

PARENT NOTES

Science: Physics/Biology crossover

Energy/Conservation & Ecosystems/Material Cycling



At A Glance:

- ✓ Cross-curricular across Science
- ✓ Key Stage 4
- ✓ Low & High ability resources
- ✓ National Curriculum 2014
- ✓ Practises skills in working scientifically: the development

About this activity

During their visit to Tapnell Farm Park students will observe various examples of sustainability.

They will complete a tick sheet to identify the characteristics of each different aspect of sustainability.

Back at school they will produce a bid and/or presentation about the opportunities for further sustainable projects at Tapnell Farm Park.

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On-site Curriculum relevant materials supporting school trips to the Isle of Wight
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What's Involved?

Students will observe various aspects of sustainability. They will complete the tick sheet to identify the characteristics of each different aspect of sustainability. Back at school they will collate ideas about further possibilities and present them to the class.



“The first rule of sustainability is to align with natural forces, or at least not try to defy them.”

- Paul Hawken

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facilities that help Tapnell Farm Park to be sustainable.

- ▶ Students can then consider the benefits of these different aspects of sustainability by filling in a tick sheet.
- ▶ Back at school students will then work together to research and produce a presentation suggesting additional equipment and methods to increase sustainability.

How does this link to my child's learning?

- ▶ Students will become familiar with a variety of sustainable methods and equipment and will consider different types of energy self-sufficient equipment.
- ▶ Students will witness the principles of material cycling and the effects of positive human interaction within an ecosystem.

What will they learn?

- ▶ Students will learn about a variety of sustainable methods and be able to relate these to a real life situation.
- ▶ They will practise working scientifically by researching and making decisions based on the evaluation of evidence and arguments then presenting their information about additional energy self-sufficient methods.

How does this enrich study undertaken in school?

- ▶ Students will be able to explain everyday and technological applications of science by evaluating associated economic and environmental implications.
- ▶ Students also have the opportunity to practise their 'Working Scientifically' skills by communicating their findings and reasoned conclusions, using paper-based or electronic reports and presentations.

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What do they need to have done in preparation?

- ▶ It is suggested to teachers that students be introduced to relevant key phrases before their visit, such as: carbon neutral, net exporters of electricity, anaerobic digesters and biomass boilers.

What skills do they need to demonstrate?

- ✓ Identifying sustainable methods
- ✓ Identifying energy self-sufficiency equipment and procedures
- ✓ Application of knowledge to explain energy self-sufficiency for a real-life situation
- ✓ Working scientifically

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Helpful Resources

Encourage your child to research energy, conservation and sustainability!

This activity was compiled by **Education Destination** in conjunction with **Tapnell Farm Park**. We help students of all ages and abilities to experience excellent curriculum based learning opportunities at many Island venues and attractions.



edudest.info

At **Tapnell Farm Park** you'll find an amazing location for learning! This diversified farm is located on the site of the 1970 Isle of Wight Festival. Explore the animal paddocks and many fun activities! Fabulous learning in Geography, Science, Maths & Literacy!



tapnellfarm.com

For further reading about sustainability, energy and conservation, **wikipedia** offers an excellent range of articles. This would serve as an ideal introduction for learners prior to their visit, and is suitable for ages 7 upwards.



wikipedia.org

