


<b>Topic:</b> Forces	Primary 5-7 Age 8-11	<b>Title of example:</b> O-wing variables
----------------------	-------------------------	--

<p><b>Scientific skills focus</b></p> <p><b>Carry out:</b>          Manages identified control variables to ensure validity of results</p> 	<p><b>Curriculum link</b></p> <p>By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. <span style="float: right;">SCN 2-07a</span></p>
--	--

**Example**

O wing

The class carried out an investigation into o-wings (see [TAPS activity plan](#) for further details). The children were asked to control variables in their tests by changing one thing about the o-wing, then testing them in the same way.



Children meeting the objective would be able to demonstrate and discuss during the making and testing that they were consciously managing variables to make their test as fair as possible.

Another school asked children to create an instructional video to explain how to make and test o-wing gliders:

<https://youtu.be/B3e7rs4qr1w>

Examples from Barr Primary School, South Ayrshire and Avoch Primary School, Highlands