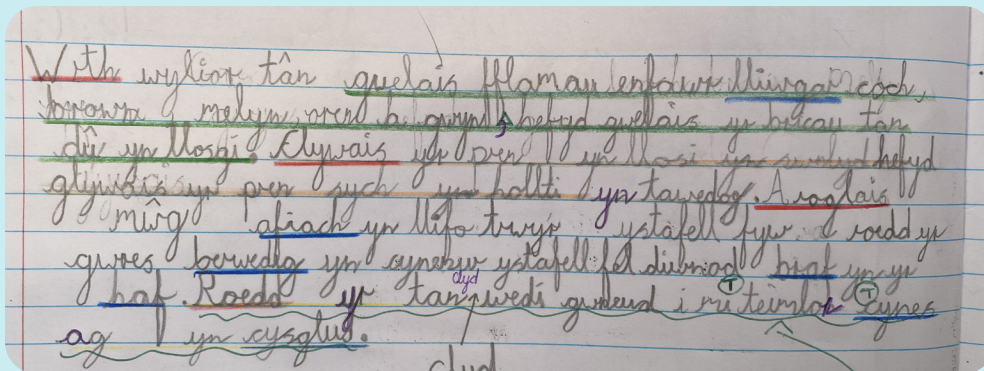


CASE STUDY

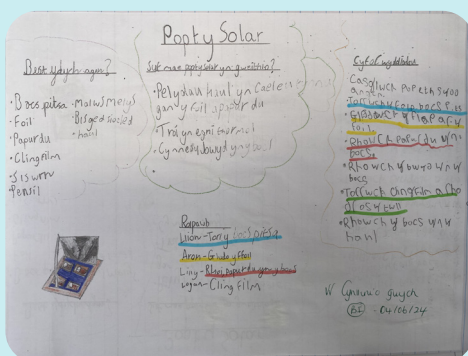
HOW DO WE USE ENERGY?

A school in north Wales embarked on the exploration of energy and forces with learners working within progression steps 2 and 3. They followed the activity, adapting some tasks to align with local interests and developments. In particular, plans to develop a solar farm locally, Maen Hir, and the pros and cons of this project to themselves, local people and the environment.

After watching the captivating video of the fire in the first task, learners considered and wrote a descriptive paragraph, describing the sights, sounds, feelings and smells associated with fire.

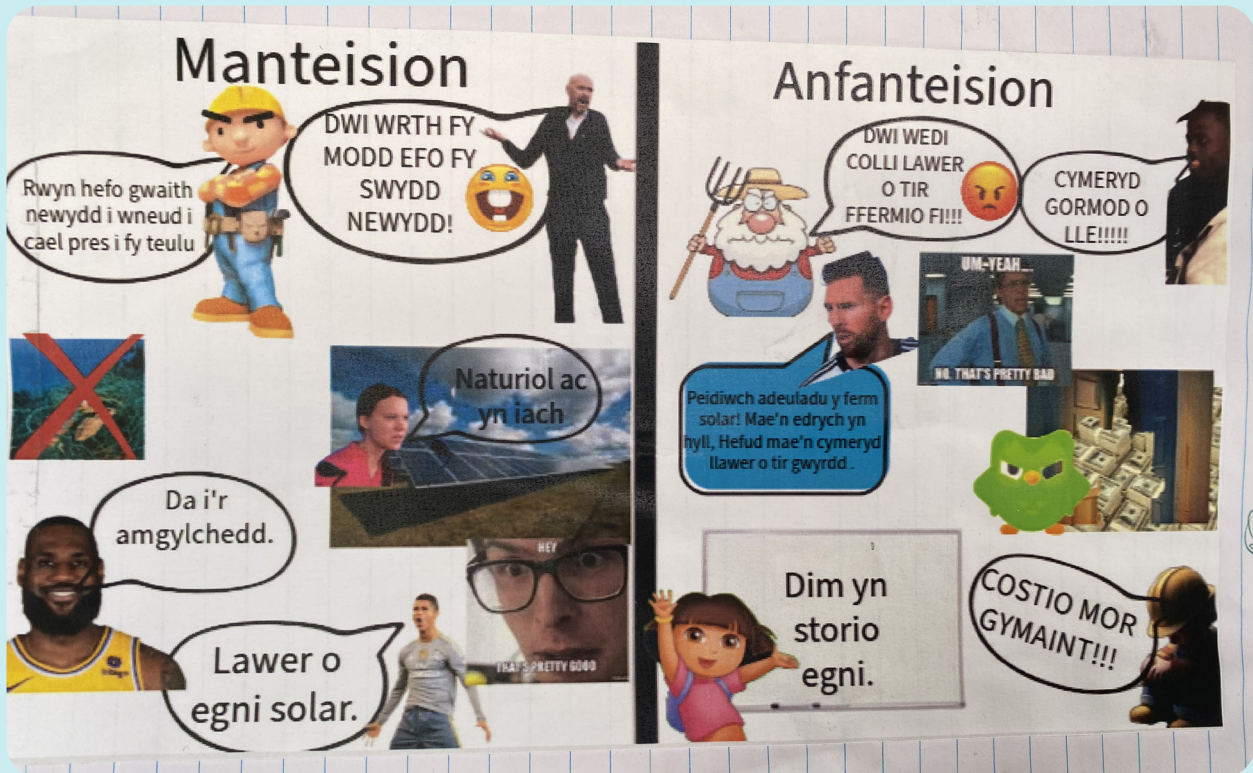


Learners were fascinated by the different forms of energy emitted by fire, using the interactive resource. When learning how to build a fire, learners particularly enjoyed using the interactive online activity to reinforce the steps required to build a fire safely. The fire triangle activity provided reinforcement of the three elements needed for a fire to burn.



Learners considered energy transfers before researching about the Sun and its energy. They went on to design and build their own solar oven, testing and improving their designs and gaining hands-on experience with solar energy.

The activity provided a valuable platform for discussing real-world applications of energy. The teacher used learners' understanding of solar energy to add a thought-provoking debate on a local solar farm proposal. This provided a valuable opportunity to weigh the advantages and disadvantages of such a development.



Endorsement from the class teacher - "The learners were particularly captivated by the interactive elements of the resource. I look forward to exploring other activities and incorporating additional tasks."