# Science Knowledge Organiser Electricity (Term 1) Year 6

## **Our learning**

In our science lessons this term, we will be learning about electricity. This is part of the **physics** aspect of science. Through our learning we will be considering the cause and effect within electricity to investigate the immediate consequences of this scientific process. We will learn about the effect each component has on an electrical circuit as well as considering how the current flows.

#### **Information**

All electrical components have standard symbols.

A battery is a number of cells connected together.

The number of cells in a circuit can affect the brightness of a bulb or the volume of a buzzer.

Circuits are either simple/series or parallel.

Each component in a circuit has a different job to do.

The current is the electrical charge that flows in a circuit.

A circuit diagram uses the standard symbols to represent the components in the circuit.

A circuit will only work if it is complete with no breaks

### **Vocabulary**

**Simple/series circuit-** all of the components are arranged in a line, with a single loop of wire making up the circuit.

Parallel circuit-a circuit that splits off into multiple paths with one or more components on each.

**Voltage**-the name for the electric force that causes electrons to flow.

**Components**— the parts that make up a circuit.

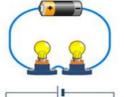
**Brightness**— the quality of giving out or reflecting light.

Volume- how loud something is.

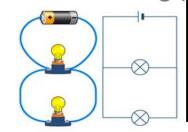
Function— what job a component does .

**Symbols**—something that stands for something else.

#### Simple/ series circuit



#### Parallel circuit



# As a scientist I will...

- Make predictions using scientific vocabulary based on my ideas from other investigations.
- Make decisions about the observations I make and use my results to suggest further tests.
- Decide on my line of enquiry to investigate scientific questions.
- Share my results in an appropriate way
- Identify and explain relationships in my data
- Find evidence that supports of refutes my findings

