













# Rocks: Types of Rocks

<b>Aim:</b> Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.  I can compare different types of rocks.	<b>Success Criteria:</b> I can name the three different types of rocks.  I can explain the difference between natural and human-made rocks.  I can use the appearance of rocks to group and compare them.	<b>Resources:</b> <a href="#">Lesson Pack</a>  A selection of igneous, sedimentary and metamorphic rocks  You may wish to source video clips to show the formation of igneous, sedimentary and metamorphic rocks.
	<b>Key/New Words:</b> Rocks, igneous, sedimentary, metamorphic, form, formation, volcano, sea, seabed, changes, compare, types, natural, human-made, strata, anthropic.	<b>Preparation:</b> <a href="#">Natural or Human-made Rocks Activity Sheet</a> - 1 per child  <a href="#">Natural or Human-made Rocks Picture Sheet</a> - as required

**Prior Learning:** It will be helpful if children are learning this unit alongside a geography unit which includes volcano formation.

## Learning Sequence

	<b>Rocks:</b> Ask the children the following questions: <i>What are rocks? Are rocks alive? How do you know? Why are there rocks everywhere? How do rocks form?</i> <b>Spot the Rocks:</b> Show children pictures of different environments on the <a href="#">Lesson Presentation</a> and ask them to spot the rocks. Children feedback to the whole class.	
	<b>Natural Rocks:</b> Introduce or recap the three different types of rock. You may wish to show video clips of the formation of igneous, sedimentary and metamorphic rocks. Read through the information about how the following rocks forms: <b>Igneous, Sedimentary and Metamorphic.</b> <b>Human-made Rocks:</b> Introduce children to human-made rocks like concrete and bricks.	
	<b>Natural or Human-made?</b> Place children in small ability groups. Groups will have a small selection of rocks with name labels and will group these before deciding whether the rock is natural or human-made. Alternatively, children can use <a href="#">Natural or Human-made Rocks Picture Sheet</a> if physical rocks are unavailable. Children will record their answers on the differentiated <a href="#">Natural or Human-made Rocks Activity Sheet</a> .  <div>  Children decide whether rocks are natural or human-made.            Children will group rocks further by the type of natural rock they are.         </div>	
	<b>Natural or Human-made:</b> (If using a set of rocks then go through these with the children. If using the <a href="#">Natural or Human-made Rocks Picture Sheet</a> then use the slide on the <a href="#">Lesson Presentation</a> .) Children mark and correct their own answers on the <a href="#">Natural or Human-made Rocks Activity Sheet</a> .	
	<b>Fact or Fiction?</b> Check children's knowledge of the different types of rocks by reading out a statement. Children discuss with their talk partner and then vote for if it is fact or fiction. <i>Check children have understood the three different types of rocks and the difference between human-made and natural rocks.</i>	

## Taskit

**Wordsearchit:** Children complete the [Rocks Wordsearch](#) to reinforce key vocabulary.

**Drawit:** Children to make close drawings of the rocks and label them.