

Rocks and soil (Y3)

Rocks and soil – half day option

In the Forest, children will follow a trail to learn about the different layers found under the ground. They will explore how leaf litter decomposes to form compost, which is then incorporated into the soil. Using an auger (hand drill) we will then extract a sample of the London clay, the soft rock underlying the soil. The children can handle the clay to explore its appearance and simple properties.

In the classroom, children will compare a selection of rocks from different localities. Through a series of activities they will explore their appearance and simple physical properties. Activities include using keys and carrying out simple tests on the properties of the rocks e.g. permeability, hardness.

Learning objectives

- to recognise that soils are made of rocks and organic matter
- to examine, compare, describe and group a range of rocks
- to carry out a fair test to find out the different properties of rocks
- to use their results to make comparisons, and to draw and explain conclusions

Some suggestions for visit preparation

1. Introduce important vocabulary such as texture, permeable, impermeable, crystals and grains.
2. Look at samples or pictures of different rocks and begin to think of ways to describe the rocks and possible uses.

Follow on suggestions

1. Take samples of soil from your school playground and compare the colour/texture of it to what was seen at Suntrap.
2. Explore rocks in your local environment e.g. building material, gravestones.

National curriculum links

Y3 Science

Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- recognise that soils are made from rocks and organic matter.

KS2 Geography

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



Visit details: Rocks and soil

Carried out by: Suntrap Centre

Date: Dec 2017

Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any children who may need extra support out in the forest to help them to follow instructions. School to ensure that there is appropriate adult: children ratios as required.
Medical conditions	Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions. Suntrap staff will carry a first aid kit.
Getting lost	Keep within sight of teacher/adult & observe boundaries as directed by the staff.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads (Suntrap Line). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.
Injury from improper use of auger	Children will be shown how to use equipment safely. Will only be used with adult supervision.