

KEY STAGE: 2

AT/SC: 4

TITLE: Which parachute is best?

Programme of Study:

4.2c About friction, including air resistance, as a force which slows moving objects

Points to consider:

How would you define best?
Generate ideas of what makes a good parachute.
Make one - select variables.
Consider if you intend to limit resources.

Possible AT1 teaching focus:	Comments:
<ul style="list-style-type: none">• <u>Planning</u><ul style="list-style-type: none">Asking questionsPredictingFair TestingChoosing equipment• <u>Obtaining Evidence</u><ul style="list-style-type: none">Using tablesUsing equipmentObserving and sorting• Repeating readings• <u>Considering evidence</u><ul style="list-style-type: none">Using graphsDrawing conclusionsInterpretingUsing science• <u>Evaluating</u><ul style="list-style-type: none">Sufficient evidence?Consider anomaliesConsider improvements	<p>You could generate ideas in groups (mind map) and then share ideas. Ask children to relate prediction to selected variable.</p> <p>This investigation provides a good opportunity to repeat readings. Ask pupils if one reading would be reliable/sufficient - encourage ideas to repeat readings.</p>