

A Special Place: What's so special about soils? Instructions

These activities can be carried out with the whole-class or as a 'carousel' of activities during a 'rocks and soils' morning or afternoon session.

Objectives: To get the children to think about the uses, types and properties of soils.

Resources: 'What's so special about soils?' presentation, glossary cards, Teachers' notes and 'Dirty Hands Test' from the Moorland Discovery Teachers' Pack (page 32.) These can all be found on the ['Rocks and Soils'](#) page. You may also need post-it notes, 2 x A3 sheet per group for post-it notes, soil samples and magnifying glasses.

Ideally this lesson should be done **after** 'What's so special about rocks?' and **before** 'What's the connection?'

Instructions:

In pairs or in two teams, revise the glossary terms from 'What's so special about rocks?' This could be done as a quiz where one side asks the definition and the other gives the term or vice versa.

Slide 2: Ask children to write their ideas on why soil is important on post-it notes and put these on one of the A3 sheet. This could be done as a competition between groups.

Slides 3-6: Go through any questions that the children may have.

Slide 7: Depending on the prior knowledge of the children, either ask them to recap what they know or write down on post-it notes their ideas and put them on A3 paper.

Slide 9/10: Go through any questions the children may have. NB the difference between 'dead' and 'never having been alive'.

Slide 11/12: Use the 'Dirty Hands Test' pdf to see if the children can work out what type of soil they have. NB: Don't use too much water as the test will be ineffective. You may want to remind children about why they should wash their hands afterwards i.e. bacteria.

Slides 13-16: Answer any questions the children may have and allow them time to match up any remaining glossary terms.

Slide 17: Ask children in their group to recap why soil is important.

Slide 18: Ask children which area of the Peak District they are going or ask them to research it on the Internet. Can they predict the soil type they will encounter on their visit? This will depend on the location of their visit. (See Teachers' Notes).