

TBAT	Outcomes	Skills	Assessment
To be able to describe a force and categorise the forces into contact and non-contact forces.	<ul style="list-style-type: none"> <li>Recall the names of simple forces</li> <li>Describe how to use a force meter, newton meter.</li> <li>Represent sizes and directions of forces using arrows.</li> </ul>	Students practice using force meters by weighing a range of objects and other forces.	Self-assessment of results and calculations.
To be able to describe how the extension of a spring depends on the force applied.	<ul style="list-style-type: none"> <li>State what is meant by extension, compress, stretch, elastic, plastic.</li> <li>Explain what is meant by elastic limit, limit of proportionality.</li> <li>Students analyse new situations involving springs.</li> </ul>	Present data in scatter graphs. Draw lines of best fit on scatter graphs. Students investigate the stretching characteristics of various materials (e.g. springs and elastic bands) to find out whether a material stretches in a linear or non-linear fashion.	Self-asses.
To be able to describe how friction affects movement.	<ul style="list-style-type: none"> <li>State what is meant by friction and describe some way friction can be changed.</li> <li>Suggest how and why friction has been reduced or increased in unfamiliar situations.</li> <li>Draw lines of best fit on scatter graphs.</li> </ul>	Students demonstrate how a linear air track works and show how long a glider can continue to move if the track is set up with rubber bands at each end.	Teacher assessed.
To be able to calculate pressure by manipulating formula and converting measurements into	<ul style="list-style-type: none"> <li>Describe how pressure depends on force and area.</li> </ul>	Record numbers using appropriate units for common measurements	Self assess

<p>stated imperial units in order to be able to compare them.</p>	<ul style="list-style-type: none"> <li>• Use the formula relating force, pressure and area.</li> <li>• Explain applications of pressure in different situations.</li> </ul>	<p>(e.g. of length, mass, time, temperature, current).  Recognise the need to convert measurements into the same units in order to compare them.  Recall the meanings of some prefixes used in the SI system (centi, milli, kilo).</p>	
<p>To be able to explain the effects of balanced and unbalanced forces.</p>	<ul style="list-style-type: none"> <li>• State what is meant by: balanced forces, unbalanced forces.</li> <li>• Explain why a vehicle needs a force from the engine to keep moving at a constant speed.</li> <li>• Explain the effects of balanced and unbalanced forces in unfamiliar situations.</li> </ul>	<p>Students demonstrate various situations where forces are balanced.  Students discuss the types of forces and how students know they are balanced.</p>	<p>Self - assess</p>
<p>Consolidate the learning of forces topic</p>	<ul style="list-style-type: none"> <li>• Students to complete the revision activities in preparation for their assessment.</li> </ul>		<p>Self-assess</p>
<p>Assessment</p>	<ul style="list-style-type: none"> <li>• End of unit test.</li> </ul>	<p>Exam technique.</p>	<p>Peer assessed</p>
<p>Reflection Lesson</p>	<ul style="list-style-type: none"> <li>• Students reflect on their assessment using the knowledge organiser.</li> </ul>		