

# The Story of Westmill

Name:

Date:

Class:



## Starter:

'Are you living sustainably?' Encourage children to think about what a sustainable life looks like.

## Main activity:

Presentation—Lesson 3 The Story of Westmill. Using slides, key questions, activities and video clips to elicit plenty of discussion, introduce the issues around the climate crisis and the site at Westmill.

## Plenaries and assessment:

Use worksheet activities and review as a class on the board/screen (slides 7, 22 and 28) to consolidate learning.

## AFL:

Use questions in presentation for formative assessment. Worksheet activities reinforce this and provide a tool to assess understanding and provide a record of AFL.

## Success criteria:

Children will have a foundation understanding of the different types of energy and sources including renewables and non-renewables. If linked to a site visit, children will be more able to engage with the tour and with the guide's questions.

## Differentiation:

Involve all children in discussion using differentiated questioning - colour coded in teaching guide **All Most Some**. Where possible use visual aids to aid understanding. Video clips can also help with this.

To arrange a site visit, please go to [http://www.weset.org/?page\\_id=126](http://www.weset.org/?page_id=126)  
Or email [education@weset.org](mailto:education@weset.org)

## Program of study:

Energy, electricity and renewable energy sources.  
This may be linked to a trip to Westmill wind and solar.

## Key learning objectives, students should:

- Be aware of issues around climate change and the people campaigning for change
- Understand what sustainability means
- Be familiar with the story of the Westmill site
- Be able to identify positive steps and actions that can contribute to a more sustainable world

## Cross curricular links:

Art and Design – changing landscape, graphic design

Design and Technology – structures, construction methods, sustainability

English - vocabulary, discussion and debate

Geography – physical geography, place knowledge

History – farming, enclosure

Maths – dimensions, scale, statistics

Science – biodiversity, species identification

SEAL/PHSE – sustainable living, the consumer society

## Key vocabulary:

Sustainability, sustainable, global warming, climate change, positive action, direct action, reuse, reduce, recycle, rethink, repair, refuse, turbines, agriculture, construction, manufacture, array, co-operative, empowering, community, biodiversity, re-wilding.

## Resources:

Presentation

Embedded video clips

Detailed delivery guide

Worksheet and answers

**Further suggestions for resources that may aid learning and understanding can be found in the detailed delivery guide**