INTRODUCTION

Energy world: Electricity around us is a CLIL teaching unit for students in the upper cycle of primary education. Its objectives and content are a part of the upper cycle Primary Science Curriculum and aims to develop students' basic competences.

This unit's methodology is based on CLIL principles. On the one hand, the learning process is meaningful and functional and students can relate to it through their personal lives and experiences; they need electricity in most of the actions they do every day: use lights, watch TV, cook, play videogames, listen to music, work with the computer and so on. In addition, they may be interested in the impact this has on the environment or in what would happen if they had to live without electricity, for instance. Students also participate actively in the construction of their knowledge, e.g. they have to ask and answer questions by making observations and doing experiments (scientific process). On the other hand, there is a balance between content and language, and communication occurs in a natural way because students are provided with real communicative situations. Moreover, there is a wide variety of materials that offer students motivating, progressive and challenging activities.

Energy world: Electricity around us project is divided into four main blocks: the first one includes the most technological part of the topic and deals with static electricity, circuits, conductors and insulators and electrical current. In the second part, students work on the sources of energy (renewable and non-renewable) and how electricity gets to our homes. The third one is focused on electrical dangers and electrical safety. Finally, the fourth block aims to raise students' awareness about the importance of electricity in people's lives, the environmental impact of the different sources of energy and the necessity of consuming it responsibly.

To sum up, in order to enhance students' curiosity, we, teachers, have to bear in mind that when dealing with Science this means providing opportunities to hypothesize, predict, guess, experiment, practice, observe, share and to be very active in the teaching-learning process, not only to learn but also to enjoy Science.

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