

Topic: Rocks	Year 3 Age 7-8	Title: Reporting on Rocks
Working Scientifically Review: Reporting on findings from enquiries	Concept Context Compare and group together different kinds of rocks on the basis of their properties	
Assessment Focus <ul style="list-style-type: none"> • Can children group rocks based on properties? • Can children talk about / draw a diagram / write about their findings? • Can children draw conclusions about the least / most wearing rock? 		
<p>Activity <i>Today we are geologists.</i> Provide a purpose for the investigation e.g. to find the best material for a new paved area in school. Suggest that you would like to find out which rock would last the longest/be the least wearing/the strongest. Decide whether to do a rub test and/or a scratch test etc. Rub: Children to rub rocks on sandpaper and collect scrapings onto white paper. Scratch: Try scratching the rocks with e.g. a fingernail, a matchstick, a metal nail etc. Ask children to order the rocks and justify their selection of strongest rock. How will you report your findings (to persuade), e.g. draw, write, present?</p> <p>Adapting the activity</p> <p>Support: Provide a smaller number of rocks.</p> <p>Extension: What kind of report would you do for children / head teacher / governors? Why?</p> <p>Other ideas: Consider other properties of rock e.g. appearance, permeability etc.</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • Why can't I choose the prettiest one? • What did you find out doing the rub test? • Which rock would you recommend? Why? • How can you prove to me that this rock is harder than that one? • Which is the least/most wearing rock? How do you know? 		
<p>Assessment Indicators</p> <p>Not yet met: Says which rock is 'best' but does not give reasons for this conclusion or use their results to make comparisons between the rocks.</p> <p>Meeting: Uses their results to order the rocks and can say (orally or with diagrams/writing) which rock is strongest/harder wearing.</p> <p>Possible ways of going further: Recommendations are clearly drawn from results and are presented appropriately for the audience. The report contains an explanation of how trustworthy the data is and explains that other factors may need to be tested, e.g. <i>marble is strong but may be slippery if it gets wet.</i></p>		



Teacher box 4 - gather evidence in a range of ways. See TAPS pyramid for more eggs