

Cams Hill Science Pathways

Adapting the KS3 Science curriculum for your school

Matthew Newberry, Professor John Gilbert & Andrew Grevatt

The Cams Hill Science Consortium is a collaborative project involving 33 schools. The Consortium is conducting a co-ordinated action research programme into progression in Science teaching and learning in respect of students aged 5-18 years. *Cams Hill Science Pathways* are a result of this project.

- A flexible and adaptable resource allowing science teachers to meet their local needs and incorporate their own best practice and resources.
- Effective progression during the transition between KS2 and KS3 Science
- CPD and resources to help teachers make use of levels and levelling interactively in the classroom
- Resources that allow pupils to gain ownership of their own progression
- Effective scaffolds to teach and support developing literacy skills which are fundamental to progression in science.

Year 7 Teacher Book and 2 CD-ROMs January 2009

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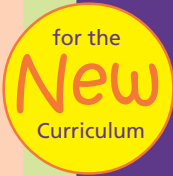


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Andrew Grevatt and Victoria Stutt

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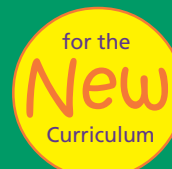


In preparation...

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Year 7 material coming soon. Order now!



Badger GO

Includes

Lively PowerPoint slides on a whole range of topical issues....

These examples are taken from the Correlation and Cause unit.



GCSE Science: Dr Mark Evans & Chris Jennings

Ideas About Science

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&
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PLAN**

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Perceived risk?
 Actual risk?

www.ideasaboutscience.com

Worksheets & Homework Task Sheets

**5 HOMEWORK TASK
GENETICALLY MODIFIED FOOD**

**THE SUNDAY
VEGETABLE**

CARROT FROM HEAVEN?

Genes from spinach for increased amounts of vitamins E
Genes from peanuts to make tasty oil of protein
Genes from peanuts to make tasty oil of protein
Genes from bamboo to make it grow fast
Genes from bacteria to make it frost resistant
Genes from wheat to make it grow faster to grow by
Genes to make it resistant to insect attack

The food page shows describes some genetic modifications to a new 'super carrot'

QUESTIONS

1. What is a hazard?
2. What is a risk?
3. Explain why the genes added from the peanut plant to make white protein may make the carrot a hazard for some people.
4. Explain the ways in which each of the added genes lead to benefits.
5. Describe an ethical argument against genetic modification of crops.
6. How could the size of risk of the peanut genes in the carrot be measured?
7. Each of the benefits listed on the newspaper from crop genes is a possible risk to either human health, the environment or animal health. For each genetic modification the risk to:
8. What is your view on genetic modification? It should be allowed or not, and why?

A comprehensive suite of resources to deliver the 'How Science Works' principles of GCSE Science

Six units to deliver the 'How Science Works' principles of GCSE Science, including e-learning resources for your Virtual Learning Environment:

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- Assessment for Learning tasks
- e-learning resources to support intervention and revision on your VLE
- 'How Science Works' exam paper with review sheets linked to the e-learning resources

Mark Evans and Chris Jennings work in a challenging school in the north of Norwich -the Blyth-Jex School. Working with challenging students means they are ideally placed to produce tasks which are relevant and engaging.

See the authors' website for more information and sample materials:
www.ideasaboutscience.com

**'HOW SCIENCE
WORKS' EXAM
PAPER
with review sheets
linked to the
e-learning resources**

**E-LEARNING
RESOURCES
to support
intervention and
revision on your
VLE**

Online WebQuests with Support Worksheets

**5 WEBQUEST 2
THE RISKS & BENEFITS OF NUCLEAR POWER**

Nuclear Power

Website 1
The '1' nuclear power station.
When:
Where:
Fuel:

Website 2
Why might nuclear power help with climate change?

Website 3
What are the main benefits of using nuclear power?

Website 4
Highlight the risks associated with nuclear power.

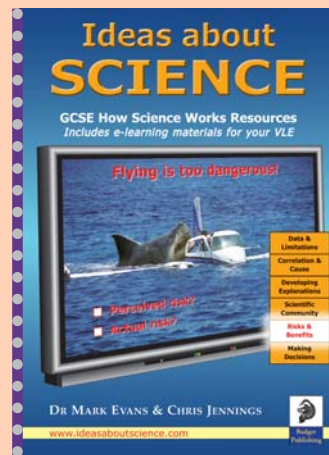
Website 5
Describe what happened during the Windscale incident.

Website 6
Describe what happened during the Three Mile Island incident.

Website 7
Chernobyl: What happened and who did it affect?

**ASSESSMENT FOR
LEARNING**

**Badger
level-assessed task
as developed by
Andrew Grevatt**



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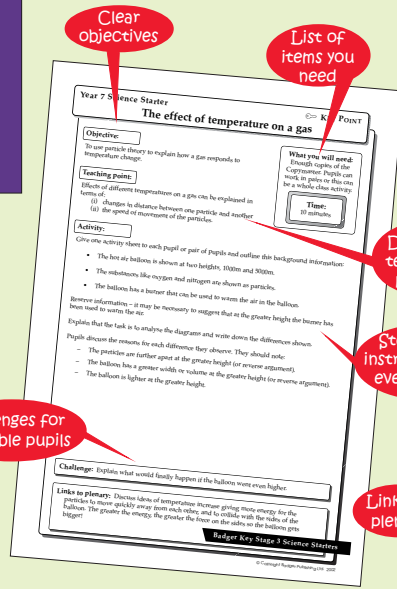
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