Engage Teacher Conference

Breaking barriers, not budgets: high-impact, no-cost primary STEM resources

Leaders from the STEM sector are coming together to showcase their top free primary resources. Find inspiration for your lessons.

Rebecca Olajide and Peter Jeffrey-Bourne. Science Museum Group

Andrew Charlton-Perez OBE, Climate Ambassadors

Anika Abedin, The British Science Association

Elizabeth Pugh, Oak National Academy

Kulvinder Kaur Johal, Primary Science Teaching Trust

Nicola Fletcher, SEERIH The University of Manchester

Dr Martin Archer , Imperial College London

Dr Patricia Smith, The Rosalind Franklin Institute

Rose Want, British Geological Survey

Engage Teacher Conference

Engage

Welcome, please be aware:

- Talks are recorded
- You can ask questions in the chat throughout
- There will be time for questions at the end

Engage

Science Museum Group

Peter Jeffrey-Bourne
Academy and Resources Developer

Rebecca Olajide
Learning Resources Producer

www.sciencemuseumgroup.org.uk

SCIENCE MUSEUM GROUP

RESEARCH

The Primary Science Capital Teaching Approach

University College London

See, move, wonder: supporting young children with low science capital to learn from science museum objects

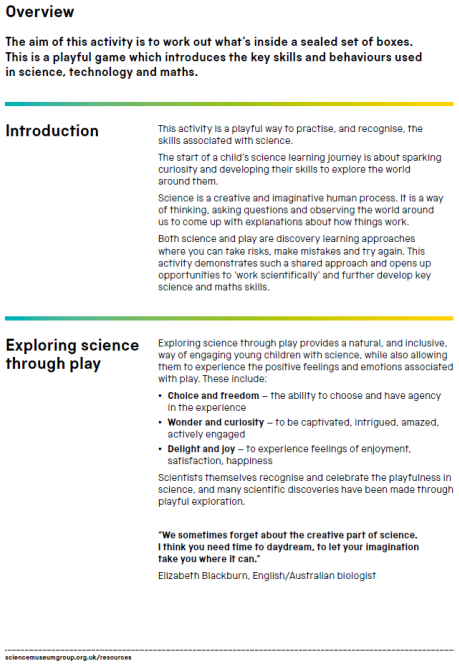
Science Museum Group Journal, 2025

Supporting young children's learning from science objects: the importance of play on gallery

Science Museum Group Journal, 2023

CURIOSITY GAME

Highlights and develops skills



Overview

The aim of this activity is to work out what's inside a sealed set of boxes. This is a playful game which introduces the key skills and behaviours used in science, technology and maths.

Introduction

This activity is a playful way to practise, and recognise, the skills associated with science.

The start of a child's science learning journey is about sparking curiosity and developing their skills to explore the world around them.

Science is a creative and imaginative human process. It is a way of thinking, asking questions and observing the world around us to come up with explanations about how things work.

Both science and play are discovery learning approaches where you can take risks, make mistakes and try again. This activity demonstrates such a shared approach and opens up opportunities to 'work scientifically' and further develop key science and maths skills.

Exploring science through play

Exploring science through play provides a natural, and inclusive, way of engaging young children with science, while also allowing them to experience the positive feelings and emotions associated with play. These include:

- **Choice and freedom** – the ability to choose and have agency in the experience
- **Wonder and curiosity** – to be captivated, intrigued, amazed, actively engaged
- **Delight and joy** – to experience feelings of enjoyment, satisfaction, happiness

Scientists themselves recognise and celebrate the playfulness in science, and many scientific discoveries have been made through playful exploration.

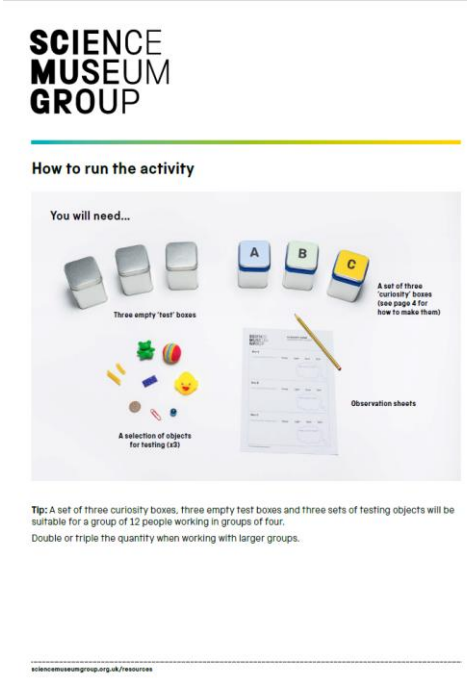
"We sometimes forget about the creative part of science. I think you need time to daydream, to let your imagination take you where it can."

Elizabeth Blackburn, English/Australian biologist

sciencemuseumgroup.org.uk/resources

Builds confidence in adults

Explores STEM through play



SCIENCE MUSEUM GROUP

How to run the activity

You will need...

Three empty 'test' boxes

A set of three 'curiosity' boxes (see page 4 for how to make them)

A selection of objects for testing (x3)

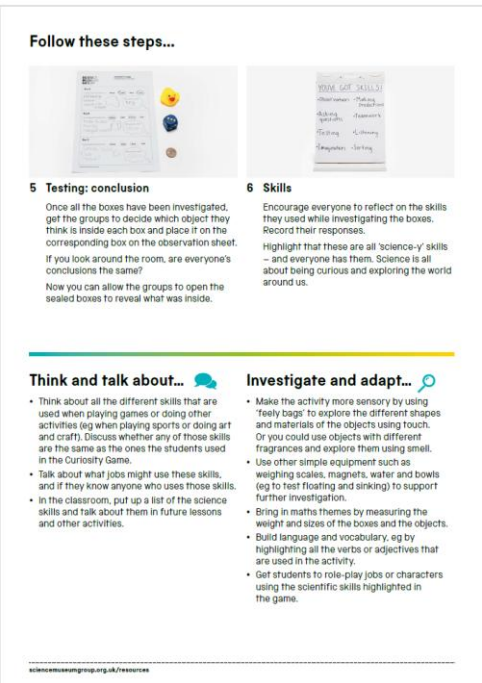
Observation sheets

Tip: A set of three curiosity boxes, three empty test boxes and three sets of testing objects will be suitable for a group of 12 people working in groups of four.

Double or triple the quantity when working with larger groups.

sciencemuseumgroup.org.uk/resources

Promotes science talk



Follow these steps...

5 Testing: conclusion

Once all the boxes have been investigated, get the groups to decide which object they think is inside each box and place it on the corresponding box on the observation sheet.

If you look around the room, are everyone's conclusions the same?

Now you can allow the groups to open the sealed boxes to reveal what was inside.

6 Skills

Encourage everyone to reflect on the skills they used while investigating the boxes. Record their responses.

Highlight that these are all 'science-y' skills – and everyone has them. Science is all about being curious and exploring the world around us.

Think and talk about...

- Think about all the different skills that are used when playing games or doing other activities (eg when playing sports or doing art and craft). Discuss whether any of those skills are the same as the ones the students used in the Curiosity Game.
- Talk about what jobs might use these skills, and if they know anyone who uses those skills.
- In the classroom, put up a list of the science skills and talk about them in future lessons and other activities.

Investigate and adapt...

- Make the activity more sensory by using 'feely bags' to explore the different shapes and materials of the objects using touch. Or you could use objects with different fragrances and explore them using smell.
- Use other simple equipment such as weighing scales, magnets, water and bowls (eg to test floating and sinking) to support further investigation.
- Bring in maths themes by measuring the weight and sizes of the boxes and the objects.
- Build language and vocabulary, eg by highlighting all the verbs or adjectives that are used in the activity.
- Get students to role-play jobs or characters using the scientific skills highlighted in the game.

sciencemuseumgroup.org.uk/resources

Builds confidence and ownership

HANDS-ON ACTIVITIES

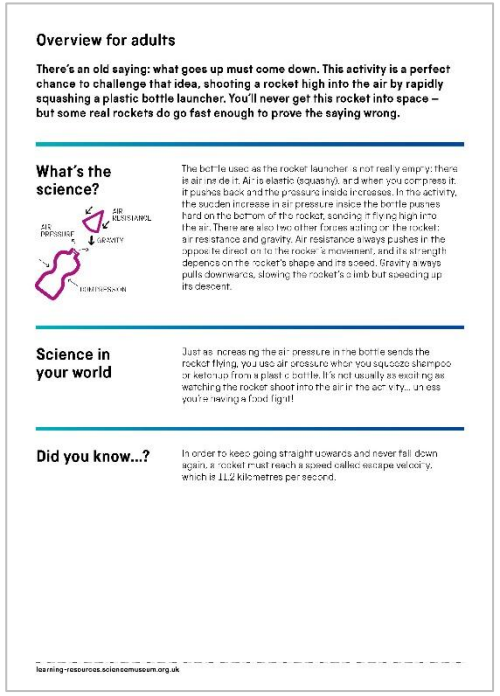

SCIENCE MUSEUM GROUP

ROCKET MICE

MAKING | 5–7 | FORCES | 30 MIN

MAKING OBSERVATIONS • CURIOSITY

Highlights and develops skills


Overview for adults

There's an old saying: what goes up must come down. This activity is a perfect chance to challenge that idea, shooting a rocket high into the air by rapidly squashing a plastic bottle launcher. You'll never get this rocket into space – but some real rockets do go fast enough to prove the saying wrong.

What's the science?

The bottle used as the rocket launcher is not really empty: there is air inside it. Air is elastic (squashy), and when you compress it, it pushes back and the pressure inside increases. In the activity, the sudden increase in air pressure inside the bottle pushes hard on the bottom of the rocket, sending it flying high into the air. There are also two other forces acting on the rocket: air resistance and gravity. Air resistance always pushes in the opposite direct on to the rocket's movement, and its strength depends on the rocket's shape and its speed. Gravity always pulls downwards, slowing the rocket's climb but speeding up its descent.

Science in your world

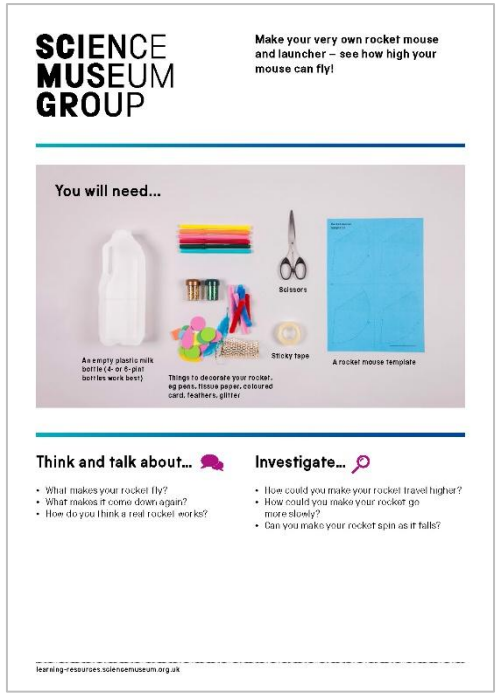
Just as increasing the air pressure in the bottle sends the rocket flying, you use air pressure when you squeeze shampoo or ketchup from a plastic bottle. It's not usually as exciting as watching the rocket shoot into the air in the activity... unless you're having a food fight!

Did you know...?

In order to keep going straight upwards and never fall down again, a rocket must reach a speed called escape velocity, which is 11.2 kilometres per second.

Builds confidence in adults

Links to everyday examples of STEM


SCIENCE MUSEUM GROUP

Make your very own rocket mouse and launcher – see how high your mouse can fly!

You will need...

An empty plastic milk bottle (4- or 6-pint bottles work best)

Things to decorate your rocket, eg pens, tissue paper, coloured card, feathers, glitter

Scissors

Sticky tape

A rocket mouse template

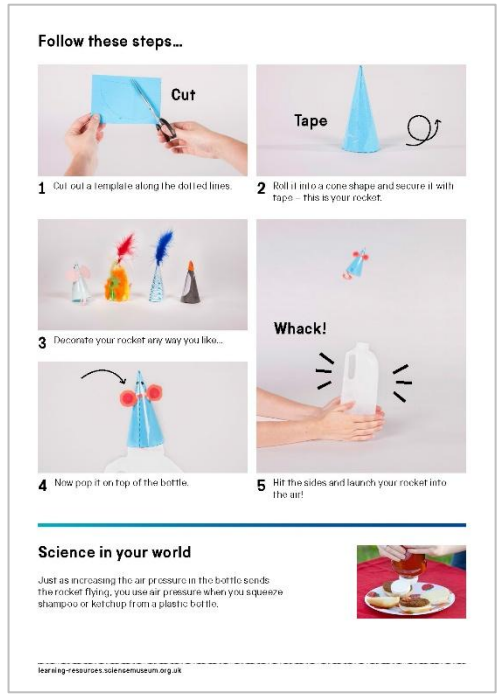
Think and talk about...

- What makes your rocket fly?
- What makes it come down again?
- How do you think a real rocket works?

Investigate...

- How could you make your rocket travel higher?
- How could you make your rocket go more slowly?
- Can you make your rocket spin as it falls?

Promotes science talk


Follow these steps...

Cut

1 Cut out a template along the dotted lines.

Tape

2 Roll it into a cone shape and secure it with tape – this is your rocket.

3 Decorate your rocket any way you like...

4 Now pop it on top of the bottle.

Whack!

5 Hit the sides and launch your rocket into the air!

Science in your world

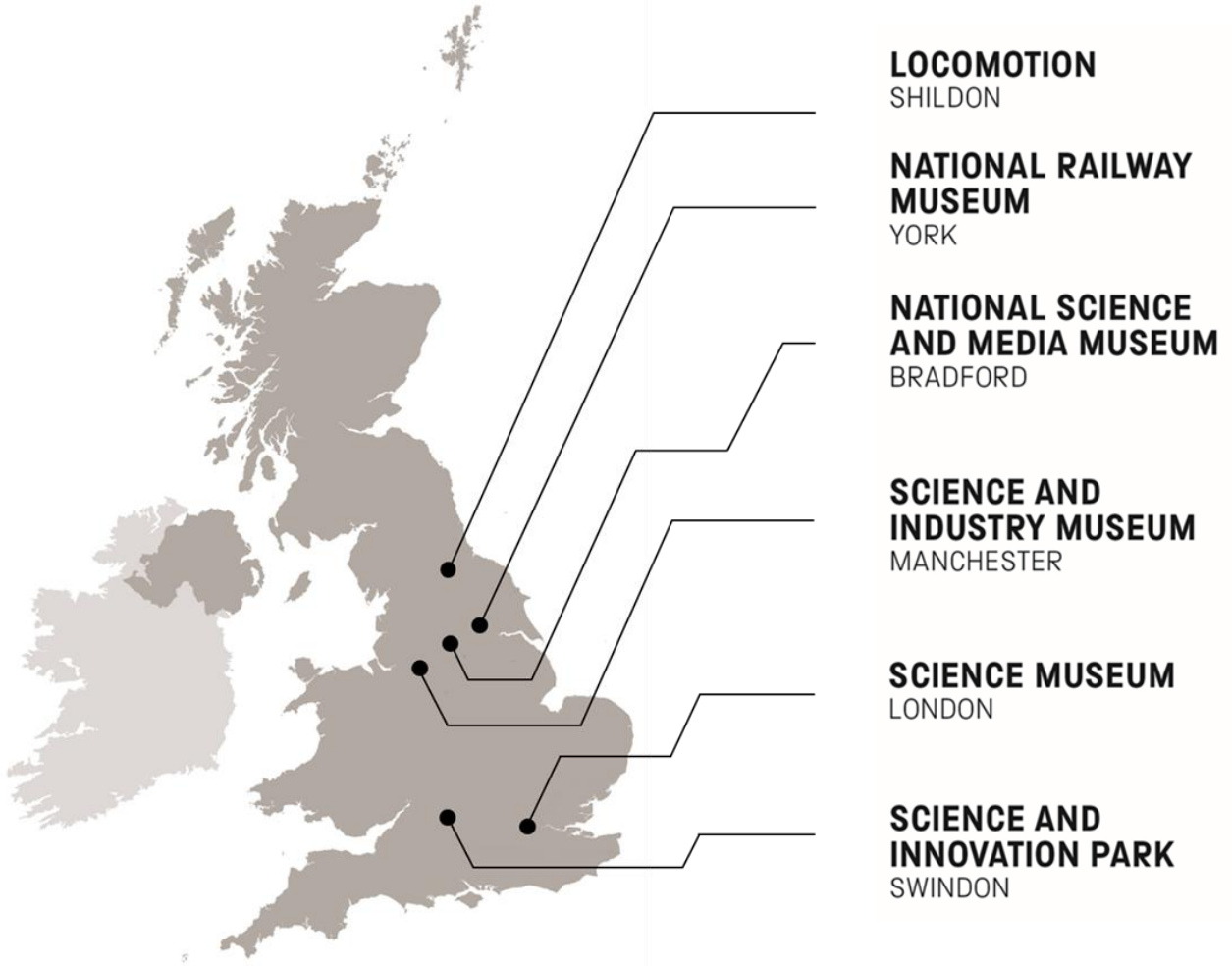
Just as increasing the air pressure in the bottle sends the rocket flying, you use air pressure when you squeeze shampoo or ketchup from a plastic bottle.

Builds confidence and ownership

Links to everyday examples of STEM

USEFUL LINKS

- Get the most from your museum visit: www.sciencemuseum.org.uk/get-most-your-museum-visit
- Science Museum Group Resources: www.sciencemuseum.org.uk/learning/resources
- Science Museum Group Academy: www.sciencemuseum.org.uk/learning/academy-training
- Wonderlab+ www.wonderlabplus.sciencemuseumgroup.org.uk



Engage

Climate Ambassadors

Andrew Charlton -Perez OBE
Co-Lead of Climate Ambassadors
Professor of Meteorology at the University of Reading

www.climateambassadors.org.uk

Funded by UK Government

What is a climate action plan (CAP)?

Covers:

- Adaptation and resilience
- Biodiversity
- Climate education and green skills
- Decarbonisation

Much Wenlock Primary School climate action plan cover

Funded by
UK Government

Climate Ambassadors can help you with:

1) Auditing your climate action

2) Developing your CAP and suggesting targets

3) Implementing your CAP and supporting leadership and governance

4) Engaging your learners

5) Careers and green skills

Funded by UK Government

Request a Climate Ambassador today

Your local Regional Hub Manager will be in touch to help you get started.

You can also request support by posting an activity request on the STEM Learning platform.

Hello@climateambassadors.org.uk

Register education setting interest in support from Climate Ambassadors

Engage

The British Science Association

Anika Abedin
Education Project Officer

www.crestawards.org

CREST AWARDS

Engage Teacher Network

CREST Star and SuperStar projects are typically completed by children aged 3-11, or those working at this level.

Hands-on

Fun

Engaging

Inspiring

Student-led

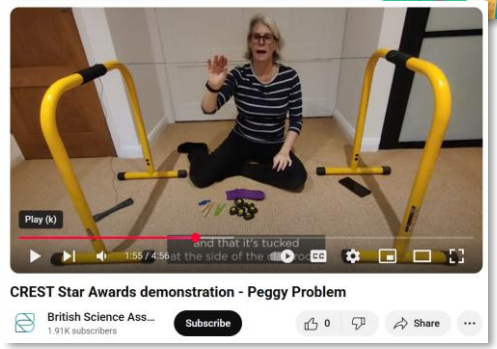
Relatable

Engage Teacher Network

Why run CREST challenges with your pupils?

- Activities are designed to be low-cost and easy to run
- Free to use and download from our Resource Library
- Can be completed in 45 minutes - 1 hour
- Demo videos and supporting slides available for some activities
- No need for specialist knowledge or equipment
- Relatable contexts allow children to make links with their own lives

CREST SuperStar Awards demonstration - Fantastic Fingerprints



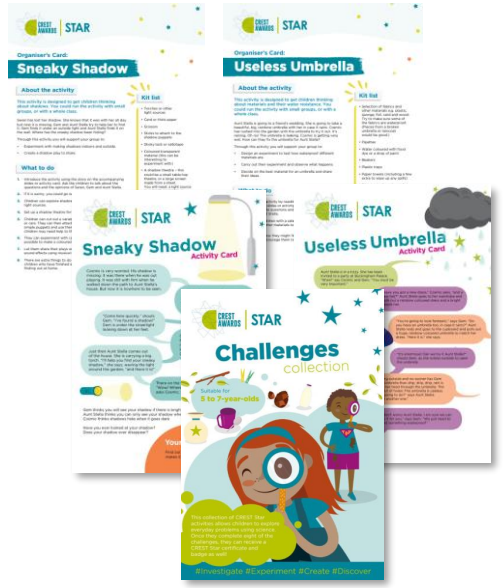
Engage Teacher Network

Resources are free to use and download from our Resource library https://primarylibrary.crestawards.org

Early years challenges with a physics focus

New early years and primary accessible Star collection for ages 3-7, or those working at this level

Star collection – aimed at children aged 5-7



SuperStar collection – aimed at children aged 7-11

Other collections, supporting classroom slides, demo videos and Welsh language translations are also available!

CREST AWARDS

Engage Teacher Network

Your pupils can track their progress using a CREST Star or SuperStar passport...

...when they have completed at least 6 projects, they can earn a CREST Award!

Apply for an Engage Grant in September and receive funding and free CREST Awards for your class!

crestawards.org

2026 Activity Packs

BRITISH SCIENCE WEEK

- Free to download
- Packed with fun, hands-on science activities
- Cross-curricular learning opportunities
- Ideas to extend the learning at home
- Links with skills and careers

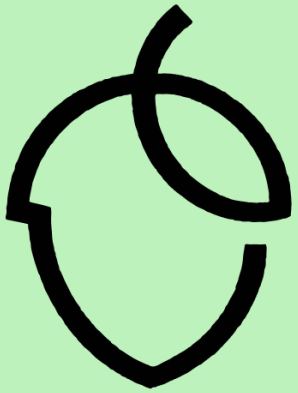
www.britishscienceweek.org/

Engage

Oak National Academy

Elisabeth Pugh
Science Lead

www.thenational.academy



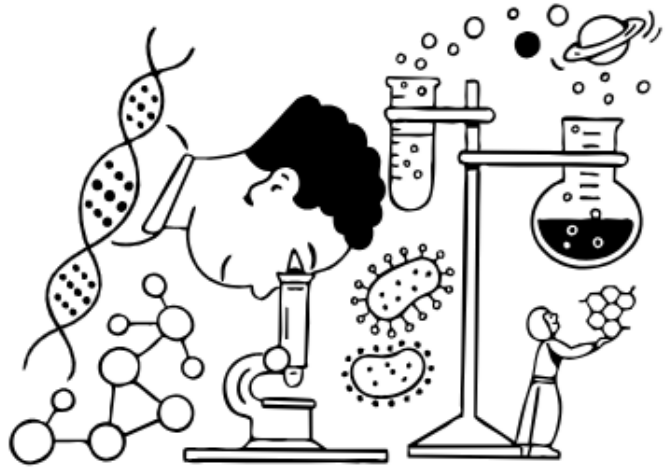
Oak National Academy

Curriculum sequences

Science KS2

Our research-informed science curriculum helps pupils build secure scientific knowledge and enquiry skills, deepening understanding through big questions and hands-on learning.

- ✓ National curriculum aligned
- ✓ Sequenced, flexible, adaptable
- ✓ Addresses misconceptions
- ✓ Embedded practical activities



Unit sequence | Explainer | Download

Year group

All | Year 3 | Year 4 | Year 5 | Year 6

Category (KS2)

All | Biology

Year 3 units

1

Rocks and soils

Chemistry | Physics

16 lessons Save

2

Introduction to the human skeleton and muscles

Biology

10 lessons Save

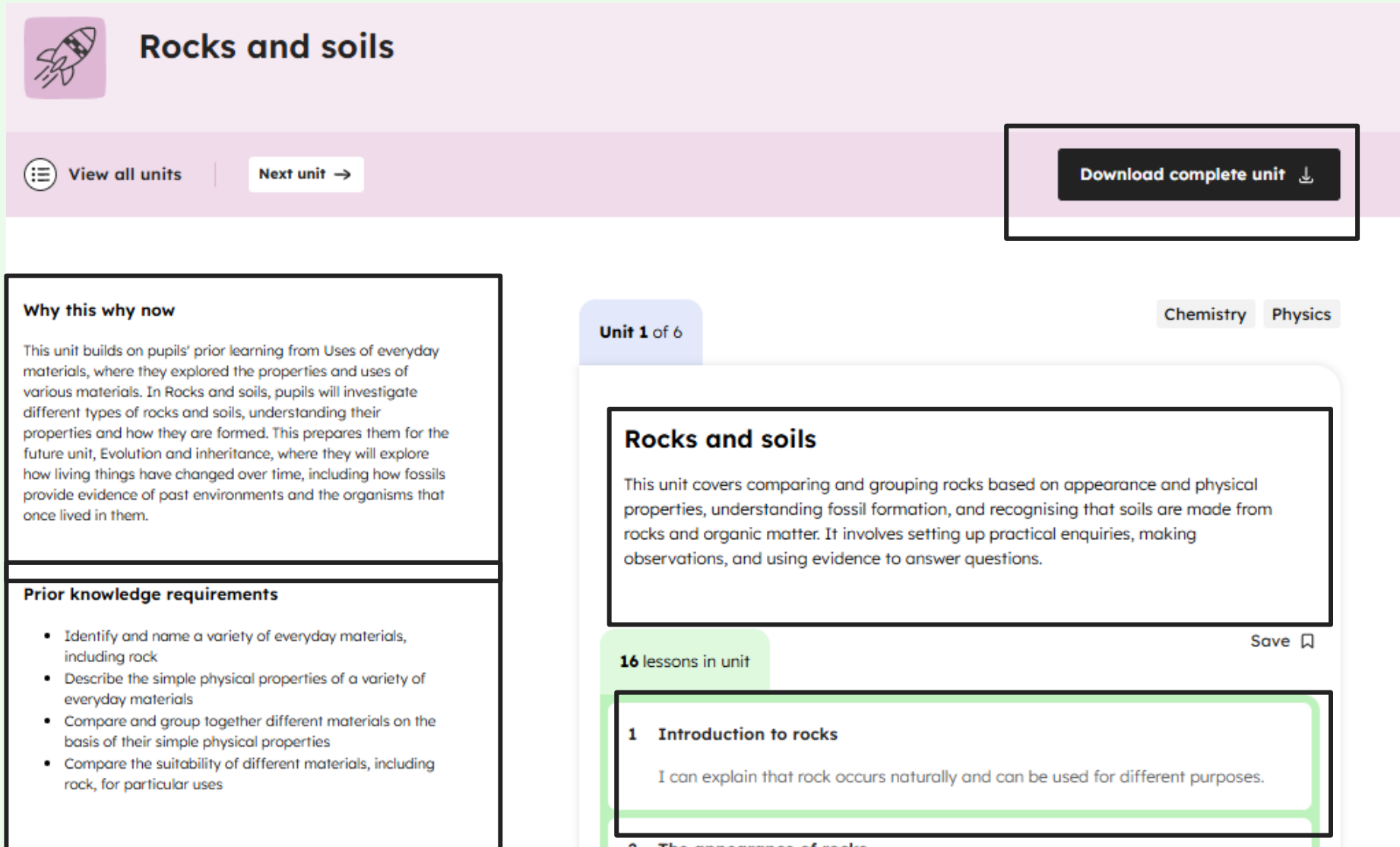
3

Simple forces including magnets

Physics

12 lessons Save

Unit information



Lesson informatic

1. The appearance of rocks can be observed more closely using a hand lens or microscope.
2. Rocks can be compared and grouped by appearance, by looking for similarities and differences.
3. Different rocks have different names.
4. Rocks can be identified and named using simple secondary sources of information.

Keywords

Rock - Rock is a solid material that occurs naturally in Earth.

Appearance - The appearance of an object is the way something looks.

Compare - We compare things by looking at what is the same and what is different.

Identify - To identify something is to be able to name it correctly.

Secondary sources - Information gathered using secondary sources is information that has been collected by someone else.

Common misconception

Children may think that rocks are all just called 'rock' and they don't have different appearances and different names.

Make sure the rock samples you give them are not actual objects, e.g. an ornament, so they are not able to use usage as a way to classify. Use a wide range of rocks that are very different so the children can identify them correctly.

Lesson resources

Lesson slides

Lesson details

Lesson video

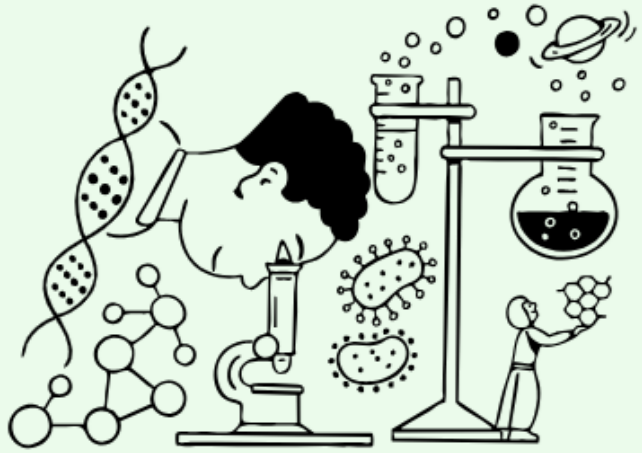
Worksheet

Quizzes
Prior knowledge starter quiz
Assessment exit quiz

Additional material

Download all

The appearance of rocks



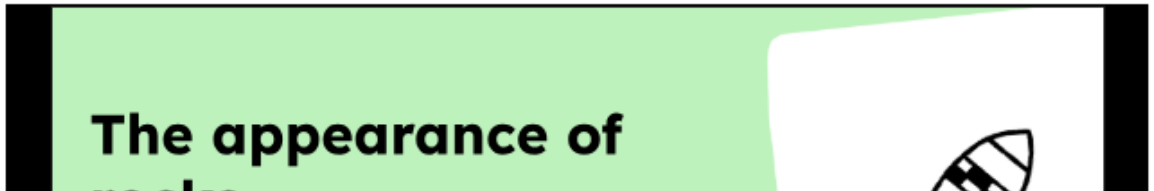
View unit | ← Previous lesson | Next lesson → | Download all resources

Share lesson with pupils | New Create more with AI

Lesson slides

Download lesson slides (PPTX)

Lesson slides
Lesson details
Lesson video
Worksheet



The appearance of rocks

Science

Unit: Rocks and soils

Oak National Academy

Outcome

I can compare, group and identify different rocks by observing their appearance.

Lesson outline

The appearance of rocks

- The appearance of rocks
- Rock identification

Keywords

Rock is a solid material that occurs naturally in Earth.

The **appearance** of an object is the way something looks.

To **compare** is to look for similarities and differences.

To **identify** is to be able to name something correctly.

Information gathered using **secondary sources** is information that has been collected by someone else.

The appearance of rocks

Explanation

These objects have been made from **rock.**

chalk sticks

roof

kitchen worktop

Rock can look very different depending on what type of rock it is.
What do you observe about the **appearance** of these rocks?

The appearance of rocks

Check

Which of these pieces of equipment help you to look more closely at things that are near to you?

hand lens **a** ✓

binoculars **b**

microscope **c** ✓

Task A The appearance of rocks

Practice

Use a hand lens or microscope to observe your rocks closely. Discuss with a partner what you observed.

Compare the rocks.
What is the same and what is different about them?

Sort the rocks into groups depending on their similarities and differences.

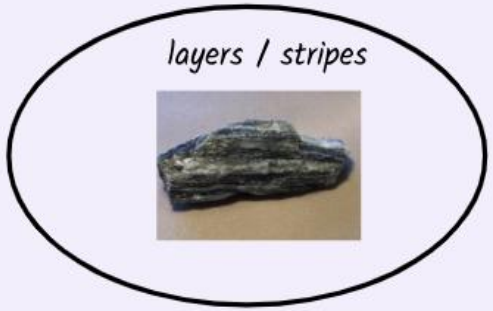
Add some labels to your groups to show how you have sorted them by their appearance.

Task A The appearance of rocks

Feedback

Observe closely, compare and group your rocks by appearance.

There are lots of ways to sort rocks by their appearance, you may have sorted your rocks like this:



Name: _____ Worksheet

The appearance of rocks

Task A: The appearance of rocks

Use a hand lens or microscope to observe your rocks closely. Discuss with a partner what you observed.

Compare the rocks.
What is the same and what is different about them?

Sort the rocks into groups depending on their similarities and differences.

Add some labels to your groups to show how you have sorted them by their appearance.

Observe closely, compare and group your rocks by appearance.

6 Questions

Q1. A _____ is what we use to make things. It is a substance from which something is made.

✓ material, Material

Q2. A rock is a type of ...

plant.

animal.

✓ material.

fabric.

Q3. Which of these materials is man-made?

wool

wood

6 Questions

Q1. Scientists observe the appearance of rocks more closely using a _____ or a microscope.

✓ hand lens

telescope

binoculars

Q2. If we want to compare and group things by their appearance, what would we do?

decide which ones we like and we don't like

divide them into equal groups

✓ compare their similarities and differences

Q3. Which property could help you to identify and name this rock just by its appearance?

✓ the colour of the rock

how many pieces of rock there are

how waterproof the rock is

Q4. Different rocks have different names. Which of these are types of rock?

✓ chalk

rubber

✓ granite

sponge

✓ pumice

Q5. Which of these are secondary sources of information that you could use to help identify a rock you didn't know the name of?

a website about animals

✓ a visit to a rock museum

The appearance of rocks

Additional material

Purpose of activity

In this lesson, children will develop substantive knowledge as they learn about the appearance of rocks and some names of common rocks. Children will develop disciplinary knowledge as they use scientific equipment, including a hand lens or microscope, to observe rocks more closely. They will also develop their grouping, classifying and sorting skills as they compare, sort and identify their rocks by their appearance. They will use a variety of secondary sources to help them with this process.

The purpose of the activity in Task A supports the development of disciplinary knowledge by observing the similarities and differences in their rocks using a hand lens. They will need to sort and group their rocks using their own criteria based on what they have observed.

The purpose of the activity in Task B supports the development of disciplinary knowledge to identify the rocks they grouped in Task A using a rock identification sheet provided as a secondary source. Children may also choose to use books, internet, visits and asking an expert.

Note: it is important that children have access to real rock specimens rather than photos of rocks throughout this unit. Class rock packs can be purchased from educational internet sites, or rocks can be collected across the year when visiting the local and wider environment.

Task A

Materials

- access to a selection of real rock specimens for children to observe and handle
- hand lens/ magnifying glass/ digital microscope - enough per pair or small group
- hoops, mini white boards, string for sorting and grouping
- paper and pencil to create labels

Note: common rocks might include: sandstone, limestone, chalk, granite, basalt, slate, garnet-gneiss, marble, gabbro and pumice.

Method

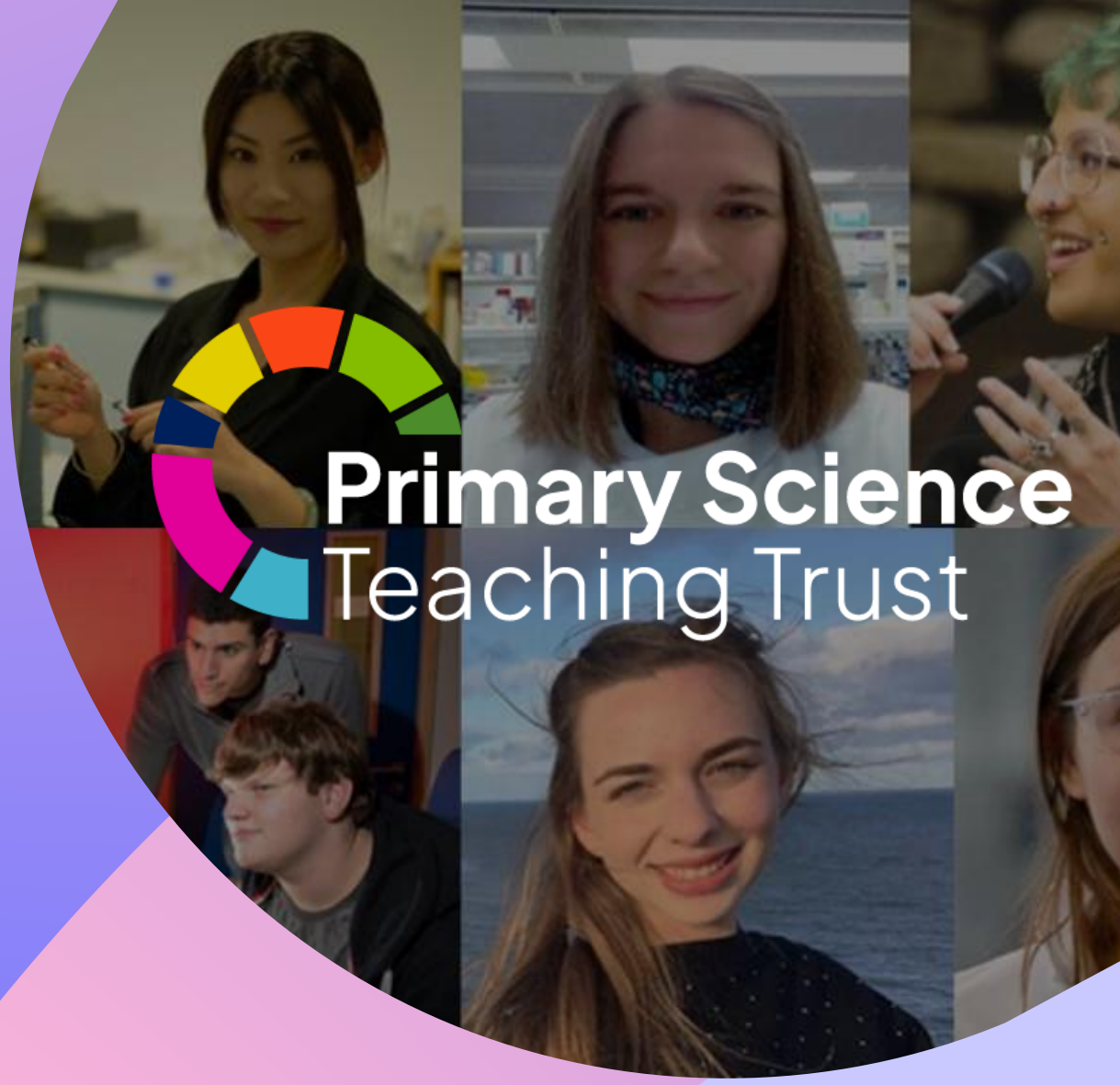
Children will need to have access to real rock specimens to look at and handle. If working in small groups, each group will need at least six rocks to be able to look at with the hand lens or digital microscope. You may need to demonstrate how to use a hand lens as children often struggle to use it correctly. Make sure the children first look at each rock and discuss

Common rocks identification chart

 sandstone	 granite	 gneiss
 limestone	 gabbro	 marble
 chalk	 slate	 pumice

Engage

Primary Science Teaching Trust



Kulvinder Kaur Johal
Primary Science Mentor

www.pstt.org.uk

A scientist just like me

Use your classroom to promote diversity in science

Slideshows and some videos ‘telling the story’ of scientist:

- stand-alone, fifteen-minute discussion activities to challenge stereotypes about science jobs
- part of a science topic that relates to the work of the scientist

SCAN ME

Primary Science Teaching Trust

A scientist just like me

Hi there! I am Dr Kelsey Byers – an evolutionary biologist

Where do I work?

I work at the John Innes Centre in Norwich where I study how the smells of flowers (both nice and not so nice!) affect plant evolution and pollination.

What did I like doing when I was at school?

I have wanted to do something with nature my whole life. I originally wanted to be a vet, but realized I liked biology a lot and now I study it.

What do I like doing in my spare time?

I love birdwatching, looking at insects, trees, and flowers, cooking and baking, and reading books. Anything where I can explore the outdoors is fun for me!

Relatable to children

Simple explanations:

What do I do as an evolutionary biologist?

How does what I do make the world a better place?

https://pstt.org.uk/unique-resources/a-scientist-just-like-me/

Primary Science Teaching Trust

A scientist just like me

What I like about my job

I love that I can come up with a cool idea and test it! I also get to be in a variety of places - my lab, the glasshouse, and outdoors in the field. I am a very curious and passionate person and I get to use these which is great.

Challenges I have faced

I am disabled (I use a wheelchair) and sometimes my co-workers think I can do less than I really can, for example they might think I can't do work outdoors. This isn't true - everyone's abilities are different, and I can do a lot more than people sometimes think.

Challenges:

Physical disabilities
Dyslexia
Dyscalculia
Family background
Gender issues
Finance
Geographic location

https://pstt.org.uk/unique-resources/a-scientist-just-like-me/

Primary Science Teaching Trust

A scientist just like me

If you want to be an evolutionary biologist, you need:

- **to be a very curious person -** someone who is constantly asking themselves questions about how things came to be like they are in nature and why.
- **to enjoy looking at plants and animals** and to think about how they fit into their environment.
- **to be interested in nature** and the natural world.
- to enjoy **coming up with new ideas.**

DISCUSSION TIME

What skills and interests do you already have that would help you become an evolutionary biologist?

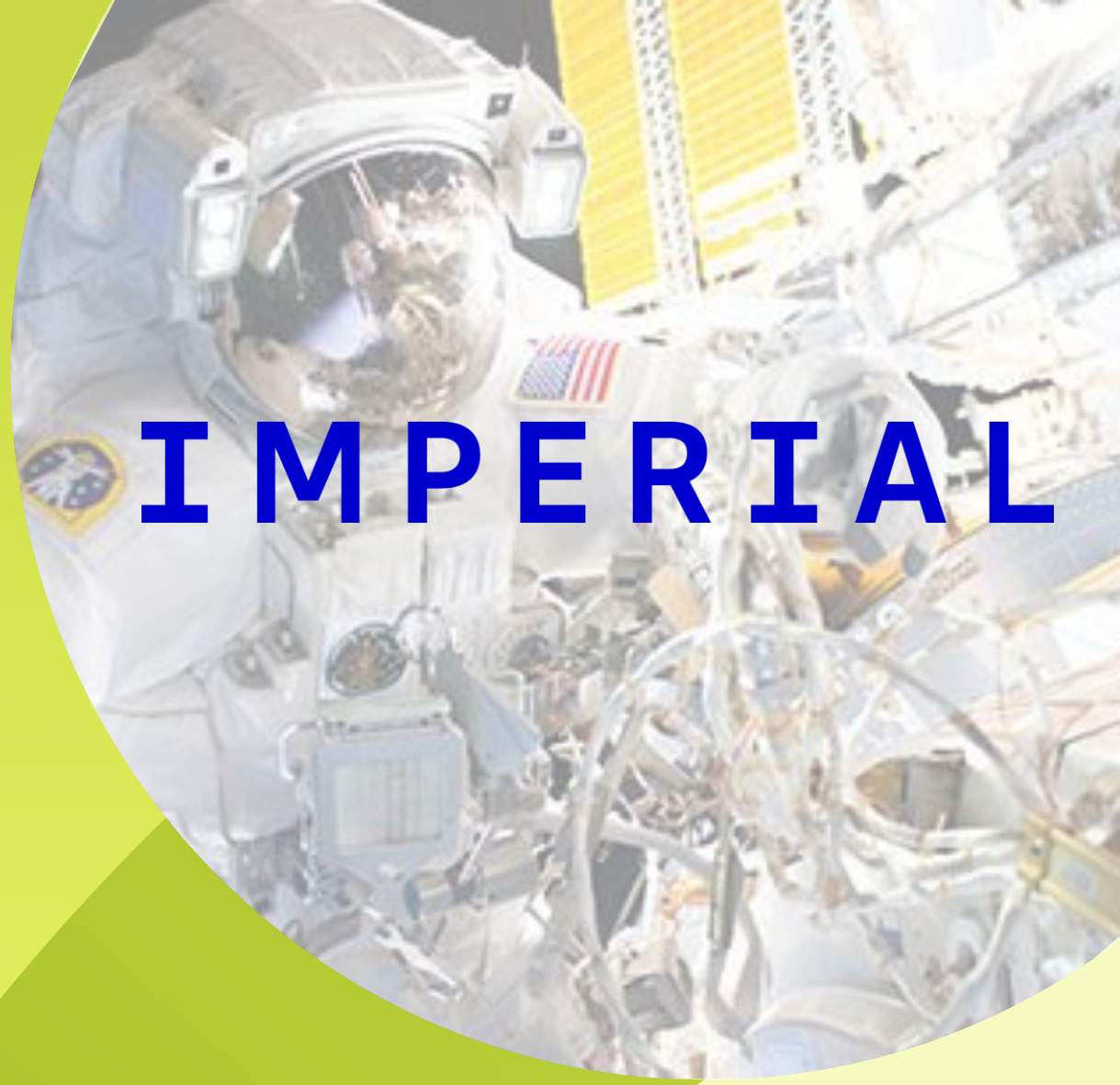
What new skills and knowledge would you need to develop?

https://pstt.org.uk/unique-resources/a-scientist-just-like-me/

Primary Science Teaching Trust

Engage

Imperial College London

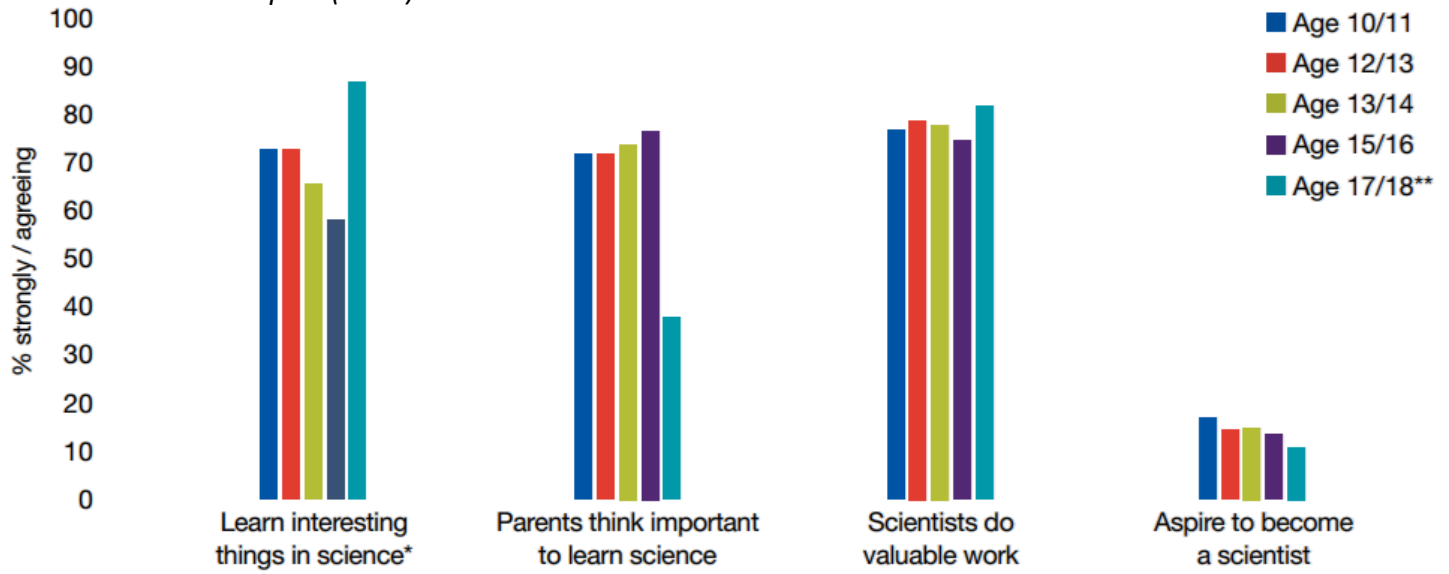


Dr Martin Archer
UKRI Future Leaders &
Stephen Hawking Fellow in
Space Physics

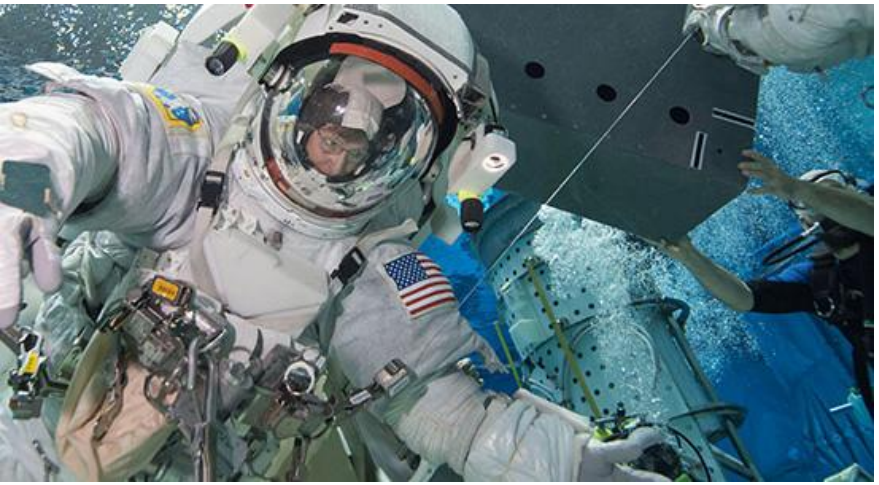
www.spaceperson.co.uk

Research says young people from early on need to personally relate to potential careers

ASPIRES report (2020)



So what careers are there in the space sector?



and established careers resources

- Don’t reflect the diversity of jobs
- Target sixth formers / university students

A set of 36 postcards around space careers

aimed at upper primary / lower secondary age

3 STEM Attributes

Illustration based on job category

Job category

Short description of the job

QR code link to the job on our website

I COULD BE AN...

Environmental Engineer

Engineering

Environmental engineers make sure that the spacecraft can survive in the environments that it will travel to or through. This includes launch, orbit, interplanetary travel, other planets, and re-entry to the Earth. They must consider protection systems such as radiation and heat shields.

Routes

A degree in science or engineering and sometimes a postgraduate qualification. There are also apprenticeships instead of degrees.

Example UK employers

Thales Alenia Space

Learn more

www.spaceperson.co.uk

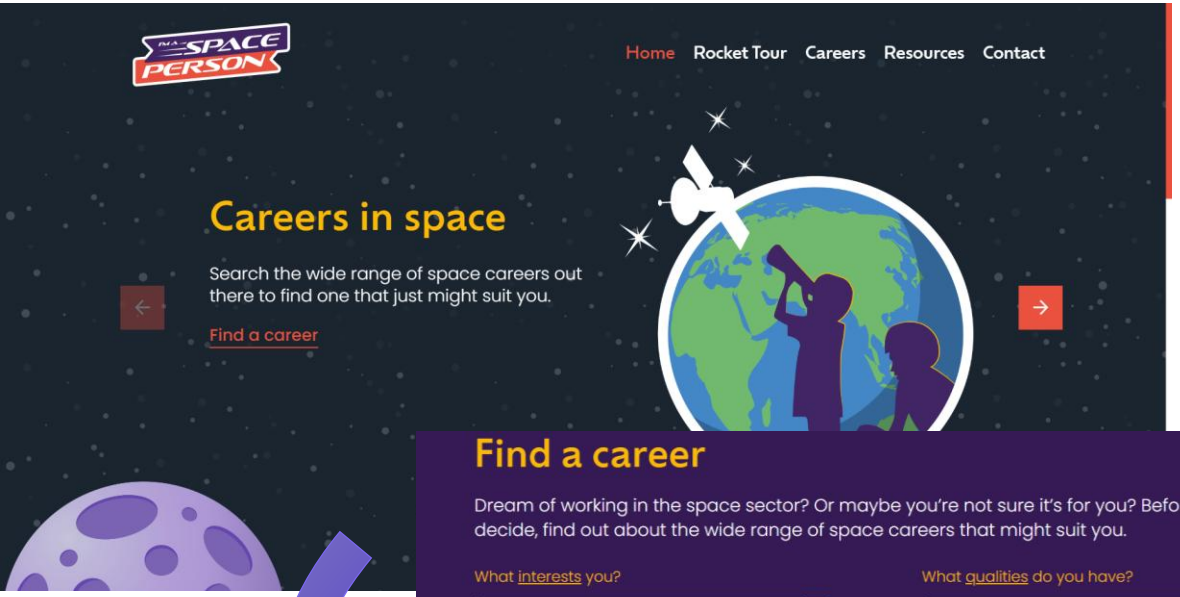
Imperial College London | UKRI Science and Technology Facilities Council | UK SPACE AGENCY | Share on socal media using #spaceperson

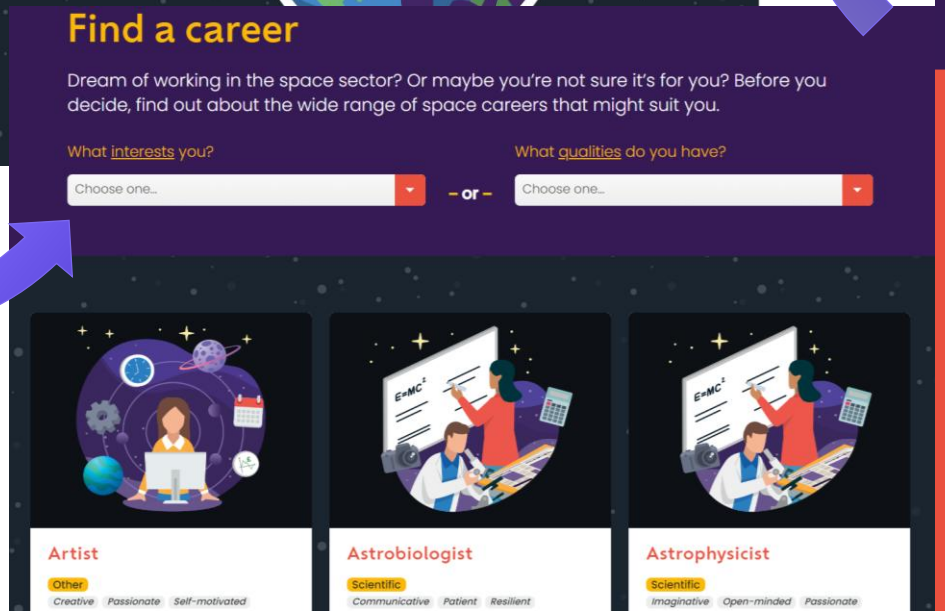
Example UK-based employer for this job

Typical routes into this career including qualifactions needed

www.spaceperson.co.uk

Young people can explore more space careers sorted by interests or personal qualities along with their parents/carers





Description

Astrophysicists study objects in the universe including galaxies and stars. They want to understand the history of them, what they are made of, how they formed and their main features to identify other similar objects. They may use telescopes on Earth or satellites in space to analyse these objects.

Routes

A degree in physics specialising in astrophysics, going on to achieve a doctorate.

Example UK Employers

Imperial College London.

Key Stage 2 Curriculum Links

Maths

Statistics: Astrophysicists will deal with data from lots of objects observed by telescopes or satellites and will calculate the statistics of datasets.

Science

Earth and space: Astrophysicists know about planets, moons and stars.

Light: Astrophysicists analyse data from telescopes, including spectra of light that has come from far away objects.

Other

Computing: Astrophysicists use computers to analyse data.

Key Stage 3 Curriculum Links

Maths

Statistics: Astrophysicists deal with data from lots of objects observed by telescopes or satellites and will calculate the statistics of datasets.

Chemistry

Atoms, elements and compounds: Astrophysicists know about different elements and what features they cause in their observations

Free space resources
For teachers & parents/carers

Wealth of **space resources** from Imperial & UK Space Agency about this project & more!

Includes **exercises**, **guides** & **simple evaluation materials**

If you use any of our resources in any way, please tell us!

spaceperson.co.uk

Engage

The Rosalind Franklin Institute

Dr Patricia Smith
Community Manager

www.rfi.ac.uk/discover-learn

Virus Factory – in Schools!

Learn about viruses, microscopes, microbiology and computer algorithms while contributing to **real science research** in the classroom.

- Built around the online citizen science project **Science Scribbler: Virus Factory**
- Up to four hours of workshops
- Built using the **science capital teaching approach**
- Curriculum mapped to KS2 (& KS3)
- Incorporates a live Q&A with scientists from the Franklin

Resources are free to use:

- Download print-and-play resources online
- Or receive a free **physical resource pack**

www.rfi.ac.uk/discover-learn/virus-factory-in-schools

Science and Technology Facilities Council

UNIVERSITY OF OXFORD

The Rosalind Franklin Institute

Workshop structure

Workshop 1 – Background Science

- Inside a cell
- DNA extraction practical
- Scale and imaging
- Scientists, microscopes, discoveries

Workshop 2 – Citizen Science

- Virus Picker and Classifier activities
- How we can see inside a cell in 3D
- How the students' contributions are used (zoo notes)

Workshop 3 – Computer Science and Q&A

- Developing algorithms - CATegories
- Meet the researchers

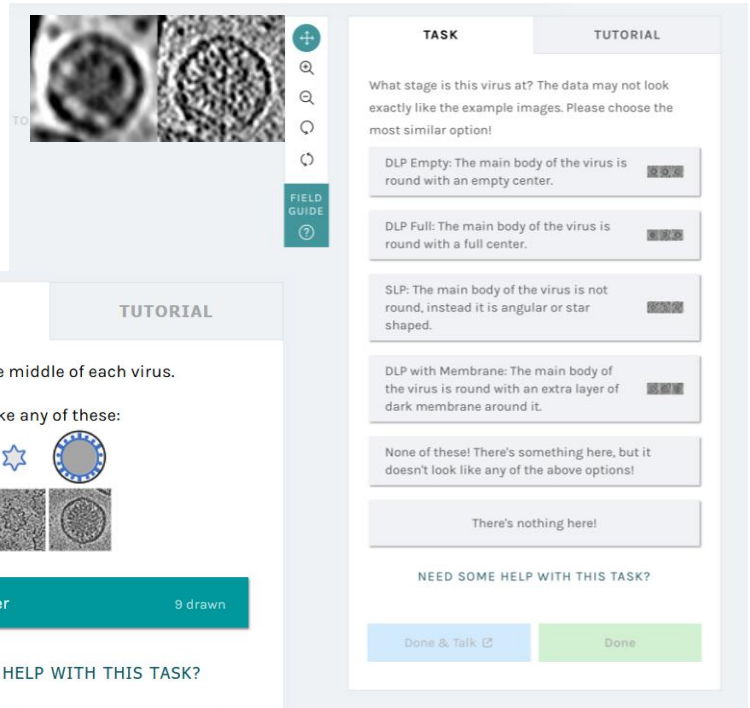
Extension Workshop – Maths & ICT

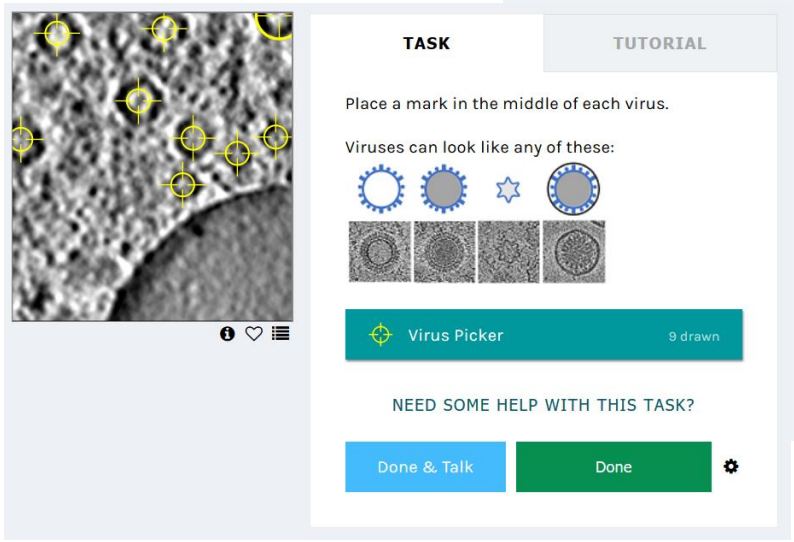
- Averages
- Virus multiplication activity
- Bar graphs
- Pie charts

*** Also covered in Standalone Workshop**

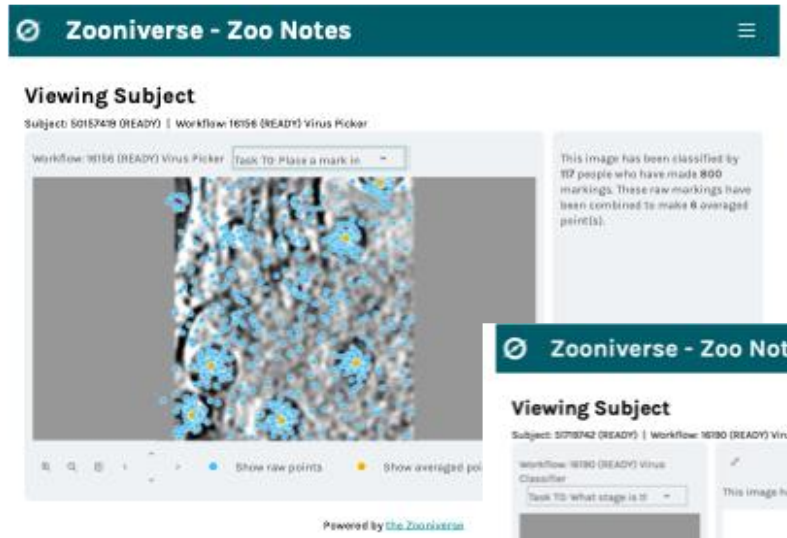
Online citizen science with Virus Factory

Vote on the lifecycle stage of the virus



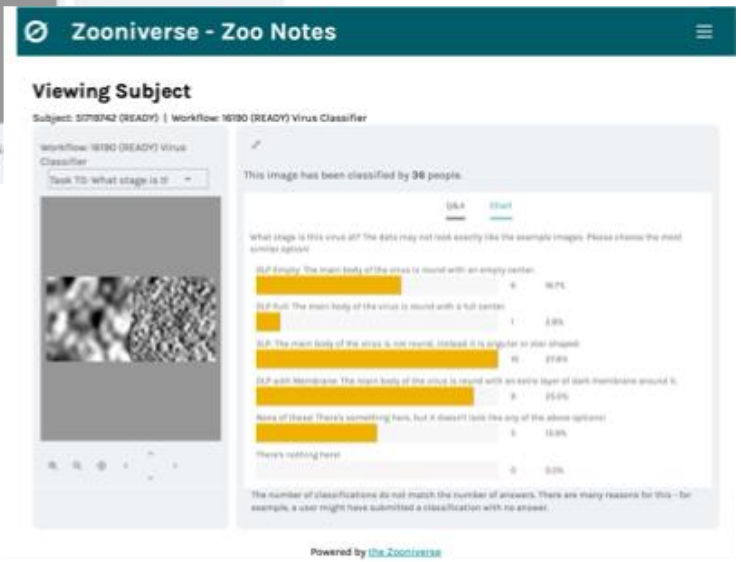


Place markers on virus particles



Explore your students' contributions with zoo notes

Understand how computers process the data



www.rfi.ac.uk/discover-learn/virus-factory-in-schools

The Rosalind Franklin Institute

How to contact us

Sign up to receive a free teacher pack:

Email the Science Scribbler team:

science.scribbler@rfi.ac.uk

Visit the landing page

www.rfi.ac.uk/discover-learn/virus-factory-in-schools

General public engagement inquiries:

public.engagement@rfi.ac.uk

The Rosalind Franklin Institute

Engage

Great Science Share for Schools

Nicola Fletcher
Science and Engineering Education Research and Innovation Hub (SEERIH) Specialist Officer

www.greatscienceshare.org

What is it?

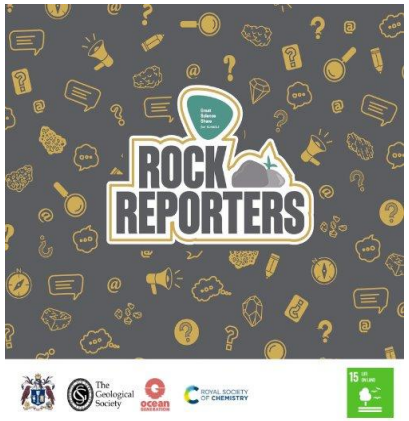
Great Science Share for SCHOOLS

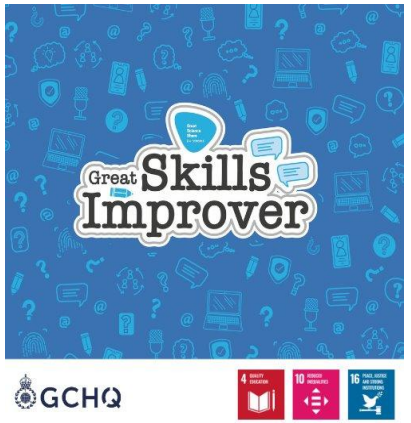
Core Values

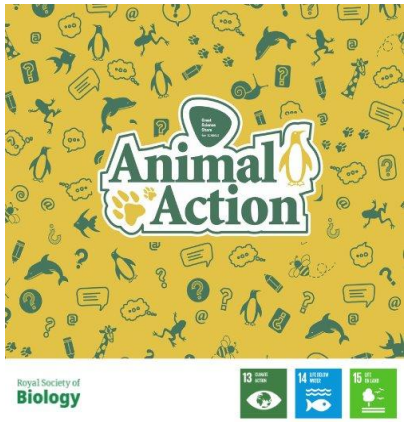
- child-focused enquiry
- inclusive and non-competitive
- encourages collaboration

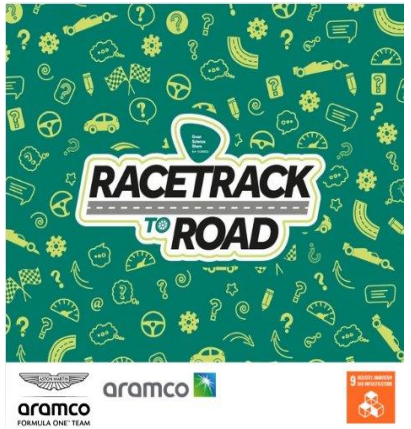
unesco
United Kingdom National Commission for UNESCO

Great Guided Enquiries









Great Science Toolkit

- Enquiry Planning Tool
- Question Makers
- Prediction Prompts
- Conclusion Creators
- Reliability Checkers
- Observe And Draw Prompt
- Share Prompts
- Talk Prompts
- Progression Tool for teachers
- Sorting Selector
- Group Roles
- Model It Prompt

greatscienceshare.org

#GSSfS

Why take part?

Advantages:

- Save teachers' time
- Inclusive resources
- Fosters pupil-led learning and curiosity
- Raise the profile of science
- Teacher professional development to build teacher confidence

Benefits:

- Improves working scientifically skills and builds science capital
- Empowers pupils to lead their learning and ask meaningful questions
- Builds a supportive culture for science across school and community

GSSfS resources are inclusive for all pupils and provide real-world links which enabled pupils to understand the importance of science.

Headteacher, Lancashire

Engage

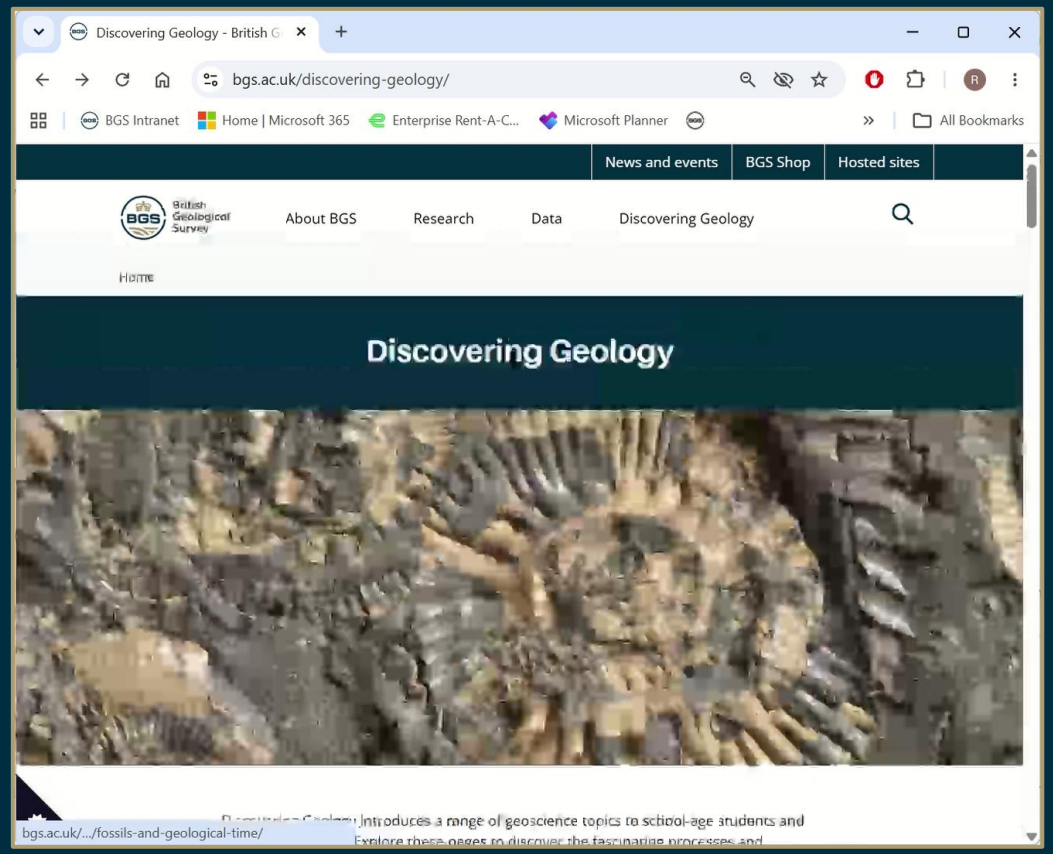
British Geological Survey

Rose Want
Public Engagement Manager

www.bgs.ac.uk

Discovering Geology

- Our hub for resources, activities and information related to geoscience
- Resources from KS1-5 / P1-S6
- Activities and lesson plans to download, resources to loan, background reading for topics



Rock loan kits!

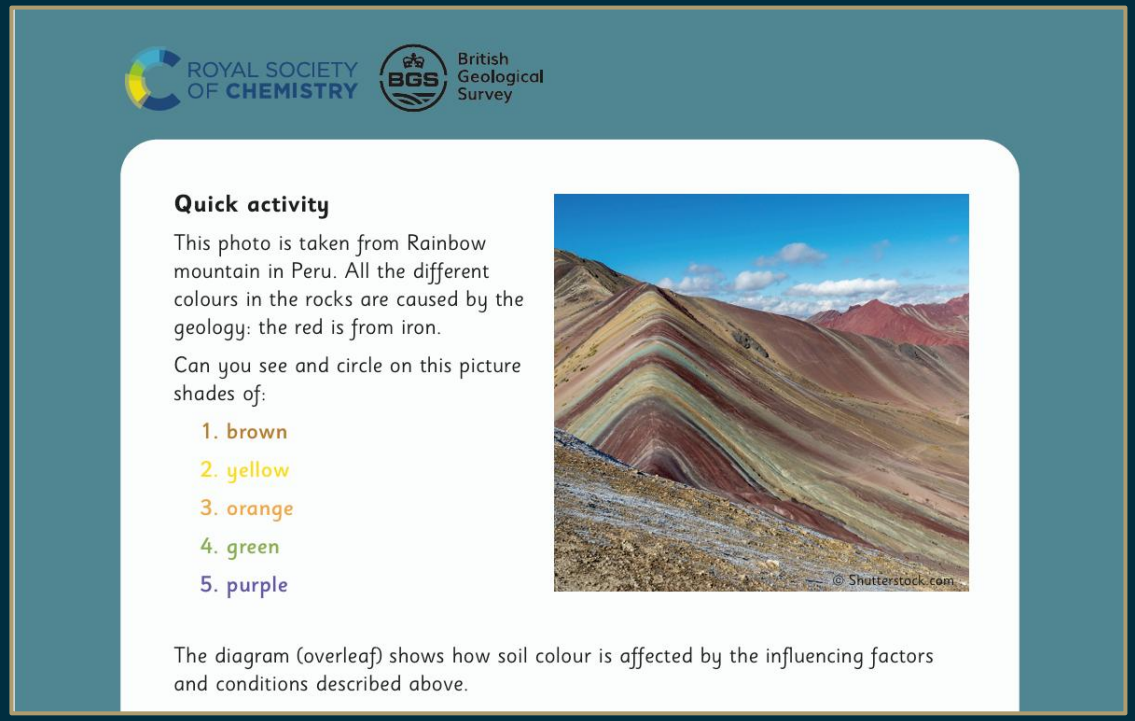
- We have a range of rock and fossil kits to loan out to schools
- Include 12 rock and fossil specimens, magnifying glasses or hand lenses, and info sheets
- Loans available for 2 week period, free of charge
- Email bgsengage@bgs.ac.uk to enquire

Fossil kits

Rock kits

CheMudstry

- Teacher resource and info pack for exploring soils in the classroom
- Includes worksheets, lesson plan and teacher notes
- Aimed for KS2, or children aged 7-11



ROYAL SOCIETY OF CHEMISTRY

British Geological Survey

Quick activity

This photo is taken from Rainbow mountain in Peru. All the different colours in the rocks are caused by the geology: the red is from iron.

Can you see and circle on this picture shades of:

1. brown
2. yellow
3. orange
4. green
5. purple

The diagram (overleaf) shows how soil colour is affected by the influencing factors and conditions described above.

Teacher CPD sessions

- Full-day or half-day sessions exploring rocks, fossils, soils, volcanoes and earthquakes for primary teachers
- Free sessions are run from our offices in London and Keyworth, Nottinghamshire
- All attendees receive a pack afterwards of demos they can do in the classroom

Sign up to hear about upcoming sessions

Any questions?

Engage

Or get in touch with todays speakers:

Oak National Academy
help@thenational.academy

Imperial College London
spaceperson@imperial.ac.uk

CREST Awards
crest@britishscienceassociation.org

The Rosalind Franklin Institute
science.scribbler@rfi.ac.uk

Primary Science Teaching Trust
Kulvinder.johal@pstt.org.uk

Climate Ambassadors
hello@climateambassadors.org.uk

British Geological Survey
bgsengage@bgs.ac.uk

Great Science Share for Schools
greatscishare@manchester.ac.uk

Science Museum Group
info@sciencemuseumgroup.ac.uk

Engage Teacher Conference

Thank you

Complete the **5-minute feedback form** for the chance to win one of ten **£10 Amazon vouchers**!
https://www.tfaforms.com/5181926

Run by

Managed by

crestawards.org/engage

crest@britishscienceassociation.org