

Concept map examples: check and revise links

Read each named link as a statement. Check it against the source, revise the phrase and explain what changed.

Focus question: Which requirements will our plant investigation explore?

Five source-backed planning propositions		
Plant investigation	— explores requirements involving	— air
Plant investigation	— explores requirements involving	— light
Plant investigation	— explores requirements involving	— water
Plant investigation	— explores requirements involving	— nutrients from soil
Plant investigation	— explores requirements involving	— room to grow

Requirements vary between plants. This map plans investigation topics; it does not report measured results.

Supplied source

Adapted from Department for Education (2015 edition), National curriculum in England: science programmes of study, Year 3 Plants. The map is an authored planning example.

Year 3 science asks learners to explore requirements for plant life and growth: air, light, water, nutrients from soil and room to grow. It also asks how requirements vary between plants. This is a curriculum planning source, not an experimental result.

Method: Novak and Cañas (2008), IHMC concept-map guidance. Subject source: DfE (2015 edition), Year 3 Plants. Display passage, models, tasks and layout are original teaching proposals. Static PDF, not a fillable form.

[Department for Education, Year 3 Plants](#)

Keep the concepts, check the named link

Draft · revise: Plant investigation → proves identical needs for → water

Source evidence: The source asks us to explore requirements and how they vary between plants. It does not supply proof of identical needs.

Revised · supported within the supplied planning source: Plant investigation → explores requirements involving → water

Explanation: I replaced proves identical needs for with explores requirements involving. The source sets an investigation topic and retains variation between plants.

Unresolved: Plant investigation → has measured the best amount of → water. No measurements or best amount appear in this source. Keep this separate as an unanswered investigation claim.

What question does this map answer?

Write a focus question, then read each concept and linking phrase as one statement.

Source and reference
Supplied source and reference

Row	From	Link	To
1	Concept	Linking phrase	Concept
2	Concept	Linking phrase	Concept
3	Concept	Linking phrase	Concept

Link-check record
1. Old linking phrase
2. Supporting words or missing evidence
3. Revised linking phrase
4. My explanation
5. Teacher follow-up

Manual statuses: Unreviewed · Supported · Revise · Unresolved. Record what you checked. A review does not mean every statement is supported.

Notebook practice

Write your answers in your notebook. The pack supplies both source passages. Keep the original and revised links together.

Plant source

Year 3 science asks learners to explore requirements for plant life and growth: air, light, water, nutrients from soil and room to grow. It also asks how requirements vary between plants. This is a curriculum planning source, not an experimental result.

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Fictional display passage

The group chooses examples before drafting captions. Captions are checked before the display opens. Every caption names its source.

Original fictional passage supplied for this exercise. It is not a report of a real school display.

1. **Task 1.** Use the plant source. Read: Plant investigation → proves identical needs for → water. Keep both concepts. Replace the linking phrase, write the whole statement and explain the source evidence.
2. **Task 2.** Use the plant source. Decide how to review: Plant investigation → has measured the best amount of → water. Explain what evidence is missing and write a useful follow-up question.
3. **Task 3.** Use the fictional display source. Repair: Checking captions → happens after → Opening the display. Keep both concepts. Write the corrected statement, name the supporting sentence and explain the change.
4. **Task 4.** Use the fictional display source. Write a supported statement about captions and sources. Then decide whether Opening the display → happens on → Monday is supported. Explain your decision and a teacher follow-up.

Model answers and follow-up

Use the supplied source to check the named relationship. Keep the concepts in place while revising a link.

1. **Task 1.** Plant investigation → explores requirements involving → water. Full statement: Plant investigation explores requirements involving water. The source lists water among requirements to explore and says requirements vary between plants. It gives no proof of identical needs. Mark the draft revise, then explain why the new planning link fits.
2. **Task 2.** Mark unresolved. The source supplies no measurement or best amount of water. A useful next question is: What suitable investigation or further source would provide measurements for our chosen plant and conditions? Do not invent a quantity or mark the claim false merely because this source is silent.
3. **Task 3.** Checking captions → happens before → Opening the display. Full statement: Checking captions happens before opening the display. Sentence two says captions are checked before the display opens. Changing after to before corrects the direction of the relationship without replacing either concept.
4. **Task 4.** Captions → name → Sources. Full statement: Captions name sources. Sentence three states this. The Monday claim is unresolved because no day appears in the passage. Ask what further planning information supplies the opening date. Keep the order statement supported and the date claim unresolved.

Teacher follow-up

Give the room-to-grow factor from the same source. Ask for a complete planning statement and its supporting words. Model answer: Plant investigation explores requirements involving room to grow. It is another listed factor, not a finding about the best size.

Ask the learner to map what every caption names, then identify the source sentence. Model answer: Captions name sources. The third sentence supports this relationship.