

High Weald Energy Story

Lesson Plan: Session 1



Education Resource

Take Care Of - Explore - Enjoy - Find Out About - Be Proud Of - Your Local Landscape

Yr Group: KS2	Date:	
NC PoS: History 2a, 7, 8a. Geography 2c, 4a, 5b. Key Aspects of Learning: Enquiry, Reasoning, Information Processing		
Lesson Objectives: <ul style="list-style-type: none"> For children to be introduced to and learn about energy usage in their locality (High Weald) both historically and in the present day For children to learn about forms of renewable and non renewable energy. 		
Duration (approx)	Activity	Notes
10 min	Introduction As a class, mind map the term 'energy' – note down all ideas and highlight any that link to renewable/non renewable sources*. Outline that today we are going to look at where our energy comes from and how it is used in the High Weald. <i>NB: Ensure children have an understanding of what the High Weald is – it may be worth displaying on a map, locating your school etc to give context.</i>	Look at www.highweald.org for more information and maps of the High Weald
10 min	Main Activity <ul style="list-style-type: none"> Display slide 1 of Energy Story ppt. Explain the difference between renewable and non renewable sources of energy*. Give each child a card with an energy type on (use 'Energy Cards' resource). Designate one side of the room as 'renewable sources of energy' and the other for 'non renewable sources of energy'. Ask the children to go to the side that their card is in. Children could swap cards and see if they know whether a different energy source is renewable/non-renewable. 	*Some energy sources, like coal and gas, have a limited supply. These are called non-renewable sources. However, some sources, like wind and sunlight, will never run out. They are important sources of energy for the future and are called renewable energy sources.
10 min	<ul style="list-style-type: none"> Split the children into 3 groups – woods, streams and wind. Decide on appropriate sound effect and action for each group. Establish that these are all renewable sources of energy. Tell the children that every time their 'energy' is mentioned for the rest of the lesson they are to make their appropriate sound/action. 	
20 min	<ul style="list-style-type: none"> Work through the Energy Story ppt with the class, pausing for discussion and interaction (questions, sound effects etc!) as it arises, making use of the notes and text on each slide. 	
10 min	Plenary Visit www.sciencemuseum.org.uk/energy/site/quiz1.asp to complete an 'energy' quiz - a number of different energy related on this website you might find useful!	
	Resources Energy cards, High Weald Energy Story Powerpoint (on resources CD or download from www.highweald.org)	



Check Out the Learning Zone at www.highweald.org

High Weald Energy Story

Lesson Plan: Session 2



Take Care Of - Explore - Enjoy - Find Out About - Be Proud Of - Your Local Landscape

Yr Group: KS2		Date:
NC PoS: History 2a, 7, 8a. Geography 2c, 4a, 5b. English En1 2e,3acd Key Aspects of Learning: Enquiry, Reasoning, Information Processing		
Lesson Objectives: <ul style="list-style-type: none"> For children to learn about forms of renewable and non renewable energy available in the High Weald, both historically and in the present day. To discuss and debate different energy sources, considering a range of opinions. 		
Duration (approx)	Activity	Notes
10 min	Introduction How many renewable and non-renewable sources of energy can the children quickly name? Recap last session – what did we learn? Children work with partners to share as much information as they can remember. Use the ppt from last session as a prompt – can the children remember how the Romans, Tudors etc got their energy and what they used it for?	
15 min	Main Activity <ul style="list-style-type: none"> Look at the maps of wind across the High Weald – where would be a good place to put a windmill or wind turbine? Why? Give children counters to place where they think is the best site. Encourage reasoned debate between the children to discuss the most appropriate site. Extension: Using the map's 'rainbow' key of wind speed/height can pupils name a settlement in the High Weald that lies in each band e.g. Heathfield is in an area of highest speed. 	
10 min	<ul style="list-style-type: none"> Ask, would everyone be happy with a wind turbine in their village? Get the children to consider any issues with using a renewable sources of energy e.g. wind turbines. Remind the children that different points of view must be considered and that there are 'For' and 'Against' arguments for each energy source. 	
10 min	Plenary Action plan - 'Saving Energy in our School'. Draw up a list of simple, small ways to save energy as a class e.g. turning off the light when the classroom is empty, not leaving computers on standby etc. Can you decide on one action to carry out this week? Check out www.suschool.org.uk/poster.html for lots more ideas!	
	Resources High Weald Energy Story Powerpoint, High Weald wind maps (on resources CD or download from www.highweald.org)	



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