Unit Name	Key	Related	Global	Statement of Inquiry	MYP Objectives	Approaches to	Content	Summative
R		concepts	concepts	context			learning		Assessment
#									Task
1	How do	Relations	Interacti	Identities and	Through identifying	Science	Critical-thinking skills	Find out how observations of nature	Take action!
	forces and	hips	ons	relationships	relationships of	Year 5 Objectives	Evaluate evidence	have led us to identify fundamental	Find out about
	matter				similarity and		and arguments	forces that interact with matter in	metal
	interact?			Focus	difference, we	Criterion A: Knowing	Interpret data;	different ways.	recycling:
				Exploration:	understand how force	and understanding	Draw	Explore three kinds of force closely:	Produce an
				Independence	and matter interact.	Criterion C: Processing	reasonable	gravitation, electrical and magnetic	information
						and Evaluating	conclusions and	forces, and analyse how these forces	leaflet, web
						Criterion D: Reflecting	generalizations	affect the matter around them.	page or poster
						on the impacts of		Take action and explore the way	to
						science	Information literacy	metals can be recycled using	raise
							skills	electromagnetic force.	awareness
							Organize and analyse		about metal
							data using digital		recycling.
							tools		Research the
									way that one
									metal is mined
									and extracted,
									and how the
									science and
									technology of
									metal
									recycling
									might help
									reduce the
									impact of this
									process.

									Criterion D: Reflecting on the impacts of science
2	How big is	Relations	Patterns,	Identities and	We understand our	Criterion A:	Critical-thinking skills	Find out how the Universe is	Design an
•	the	hips	Evidence	Relationships	own relationship to the	Knowledge and	Recognize and	structured, from the very smallest	information
	world?			Focus	Universe when we	understanding	evaluate	observable sizes to the very largest.	leaflet or an
				Exploration:	identify patterns at different scales.	Criterion B: Inquiring	propositions;	Explore the various ideas that	internet
				Attitudes	different scales.	and designing	Evaluate evidence	humanity has held at different times	'infomercial'
						Criterion D: Reflecting	and arguments;	about the nature of the 'stuff' in the	to campaign
						on the impacts of	Consider ideas from	Universe, and how different patterns	for investment
						science	multiple perspectives	at the smallest of scales can make	in the use of
						- apply scientific	Creative-thinking	the biggest differences.	graphene to
						language effectively	skills	Take action to research how new	help others.
						-document the work of	Propose and evaluate	materials might be able to help those	Describe and
						others and sources of	a variety of solutions	in less economically developed parts	explain the
						information used.	Make guesses, ask	of the world.	science
							'what if' questions		behind the
							and generate		development
							testable hypotheses		of graphene
							Transfer skills		as a material.
							Make connections		Discuss and
							between subject		evaluate the
							groups and		implications of
							disciplines		graphene for
							Inquire in different		commercial
							contexts to gain a		use
							different perspective		Criteria D:
							Gather and organize		Reflecting on
							relevant information		the impacts of
							to formulate an		science
							argument		
							Information literacy		
							skills		

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							Access information		
							to be informed and		
							inform others		
							Communication skills		
							Use a variety of		
							media to		
							communicate with a		
							range of audiences		
3	How far,	Relations	Moveme	Orientation in	To know where we are	Criterion A: Knowing	Collaboration skills	Recall that distance is measured in	Learner will
	how fast,	hips	nt	space and	and where we are	and understanding	Delegate and share	metres (m), and speed in metres per	solve the
	how much			time	moving to we need to	Criterion B: Inquiring	responsibility for	second (m s-1)	problem
	faster?			Focus	describe the	and designing	decision-making;	Define the terms distance and	question.
				Exploration:	relationship between	Criterion C: Processing	Manage and resolve	displacement	Criteria A:
				Displacement	space and time.	and evaluating	conflict, and work	Apply the relationship average	Knowing and
				and exchange		Criterion D: Reflecting	collaboratively in	speed = distance/time	understandin
						on the impacts of	teams	State that displacement accounts	g
						science	Information literacy	for direction of travel	Use your raw
							skills	Contrast and explain the difference	data to
							Access information	between distance and displacement	calculate the
							to be informed and	Recall that any change in velocity –	speeds of the
							inform others	whether caused by change in speed	vehicles at
							Critical-thinking skills	or in direction – is an acceleration	each of the
							Interpret data;	Recall that acceleration is	measurement
							Recognize Unstated	measured in metres per second	points.
							assumptions and bias	squared (m s–2)	Present this
							Gather and organize	Define the terms speed, velocity	information in
							relevant information	and acceleration	your own
							to formulate an	Contrast and explain the difference	graph of
							argument;	between speed and velocity	speed against
							Evaluate evidence	Solve accelerations from changes	time for all
							and arguments	in velocity and time	vehicles.
							Recognize and	Analyse displacement–time graphs	Discuss and
							evaluate propositions	in terms of velocity	then outline
							Transfer skills		the

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			Make connections	 Solve problems using equations of 	information in
			between subjects	motion (the SUVAT equations) for	your own
			and disciplines	displacement, velocity and	graph of
			Inquire in different	acceleration	speed against
			contexts to gain a	 Calculate stopping distances at 	time for all
			different perspective	varying speeds	vehicles.
			Make connections	 Discuss the dangers of excessive 	Outline any
			between the subject	vehicle speeds	problems
			groups and	 Outline a range of safety features 	(sources of
			disciplines	to reduce the fatality rate in vehicle	error) in your
				crashes	experiment.
					Evaluate the
					importance
					(significance)
					of each of
					these
					problems.
					Suggest how
					you could
					modify the
					design of your
					experiment to
					remove or
					lessen these
					problems.
					Criteria B:
					Planning and
					designing.
					Criteria C:
					Processing
					and
					evaluating

4	Amazing	Systems	Form	Scientific and	Nature's forms have	Criterion A: Analysing	Creative-thinking	Describe force systems in terms of	Learners will
	structures:			technical	inspired us to use	force systems,	skills	force arrows to	solve the
	Use of			innovation	systems of force and to	calculating resultant	Make guesses, ask	show size and direction of forces	numerical
	force			Focus	create innovative	forces	'what if' questions	Apply vector diagrams to test	problems and
				Exploration:	structures.	Criterion B:	and generate	whether forces are	essay style
				Methods		Investigating	testable hypotheses	balanced or produce a resultant	questions.
						deformation and	Critical-thinking skills	Apply vector diagrams to estimate	Criterion A:
						stretch in a bungee	Transfer skills	size and direction of resultant forces	Knowledge
						elastic	Make connections	Use vector diagrams to solve	and
						Criterion C: Presenting,	between subject	multiple force problems and	understandin
						interpreting and	groups and	calculate the resultant	g.
						analysing data,	disciplines	Describe the direction the frictional	
						evaluating hypotheses	Practise observing	force acts	
						about structures	carefully in order to	Explain with vectors how to arrive	
						Criterion D: Reflecting	recognize problems	at a net force of zero in 1 dimension	
						on the impacts of	Test generalizations	Explain that unbalanced forces	
						science	and conclusions	cause motion or deformation	
							Apply existing	Define the law of moments	
							knowledge to	Solve problems on the turning	
							generate new ideas,	effect of a force	
							products or	Analyze the center of gravity of	
							processes	different objects	
							Use models and	• Interpret force systems in terms of	
							simulations to	strong structural unit shapes:	
							explore complex	cantilevers and right-angled	
							systems and issues	triangles, arches and equilateral	
							Information literacy	triangles	
								Describe how strong structural unit	
								shapes deform under load	
								Outline the variables that affect	
								the choice of design in a structure,	
								particularly in terms of physical	
								properties of materials	

Explain strength of strong structural unit shapes in terms force distribution Tocus Exploration: Security and freedom Security and freedom of movement. Security and freedom of movements: Security and freedom of motion in terms of motion on the impacts of science Security and freedom of motion of some on motion in terms of motion in terms	
Free to move? Change Moveme nt brows Exploration: Security and freedom Movement is change, and our world has been changed by freedom of movement. Security and freedom Security and freedom Criterion B: Inquiring and designing Criterion D: Reflecting on the impacts of science Criterion D: Reflecting on the impacts of science Criterion D: Reflecting on the impacts of science Criterion C: Processing and evaluating Criterion D: Reflecting on the impacts of science Criterion D: Reflecting on the impact of science Crit	\f
Free to move? Movement Fairness and development Focus Exploration: Security and freedom Freedom of movement.	"
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Focus Exploration: Security and freedom Security and freedom Criterion D: Reflecting on the impacts of science Criterion D: Reflecting on the impacts of science Criterion C: Processing and arguments; Develop contrary or opposing arguments Gather and organize relevant information to formulate an arguments Gather and organize relevant information to formulate an arguments Gather and organize relevant information to formulate an arguments; Gather and organize relevant information to formulate an argument; Evaluate evidence and arguments Gather and organize relevant information to formulate an argument; Evaluate evidence and argument argumen	•
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to formulate an argument; evaluate evidence and arguments Gather and organize relevant information to formulate an argument; to formulate an arguments Gather and organize relevant information to formulate an argument; Evaluate evidence • Outline the changes in displacement, velocity and acceleration for objects in free oncepts of forces in gases and liquids • Describe Newton's second la motion in terms of momentum • Describe the concept of momentum	otion select the
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Gather and organize relevant information to formulate an argument; Evaluate evidence forces in gases and liquids • Describe Newton's second la motion in terms of momentum • Describe the concept of momentum	fall measurement
relevant information to formulate an argument; Evaluate evidence Pescribe Newton's second la motion in terms of momentum • Describe Newton's second la motion in terms of momentum • Describe the concept of momentum	s in your
to formulate an argument; • Describe the concept of Evaluate evidence momentum	investigation.
argument; • Describe the concept of Evaluate evidence momentum	of Use the
Evaluate evidence momentum	investigation
	cycle to
	design, carry
and arguments • State Newton's third law of	out and
Use models and motion.	conclude your
simulations to • State that forces occur in act	on– investigation.
explore complex reaction pairs	Criteria B:
systems and issues • Outline the law of conservati	n of Planning and
Collaboration skills momentum	designing.
• Analyse motion in terms of fo	
pairs acting on different bodies	Processing

							Listen actively to		and
							other perspectives		evaluating
							and ideas		Evaluating
							Creative-thinking		
							skills		
							Make guesses, ask		
							'what if' questions		
							and generate		
							testable hypotheses		
							Design new		
							machines, media and		
							technologies		
							Information literacy		
							skills		
							use critical-literacy		
							skills to analyse and		
							interpret media		
							communications		
6	How do	Change	Energy,	Fairness and	Human life has been	Criterion A: Knowing	Information literacy	Mechanical, chemical, electrical,	Find out how
6	we make	Change	Transfor	development	completely changed	and understanding	skills	magnetic, nuclear	the machines
•	life easier?		mations	Focus	and developed through	Criterion B: Inquiring	Access information	Recall that the joule is the SI unit	work and
	ine edsier:		mations	Exploration:	the use of machines	and designing	to be informed and	for energy	explain the
				Human	that are created to	Criterion C: Processing	inform others	Explain the concepts of potential	energetic
				capability and	transform energy and	and evaluating	Collect, record and	and kinetic energy forms	physics behind
				development	do useful work.	Criterion D: Reflecting	verify data; Process	• Explain that energy is the capacity	their
				development		on the impacts of	data and report	to cause change, and that change is	operation.
						science	results	measured as work in various	Describe and
						56161166	Communication skills	situations	explain how
							Participate in, and	Solve problems involving work	the machine
							contribute	done by machines that transform	you have
							to, digital social	energy	chosen has an
							media networks; Use	Solve problems involving work	impact on
							a variety of to	done by gravitational fields	human lives:
								, , , , , , , , , , , , , , , , , , , ,	what factors
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					communicate with a	Explain that in each transformation	affect this
					range of audiences	of energy some energy is wasted as	impact? What
					Organize and depict	heat	challenges
					information logically	Outline the principle heat transfer	have to be
					Organize and depict	processes: conduction, convection,	overcome?
					information logically	radiation	Criteria D:
					Critical-thinking skills	Describe the states of matter in	Reflecting on
					Gather and organize	terms of particle motion	the impacts of
					relevant information	Explain state changes in terms of	Science
					to formulate an	energetics	
					argument	Solve problems involving specific	Learners will
					Propose and evaluate	heat capacities	solve problem
					a variety of solutions	State the definition of efficiency	questions.
					Recognize unstated	Solve problems about the	Criteria A:
					assumptions and bias	efficiency of machines and energy	Knowing and
					Develop contrary or	transformation processes Present	understandin
					opposing arguments	energy transformations in the form	g
					Evaluate evidence	of Sankey diagrams	
					and arguments	 Suggest some different ways of 	
					Creative-thinking	minimizing energy loss	
					skills	Describe systems for dissipating	
					Design	energy usefully, e.g. heat-sinks,	
					improvements to	crumple zones	
					existing machines,		
					media and		
					technologies		
					Use brainstorming		
					and visual diagrams		
					to generate new		
					ideas and inquiries;		
					Make guesses, ask		
					'what if' questions		
					and generate		
					testable hypotheses		
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			Transfer skills	
			Inquire in different	
			contexts to gain a	
			different perspective	

MYP-V Physics

S	Unit Name	Key	Related	Global	Statement of Inquiry	MYP Objectives	Approaches to	Content	Summative
R		concepts	concepts	context			learning		Assessment
#									Task
1	How can	Relations	Moveme	Personal and	New global	Science	Critical-thinking skills	•Summarize the properties of	Lab Report:
	we	hips	nt,	cultural	relationships have	Year 5 Objectives	Practise observing	oscillatory motion around an	Investigate
	communic		Energy	expression	become possible as		carefully in order to	equilibrium point	the factors
	ate?			Focus	humanity has learned	Criterion A: Knowing	recognise problems;	Describe longitudinal and	affecting the
				Exploration:	to communicate	and understanding	Gather and organize	transverse wave motion	time for one
				Metacognition	through energy	Criterion B: Inquiring	relevant information	Describe a wave in terms of the key	swing of a
				and abstract	transferred as wave	and designing	to formulate an	dimensions of wavelength,	pendulum,
				thinking	motion.	Criterion C: Processing	argument; :	frequency and amplitude	write a
						and evaluating	Practise observing	Explain the speed of waves in	hypothesis.
						Criterion D: Reflecting	carefully in order to	terms of the properties of media	Explain your
						on the impacts of	recognize problems;	Explain the subjective experience	hypothesis
						science	Draw reasonable	of loudness and of pitch in terms of	with scientific
							conclusions and	the dimensions of a sound wave	reasoning
							generalizations	Outline the phenomena of	about the
							Creative-thinking	interference and resonance in terms	forces and the
							skills	of wave superpositioning	motion of the
							Create novel	Outline the principal regions of the	pendulum.
							solutions to	electromagnetic spectrum	
							authentic problems;		

							Make guesses, ask 'what if' questions and generate testable hypotheses Communication skills Use appropriate forms of writing for different purposes and audiences; Use and interpret a range of disciplinespecific terms and symbols; Share ideas with multiple audiences using a variety of digital environments and media Transfer skills Make connections between subject groups and disciplines	Describe the communication of information through modulation of wave amplitude and frequency Explain the subjective experience of brightness and of colour in terms of the dimensions of a light wave Describe the phenomenon of reflection in terms of wavefronts and a ray model Describe the phenomenon of refraction in terms of wavefronts and a ray model Solve problems involving Snell's law relating refraction to wave speed Describe the phenomenon of diffraction in terms of wavefronts and a ray model	Criteria B: Planning and designing Criterion C: Processing and evaluating
2	How is our climate changing?	Change	Environ ment, evidence , models	Globalization and sustainability Focus Exploration:	Scientific evidence shows that human activity is leading to major changes in global environments.	Criterion A: Defining, problem solving, categorizing, and making scientifically supported judgements Criterion B: Creating new investigations through applying concepts and	Critical-thinking skills Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding;	 Describe surfaces in terms of their black-body emissivity and reflectivity Identify the chief greenhouse gases Summarize the greenhouse effect in terms of absorption and reemission of radiation Outline the effects of the greenhouse effect on the Earth—atmosphere system 	Presentation on Harnessing Renewable Energy. Research how the energy changers that harness your chosen energy source

		knowledge already	Interpret data;	Identify the chief sectors of human	work. Find out
		learned	Evaluate evidence	activity that contribute to	about the
		Criterion C:	and arguments	greenhouse gas emissions	advantages
		Interpreting and	Use models and	Classify energy sources as primary	and
		analysing data from	simulations to	or secondary	disadvantages
		laboratory models to	explore complex	Evaluate the energy density of	of each.
		understand real-life	systems and issues;	different fuel sources	Outline the
		climate issues	Identify trends and	Identify renewable and non-	operation of
		Criterion D:	forecast possibilities	renewable energy sources	the energy
		Researching and taking	Creative-thinking	Evaluate renewable and non-	changer in the
		action on issues	skills	renewable energy sources	form of an
		concerning global	Create novel	Outline the key features of a non-	energychange
		climate change	solutions to	renewable fuel source power station	flow chart and
			authentic problems;	Outline the key features of	Sankey
			Apply existing	renewable energy sources: wind	diagram
			knowledge to	generators, hydroelectric, tidal, and	showing
			generate new ideas,	solar	estimated
			products or	systems	energy losses.
			processes;	Classify climate phenomena in	Prepare an
			Make guesses, ask	terms of positive and negative	information
			'what if' questions	feedback	briefing in the
			and generate	Outline the effects of changing	form of a
			testable hypotheses	albedo on climate	poster,
			Transfer skills	Describe the effects of changing	computer
			Combine knowledge,	solar irradiation on climate	presentation
			understanding	Evaluate the evidence that short-	or online
			and skills to create	term global warming is a	resource, such
			products or solutions	consequence of human activity	as a blog, that
			Make connections		summarizes
			between subject		your
			groups and		research and
			disciplines		findings.
			Information literacy		Criteria C:
			skills		Processing

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Collect, record and	and
verify data	evaluating
Make connections	Criterion D:
between various	Reflecting on
sources of	the impact of
information	science
Media literacy skills:	
Demonstrate	
awareness of media	
interpretations of	
events and ideas	
(including digital	
social media);	
Compare, contrast	
and draw	
connections among	
(multi)media	
resources	
Communication skills	
Use appropriate	
forms of writing for	
different purposes	
and audiences;	
Use a variety of	
media to	
communicate with	
a range of audiences	
Collaboration skills	
Listen actively to	
other perspectives	
and ideas;	
Build consensus	

-	Are all aux	Customs	Douglas	Scientific and	The development of	Critorian A. Vasurina	Information literature	
3	Are all our	Systems	Develop		The development of electrical systems has	Criterion A: Knowing	Information literacy	
•	futures		ment	technical	defined the modern	and understanding	skills	
	electric?			innovation	world and made new	Criterion B: Inquiring	Access information	
				Focus	futures possible.	and designing	to be informed and	
				Exploration:	ratares possible.	Criterion C: Processing	inform others;	
				Principles and		and evaluating	Use critical-literacy	
				discoveries		Criterion D: Reflecting	skills to analyse and	
						on the impacts of	interpret media	
						science	communications	
							Communication skills	
							Take effective notes	
							in class	
							Critical-thinking skills	
							Use models and	
							simulations to	
							explore complex	
							systems and issues	
							Interpret data;	
							Recognize and	
							evaluate propositions	
							Evaluate evidence	
							and arguments;	
							Draw reasonable	
							conclusions and	
							Generalizations	
							Test generalizations	
							and conclusions	
							Practise observing	
							carefully	
							in order to recognize	
							problems	
							Creative-thinking	
							skills	
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							Generate metaphors		
							and analogues;		
							Make guesses, ask		
							'what if' questions		
							and generate		
							testable hypotheses;		
							Apply existing		
							knowledge to		
							generate new ideas,		
							products or		
							processes		
							Collaboration skills		
							Listen actively to		
							other perspectives		
							and ideas;		
							Build consensus		
							Reflection skills		
							Identify strengths		
							and weaknesses of		
							personal learning		
							strategies (self-		
							assessment);		
							Affective skills		
							Demonstrate		
							persistence and		
							perseverance		
							Transfer skills		
							Apply skills and		
							knowledge in		
							unfamiliar situations		
4	Power to	Relations	Interacti	Fairness and	Manipulating the	Criterion A: Knowing	Critical-thinking skills	Recall the relationship between	Topic Test:
١.	the	hips	on,	development	relationship between	and understanding	Practise observing	electric and magnetic fields.	Learners will
	people?	P -	Energy	Focus	interacting electric and	Criterion B: Inquiring	carefully in order to		solve
				Exploration:	magnetic forces makes	and designing	recognize problems;		problems and
		1	<u> </u>		l .		300c p. 00.c		p. 0 0.0.110 arra

Civic	it possible to distribute	Criterion C: Processing	Test generalizations	• Describe the observation you see	essay style
responsibility	plentiful energy to	and evaluating	and conclusions;	when passing electric current	questions.
and the public	everyone.	Criterion D: Reflecting	Practise observing	through a wire	Criteria A:
sphere		on the impacts of	carefully in order to	 Using your hand, model how 	Knowing and
		science	recognize problems;	magnetic field is generated.	understandin
			Gather and organize	 Explain how electromagnets can be 	g
			relevant information	used in industry	
			to formulate an	 Recall the factors that affect an 	
			argument;	electromagnets	
			Creative-thinking	 Describe how a force is produced 	
			skills	using electric and magnetic fields.	
			Apply existing	• Explain how it's possible to make a	
			knowledge to	motor using magnetic fields	
			generate new ideas,	 State Flemings LHR, and describe 	
			products or	what each finger models	
			processes; Design	• Describe how it possible to induce	
			improvements to	a current with a magnet	
			existing machines,	• Explain in terms of magnetic fields	
			media and	and electrons the phenomena of	
			technologies;	electromagnetic induction	
			Practise visible	 Describe the process of how 	
			thinking strategies	electricity is generated	
			and techniques	 Draw a model of a power station 	
			Information literacy	with annotations describing the key	
			skills	processes.	
			Access information	 Discuss the energy transfers that 	
			to be informed and	take place in a power station	
			to inform others;	 Apply your knowledge of 	
			Communication skills	electromagnetic induction to explain	
			Use appropriate	how a transformer works	
			forms of writing for		
			different purposes		
			and audiences;		

5	What's in	Change	Consequ	Scientific and	Learning to control	Criterion A: Through	Critical-thinking skills	Describe the basic properties of	Useful
.	an atom?		ences,	technical	nuclear changes allows	problem solving,	Donation of committee	protons, electrons and neutrons	Radiation
			energy,	innovation	us to use matter in	analysing complex	Practise observing	Model the relative size of the atom	Presentation:
			environ	Focus	new ways and release	ideas and systems, and	carefully in order to	Describe what is meant by an	Choose one of
			ment	Exploration:	huge quantities of	making scientifically	recognize problems; Use models and	isotope	the uses of
				Industrializati	energy, with consequences that can	supported judgements	simulations to	Discuss the importance of	radioactivity.
				on and	be both positive and	Criterion D: Though	explore complex	Rutherford and Thompson	Identify a
				engineering	negative.	reflecting on the	systems and issues;	in developing an understanding of	specific
						societal, economic and	Interpret data; Draw	the atom	technological
						environmental impacts	reasonable	Draw the basic structure of the	application in
						of nuclear science and	conclusions and	atom	your
						technology	generalizations;	Outline the principle of electrons	chosen area.
							Analyse complex	moving between shells	Describe the
							systems and projects	Explain the relationship between	problem that
							into their constituent	neutrons and protons in the nucleus	the
							parts and synthesize	Describe what is meant by ionizing	application
							them to create new	radiation	solves, and
							understanding;	Outline the phenomena of	explain how
							Evaluate evidence	ionization	radioactivity is used in the
							and arguments;	Explain the reason for radioactive	application.
							Consider ideas from	decaySummarise the properties of alpha,	Discuss and
							multiple perspectives	beta and gamma	evaluate the
								Outline sources of background	use of
							Information literacy	radiation	radioactivity
							skills	• Explain how a Gieger-Muller tube	for
							Collect, record and	works	this
							verify data; Access	Evaluate which form of radiation is	application.
							information to be	the most harmful to humans	Are there
							informed and inform	Calculate half-life of a decay source	other ways of
							others; Present	Outline the practical uses of alpha,	solving the
							information in a	beta and gamma	problem?
							variety of formats	Explain how we use carbon dating	Compare
							and platforms; Make	to find out the age of objects	them to the
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				connections between	• Describe the process of nuclear	use of
				various sources of	fission	radioactivity.
				information	 Model a chain reaction 	Criteria D:
				Media literacy skills	 Recall what is meant by binding 	Reflecting on
				iviedia iiteracy skiiis	energy	the impacts of
				Seek a range of	 Describe how nuclear fission can 	Science
				perspectives from	be controlled	
				multiple and varied		
				sources		
				Affective skills		
				Demonstrate		
				persistence and		
				perseverance;		
				Practise 'bouncing		
				back' after adversity,		
				mistakes and failures;		
				Practise dealing with		
				disappointment and		
				unmet expectations		
				Communication skills		
				Read critically and for		
				comprehension;		
				Write for different		
				purposes; Share		
				ideas with multiple		
				audiences using a		
				variety of digital		
				environments and		
				media		