

## Your booking – essential information

### Rocks the House

**Meeting point** When you arrive go to the **School Reception**, Green Zone, Lower Ground Floor, to check in.

Your activity meeting point is **the Attenborough Studio**, please arrive here **five minutes** before your session is due to start. See map overleaf for details.

**Contact** **Pre-visit:** If you have any queries regarding your visit contact Schools Booking on **+44 (0)20 7942 5555**.

**On the day:** If you think you may arrive late, please call the Learning Engagement Manager on **+44 (0)7887 995953**.

**Preparation** Central London and South Kensington tube station can be very busy so please ensure you leave plenty of time to get to the Museum. Additionally, the Museum often has long entry queues. Missing the start of your session may lead to your session being cancelled.

Before your visit be sure to read and understand our payment and cancellation conditions: **[www.nhm.ac.uk/school-payment-cancellations](http://www.nhm.ac.uk/school-payment-cancellations)**

For more information on school group visits to the Museum visit: **[www.nhm.ac.uk/schools-essential-info](http://www.nhm.ac.uk/schools-essential-info)**

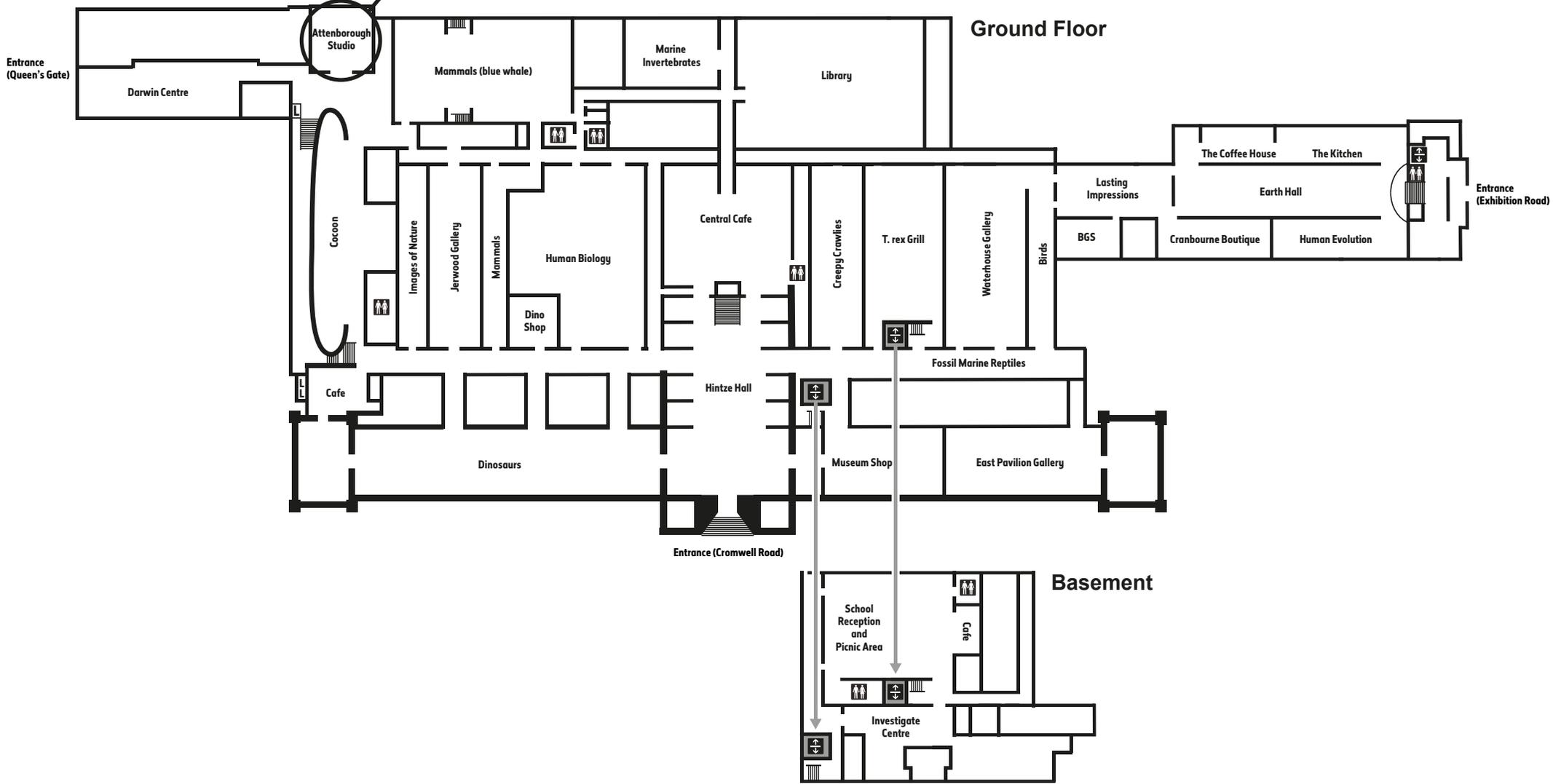
**Duration** **30 minutes**

**Ratios** For health and safety purposes, please ensure you have the following ratio of adults to children:

1 adult : 10 students

90 students maximum

Activity meeting point  
for **Rocks the House**



## Your booking – additional information

### Rocks the House

#### Overview

This fun science show explores geological interactions at the boundaries of tectonic plates, when they collide, slide past each other and separate, showing the effects on the landscape, and setting the rock cycle in a dramatic context. We look at some of the methods used by museum scientists and geologists around the world to study the Earth's surface, including earthquakes and volcanoes eg note taking and rock collecting in the field, the use of seismometers and analysing lava wearing specialist heatproof suits.

There are engaging demonstrations involving large props, messy experiments, volunteers and lots of audience participation.

Please note, the human impact of volcanoes and earthquakes is addressed briefly during the show, but is not its main focus. Please visit the ***Volcanoes and Earthquakes*** gallery to explore this further.

#### Resources

All resources are provided.

#### Curriculum links

This activity's content falls within the following statements, but does not necessarily support the breadth of content to which the statement refers

##### KS3: Science

Earth and atmosphere

- understand the composition and structure of the Earth
- understand the rock cycle and the formation of igneous, sedimentary and metamorphic rocks

##### KS3: Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to:
  - geological timescales and plate tectonics
  - rocks, weathering and soils
  - weather and climate, including the change in climate from the Ice Age to the present
  - glaciation, hydrology and coasts
- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to:
  - population and urbanisation
  - international development
  - economic activity in the primary, secondary, tertiary and quaternary sectors
  - the use of natural resources
- understand how human and physical processes interact to influence and change landscapes, environments and the climate, and how human activity relies on effective functioning of natural systems

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#### **KS4 Physical Geography**

This show is an excellent resource for teaching KS4 Physical Geography as either an introduction to the topic, or to consolidate learning. It is particularly relevant for the content topics with the following awarding bodies.

#### **Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Geography B – Specification –**

- Content Topic 1: Hazardous Earth
  - 1.7 Earth's layered structure, and physical properties is key to plate tectonics
  - 1.8 There are different plate boundaries, each with characteristic volcanic and earthquake hazards
  - 1.9 Tectonic hazards affect people, and are managed, differently at contrasting locations

#### **OCR 2015 8 GCSE (9–1) in Geography B (Geography for Enquiring Minds)**

- 2c. Content of Our Natural World (J384/01)
  - Topic 1 – Global Hazard
  - 1.2. How do plate tectonics shape our world?

#### **AQA GCSE GEOGRAPHY (8035)**

- 3.1 Living with the physical environment
  - 3.1.1.1 Natural hazards
  - 3.1.1.2 Tectonic hazards