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| **Year:** | | **8** | | **Unit:** | **Rock My World** | | | | |
| **Subject:** | | **Science** | | **Assessment:** | **Exam – week 9/10** | | | | |
| **LG** | **LEARNING GOALS and SUCCESS CRITERIA** | | | | | **I feel confident with this… (Date/Ref)** | **I only need a little help with this** | **I can do some of this but need a lot of help** | **I don’t know this at all-yet!** |
| **1**  6 Lessons | **SC1** | | I can **recall** the 4 layers of the Earth and label them on a diagram | | |  |  |  |  |
| **SC2** | | I can **describe** the main features – composition, temperature and depth – for each of the four layers of the Earth | | |  |  |  |  |
| **SC3** | | I can **explain** the difference between rocks, minerals and non-minerals | | |  |  |  |  |
| **SC4** | | I can **define** the terms lustre, streak and cleavage | | |  |  |  |  |
| **SC5** | | I can **describe** and **classify** common minerals on the basis of their properties such as hardness, colour, lustre, cleavage and streak. | | |  |  |  |  |
| **LG1** | | ***Students will recognise that rocks are a collection of different minerals*** | | |  |  |  |  |
| **2**  10 Lessons | **SC6** | | I can **describe** the way rocks are classified into three types – igneous, sedimentary and metamorphic | | |  |  |  |  |
| **SC7** | | I can **describe** common features of igneous, sedimentary and metamorphic rocks | | |  |  |  |  |
| **SC8** | | I can **classify** types of igneous, sedimentary and metamorphic rocks based on their appearance and/or a description of how they formed. | | |  |  |  |  |
| **SC9** | | I can **investigate** the effect of cooling rate on crystal growth | | |  |  |  |  |
| **SC10** | | I can **compare** the differences between extrusive and intrusive igneous rocks | | |  |  |  |  |
| **SC11** | | I can **explain** how different types of fossils are formed and model this process | | |  |  |  |  |
| **SC12** | | I can **explain** why fossils are found mainly in sedimentary rock | | |  |  |  |  |
| **SC13** | | I can **interpret** a diagram of the Geological Time Scale to order fossils by how old they are | | |  |  |  |  |
| **LG2** | | ***Students will be able to identify a range of common rock types using a key based on observable physical and chemical properties*** | | |  |  |  |  |
| **3**  2 Lessons  **4**  3  Lessons | **SC14** | | I can **describe** what pressure is and how it is measured | | |  |  |  |  |
| **SC15** | | I can **differentiate** between force and pressure | | |  |  |  |  |
| **SC16** | | I can **explain** the role of heat and pressure in the formation of rocks | | |  |  |  |  |
| **SC17** | | I can **investigate** the effects of pressure in metamorphic rock formation using a simulation or model | | |  |  |  |  |
| **LG3** | | ***Students will be able to consider the role of forces and energy in the formation of different types of rocks and minerals*** | | |  |  |  |  |
| **SC18** | | I can **explain** the main processes involved in the formation of igneous, sedimentary and metamorphic rocks (weathering, erosion, deposition, sedimentation, compaction, cementation, solidification, melting, cooling) | | |  |  |  |  |
| **SC19** | | I can **construct** a labelled diagram to **represent** the rock cycle | | |  |  |  |  |
| **LG4** | | ***Students will be able to represent the stages in the formation of igneous, metamorphic and sedimentary rocks and give an indication of timescales involved*** | | |  |  |  |  |
| **5**  3  Lessons | **SC20** | | I can **define** the terms mineral, ore, and metal. | | |  |  |  |  |
| **SC21** | | I can **describe** at least two basic processes for extracting metals from minerals | | |  |  |  |  |
| **LG5** | | ***Students will recognise that some rocks and minerals, such as ores, provide valuable resources*** | | |  |  |  |  |