

Progression: Rocks



Year 3:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries and fair tests
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Link to Teacher Assessment Framework

- The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.
- The pupil can group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.

Recap -

Vocabulary: Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent

Working scientifically vocabulary: research (relevant questions), scientific enquiry, fair test, comparative test, careful observations, gather data, classify, present, record (drawings, labelled diagrams, tables), oral explanations, conclusion, prediction, differences, similarities, keys, secondary sources.