

Year 3 – Plants

National Curriculum Objectives	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers Explore the part flowers play in a flowering plants life cycle, including: pollination, seed formation and seed dispersal Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants Know the way in which water is transported between plants 	<ul style="list-style-type: none"> Plants are producers, they make their own food. Their leaves absorb sunlight and carbon dioxide Plants have roots, which provide support and draw water from the soil Flowering plants have specific adaptations which help it to carry out pollination, fertilisation and seed production Seed dispersal improves a plants chances of successful reproduction Seeds/bulbs require the right conditions to germinate and grow. Seeds contain enough food for the plant's initial growth 	Air, light, water, nutrients, soil, support, anchor, reproduction, pollination, dispersal, transportation, flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, material, photosynthesis, chlorophyll	
		Key Scientists	Linked Texts
		Jan Ingenhousz (Photosynthesis) Joseph Banks (Botanist)	<i>The Hidden Forest</i> (Jeannie Baker) <i>George and Flora's Secret Garden</i> (Jo Elworthy)
<p align="center">Prior Learning</p>	<p align="center">Key Question(s):</p>	<p align="center">Future Learning</p>	
<p>In Year 2 Children should:</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy. 	<ul style="list-style-type: none"> How do plants reproduce? Do all flowers look the same? How do insects know which flowers to pollinate? Why do flowers smell? What do seeds do? Can a plant live without its leaves? Do grass/trees make flowers? What conditions are perfect for a seed to grow? Where do weeds come from? 	<p>In Year 6 Children will:</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways, and that adaptation can lead to evolution. 	

- How does the space between seeds affect how well they grow?
- Does seed size match plant size?
- Do plants take in water through their roots?
- How does water move through the plant?
- How do plants make their food?
- How does light affect plant growth?
- How does a plant get carbon dioxide?

Teaching Ideas

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Assessment Opportunity</u>
<p>How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?</p> <p>Which conditions help seeds germinate faster?</p>	<p>How many different ways can you group our seed collection?</p>	<p>What happens to celery when it is left in a glass of coloured water?</p> <p>How do flowers in a vase change over time?</p>	<p>What colour flowers do pollinating insects prefer?</p>	<p>What are all the different ways that seeds disperse?</p>	<p>Why do plants have flowers?</p>

Year 3 – Forces (& Magnetism)

National Curriculum Objectives	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> • Compare how things move on different surfaces. • Know how a simple pulley works and use making lifting an object simpler • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract and repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> • Magnets exert attractive and repulsive forces on each other. • Magnets exert non-contact forces, which work through some materials. • Magnets exert attractive forces on some materials. • Magnet forces are affected by magnet strength, object mass, distance from object and object material. 	Force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compass	
		Key Scientists	Linked Texts
		William Gilbert (Theories on Magnetism) Andre Marie Ampere (Founder of Electro-Magnetism)	The Iron Man (Ted Hughes) Mrs Armitage: Queen of the Road (Quentin Blake) Mr Archimedes' Bath (Pamela Allen)
Prior Learning	Key Question(s):	Future Learning	
In Year 2 children: <ul style="list-style-type: none"> • May have an awareness of how to make things stop and start, using simple pushes and pulls. • They may know about floating and sinking. 	<ul style="list-style-type: none"> • What are magnetic materials? How can we find out? • Can I make a magnetic material non-magnetic? • How far away does a magnet have to be before it attracts a magnetic material? 	In Year 5 children will: <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. • Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. 	

- How far away can the magnetic attraction between two magnets be experienced?
- Is the repulsive force the same size?
- How is the magnetic attraction or repulsion force affected by putting materials between the magnets?
- Are bigger magnets stronger?
- How could you use magnets to measure the number of pages in a book?

- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Teaching Ideas

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Assessment Opportunity</u>
<p>How does the mass of an object affect how much force is needed to make it move?</p> <p>Which magnet is strongest?</p> <p>Which surface is best to stop you slipping?</p>	Which materials are magnetic?	If we magnetise a pin, how long does it stay magnetised for?	<p>Do magnetic materials always conduct electricity?</p> <p>Does the size and shape of a magnet affect how strong it is?</p>	<p>How have our ideas about forces changed over time?</p> <p>How does a compass work?</p>	How can we move magnets?

Year 3 – (ENERGY) Light & Sight

National Curriculum Objectives	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change. 	<ul style="list-style-type: none"> There must be light for us to see. Without light it is dark. We need light to see things, even shiny things. Transparent materials let light through them and opaque materials don't let light through. Beams of light bounce off some materials (reflection). Shiny materials reflect light beams better than non-shiny materials. Light comes from a source. 	Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent.	
		Key Scientists	Linked Texts
		James Clerk Maxwell (Visible and Invisible Waves of Light)	The Owl Who Was Afraid of the Dark (Jill Tomlinson) The Dark (Lemony Snicket) The Firework-Maker's Daughter (Philip Pullman)
Prior Learning	Key Question(s):	Future Learning	
<p style="color: green;">In Year 1 children should have:</p> <ul style="list-style-type: none"> Observed changes across the four seasons Observed and describe weather associated with the seasons and how day length varies. <p style="color: green;">Children may:</p> <ul style="list-style-type: none"> have some knowledge of where light comes from. 	<ul style="list-style-type: none"> A coin is lost, what would be the best way to find it? (Turn the lights out and see it shine? Use a torch to see it reflect?) How does distance from a light source affect how bright it looks? How does being in darkness affect your sense of hearing? What colour would be the best to make a safety jacket from? How does the colour of a material affect how reflective it is? 	<p style="color: red;">In Year 6 children will:</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	

<ul style="list-style-type: none"> • have seen their shadows and may know they appear when it is sunny. • Have some understanding of a reflection. • May understand they need light to be able to see things. 	<ul style="list-style-type: none"> • What would be the best material to make a blind for a baby's room? • How does thickness of a material affect how much light can pass through it? • How many pieces of tracing paper are as translucent as a single piece of white paper? • How does the shape of a mirror affect how the light reflects? • How can we change the darkness, size and shape of a shadow? 	<ul style="list-style-type: none"> • Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.
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Teaching Ideas

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<p>How does the distance between the shadow puppet and the screen affect the size of the shadow?</p> <p>Which pair of sunglasses will be best at protecting our eyes?</p>	<p>How would you organise these light sources into natural and artificial sources?</p>	<p>When is our classroom darkest?</p> <p>Is the Sun the same brightness all day?</p>	<p>Are you more likely to have bad eye sight and to wear glasses if you are older?</p>	<p>How does the Sun make light?</p>	<p>What is a shadow?</p>

Year 4 – Materials - Solids, Liquids & Gases

National Curriculum Objectives	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> Solids, liquids and gases are described by observable properties. Materials can be divided into solids, liquids and gases. Heating normally causes solids to melt into liquids and liquids evaporate into gases. Cooling causes gases to condense into liquids and liquids to freeze into solids. The temperature at which given substances change state are always the same. 	Solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection,	
		Key Scientists	Linked Texts
		Anders Celcius (Celcius Temperature Scale) Daniel Fahrenheit (Fahrenheit Temperature Scale / Invention of the Thermometer)	<i>Once Upon a Raindrop: The Story of Water</i> (James Carter) <i>Sticks</i> (Diane Alber)
Prior Learning	Key Question(s):	Future Learning	
In KS1 children should: <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> How does the amount of water added to flour affect its state? How does the amount of detergent added to water affect how slippery it is? How does the temperature affect how viscous a liquid is (use cooking oil)? Place a peach in a glass of lemonade and watch it spin. Why does it behave that way and can you prove it? How does the material sprinkled on ice and snow affect how quickly it melts? 	In Year 5 children will: <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

- What chocolate would be best to smuggle? How does the type of chocolate affect its melting temperature?
- What is the melting temperature of ice and how does it compare with the freezing temperature of water?
- Is the melting temperature of wax the same as its freezing temperature?

- Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including wood, metals and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Teaching Ideas

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<p>How does the mass of a block of ice affect how long it takes to melt?</p> <p>How does the surface area of water affect how long it takes to evaporate?</p> <p>Does seawater evaporate faster than fresh water?</p>	<p>Can you group these materials and objects into solids, liquids, and gases?</p> <p>How would you sort these objects/materials based on their temperature?</p>	<p>Which material is best for keeping our hot chocolate warm?</p> <p>How does the level of water in a glass change when left on the windowsill?</p>	<p>Is there a pattern in how long it takes different sized ice lollies to melt?</p> <p>How does evaporation rate change as you add more salt to your water?</p>	<p>What are hurricanes, and why do they happen?</p>	<p>Where do ice cubes go when they disappear? Why does it rain and hail?</p>

Year 3 – Living Things & their Habitats

National Curriculum Objectives	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose danger to living things. 	<ul style="list-style-type: none"> Living things can be divided into groups based upon their characteristics Environmental change affects different habitats differently Different organisms are affected differently by environmental change Different food chains occur in different habitats Human activity significantly affects the environment 	Environment, flowering, nonflowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation.	
		Key Scientists	Linked Texts
		Cindy Looy (Environmental Change and Extinction) Jaques Cousteau (Marine Biologist)	<i>The Vanishing Rainforest</i> (Richard Platt) <i>The Morning I Met a Whale</i> (Michael Morpurgo) <i>Journey to the River Sea</i> (Eva Ibbotson)
Prior Learning	Key Question(s):	Future Learning	
<p>In Year 2, children should:</p> <ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 	<ul style="list-style-type: none"> What food chains and webs are there in our local habitat? How does energy move through the food chain? How does removal of one species from an environment, affect others? (keystone species) How does environmental change affect different organisms? What are the most important things we could do to improve our outside area? (big hotels, pond, compost, wildflowers) 	<p>In Year 5 (Animals, Including Humans):</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p>In Year 6 (Living things & their Habitats):</p> <ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences. 	

<ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. 	<ul style="list-style-type: none"> How does human activity affect our environment (ferries on the Solent? Sandown Airport? KFC?) 	<ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics.
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Teaching Ideas

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Does the amount of light affect how many woodlice move around?	Can we use the classification keys to identify all the animals that we caught bug hunting?	How does the variety of invertebrates on the school field change over the year?	How has the use of insecticides affected bee population?	Why are people cutting down the rainforests and what effect does that have?	Are living things in danger?

Year 3 – Rocks and soils

National Curriculum Objectives	Sticky Knowledge	Vocabulary																												
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 	<ul style="list-style-type: none"> A rock is a solid material made up of minerals forming part of the surface of the Earth Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. Some rocks, called ores contain metals 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: small;">Rock (from 'Describing Materials' yr 1)</td> <td style="font-size: small;">A natural solid material made from minerals which make up the surface of the earth.</td> </tr> <tr> <td style="font-size: small;">Crystal</td> <td style="font-size: small;">A uniform material with a symmetrical shape</td> </tr> <tr> <td style="font-size: small;">Mineral</td> <td style="font-size: small;">A solid substance made up of a range of different elements, e.g. iron, oxygen, carbon.</td> </tr> <tr> <td style="font-size: small;">Ore</td> <td style="font-size: small;">A rock that contains a metal that can be extracted.</td> </tr> <tr> <td style="font-size: small;">Grains</td> <td style="font-size: small;">Small pieces of broken-down rock that is moved and placed in a new location</td> </tr> <tr> <td style="font-size: small;">Fossil</td> <td style="font-size: small;">The remains of animals or plants persevered in rock</td> </tr> <tr> <td style="font-size: small;">Sedimentary</td> <td style="font-size: small;">Rocks made of grains cemented together</td> </tr> <tr> <td style="font-size: small;">Igneous</td> <td style="font-size: small;">Rocks made magma or lava from volcanoes or deep underground</td> </tr> <tr> <td style="font-size: small;">Metamorphic</td> <td style="font-size: small;">Rocks formed by the heating and crushing of existing rocks</td> </tr> <tr> <td style="font-size: small;">Porosity</td> <td style="font-size: small;">How much empty space there is between grains or crystals</td> </tr> <tr> <td style="font-size: small;">Hardness</td> <td style="font-size: small;">How resistant a rock is to damage</td> </tr> <tr> <td style="font-size: small;">Soil</td> <td style="font-size: small;">A mixture of minerals and organic matter</td> </tr> <tr> <td style="font-size: small;">Humus</td> <td style="font-size: small;">Dead plant matter within soil</td> </tr> <tr> <td style="font-size: small;">Silt</td> <td style="font-size: small;">Fine sand or clay material</td> </tr> </table>	Rock (from 'Describing Materials' yr 1)	A natural solid material made from minerals which make up the surface of the earth.	Crystal	A uniform material with a symmetrical shape	Mineral	A solid substance made up of a range of different elements, e.g. iron, oxygen, carbon.	Ore	A rock that contains a metal that can be extracted.	Grains	Small pieces of broken-down rock that is moved and placed in a new location	Fossil	The remains of animals or plants persevered in rock	Sedimentary	Rocks made of grains cemented together	Igneous	Rocks made magma or lava from volcanoes or deep underground	Metamorphic	Rocks formed by the heating and crushing of existing rocks	Porosity	How much empty space there is between grains or crystals	Hardness	How resistant a rock is to damage	Soil	A mixture of minerals and organic matter	Humus	Dead plant matter within soil	Silt	Fine sand or clay material
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<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called sedimentary rock, an example would be limestone, sandstone or mudstone Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate. 	<p>James Hutton</p> <p>Charles Lyell</p> <p>Nicolas Steno</p>	<p><i>The street beneath my feet</i></p> <p><i>Stone girl, bone girl.</i></p> <p><i>Blue John</i></p>
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Prior Learning	Key Question(s):	Future Learning
<p style="color: green;">Year 1</p> <p>Knowledge Block 1- The big idea about materials</p> <ul style="list-style-type: none"> There are many different materials that have different observable properties Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). <p style="color: green;">Year 2</p> <ul style="list-style-type: none"> The properties of a material determine whether they are suitable for a purpose. Materials can be changed by physical force (twisting, bending, squashing and stretching). 	<p>Is there a way they could differentiate between the Igneous and metamorphic rocks based on their visual properties?</p> <p><i>Which rock type is the most porous?</i></p> <p><i>Which type of cliff would be best for a caveman's cave?</i></p> <p><i>Which type of soil allows the most water to pass through it?</i></p>	<p style="color: red;">Year 4</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>

Teaching Ideas					
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<p>Take a selection of Sed, Ig and met rocks. Children record the mass of the rocks and place them inside water for 30 minutes.</p>	<p>Present children with a selection of rocks, using hand lenses etc, they can group them into sedimentary and igneous/metamorphic.</p>	<p>Take some soil from the grounds of the school or source from elsewhere. Place the soil into an empty 1.5 or 2-litre drinks bottle and add some</p>		<p>Present the idea that a family of cavemen are looking at moving into a new cave. They have a choice of three. one cave made from granite, one</p>	

<p>Take the rocks out and then gently pat dry and then reweigh and record down the new mass.</p> <p>The change in mass is then calculated to see which rock is the most porous, questioning can then dig into why the rock might be more porous than others</p>	<p>based upon if they have grains/crystals/fossils/metals inside them.</p>	<p>water. Shake the bottle vigorously. Leave to settle for an hour and then use a magnifying glass to observe and describe the different layers of materials. Can they identify and find grains for rock and larger grains (e.g., sand) and heavier stones?</p> <p>Can they explain why it settled into layers like this? Can they see any humus?</p> <p>Are there any creatures in there?</p> <p><i>Which type of soil allows the most water to pass through it?</i></p> <p>Get three different soil types (one sandy soil, one slit/clay soil and one with a mixture of the two) and place them into three equal-sized drinks bottles (1.5-2 litre). Make a number of small holes in the bottom of each bottle and then add water to each bottle while the bottle sits inside another cup to catch the water coming out of the bottom. Measure the volume of water collected after a specified amount of time.</p>		<p>made from chalk/limestone, and one made from sandstone.</p> <p>Children then are given samples from each cliff and test their properties. They can test for porosity (as in the above activity), reaction with acid (lemon juice or vinegar is fine) and carry out a hardness test by scratching the rock with a nail and seeing the damage done. They can then conclude which cliff the cavemen should move into by presenting their findings to the class.</p>	
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