

Levers, pulleys and gears

GS_W4A | Monday 10:10–10:50 | Name: _____

I can: Identify three mechanisms and explain what each changes.

Give your own answer by writing, drawing, pointing, speaking or dictating. Keep the first attempt visible.

1 • Make a first decision

A fixed wheel at the top of a flagpole changes the direction of the pull. Does it automatically halve the effort?

2 • Our shared task

Match each example to a mechanism, then give the deciding feature.

- A: A seesaw turning on its middle support.
- B: A rope over a fixed wheel lifting a flag.
- C: Two toothed wheels turning together.

My decision and the evidence for it:

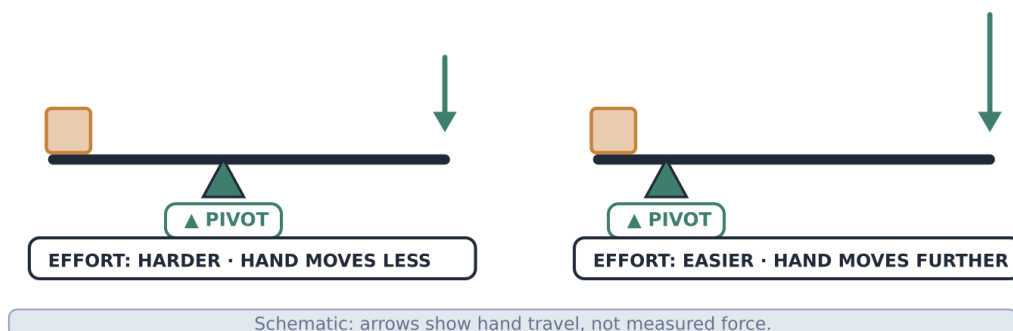
One change after discussion:

Levers, pulleys and gears

Independent evidence | GS_W4A

Sketch and label a lever's pivot, effort and load. Explain one change made by a fixed pulley or a pair of gears.

Same load and lift · compare pivot positions



My explanation, drawing or recorded evidence:

Optional support: Look for a bar and pivot, a rope and wheel, or teeth. Point before naming.

Exit: What should you ask when a mechanism makes a task feel easier?

What I want to revisit: _____ Agreed next action: _____

Activity cards

Week 4 | Cut, number or point; cutting is optional

A seesaw turns around a middle support.

A flag is raised by a rope over a fixed wheel.

Two toothed wheels turn together.

A ruler lifts a light load around a pivot.

Give a reason before checking. Keep or photograph the arrangement only with the pupil's agreement.