

## The Investigate Centre

Please use this information to help you and your pupils get the most from your visit.



### Your session

<b>Session name</b>	The Investigate Centre
<b>Location</b>	Investigate Centre, Lower Ground Floor, Green Zone, next to the School Reception and Picnic Area
<b>Start time</b>	10.30 11.30 12.30 13.30
<b>Duration</b>	50 minutes
<b>Minimum ratio</b>	For Year 2, 1 adult : 8 pupils For Years 3–9, 1 adult : 10 pupils
<b>Maximum group size</b>	50 pupils for Year 2 to Year 6 40 pupils for Year 7 to Year 9 Please ensure you meet the minimum adult : pupil ratio

## Before your visit

Please tell your pupils they will be visiting the *Investigate Centre*. Explain it is a hands-on science space where they can touch and investigate a huge range of real natural objects from beetles and starfish to meteorites and skulls. While in the *Investigate Centre*, pupils will be encouraged to make observations, use a variety of tools, look for evidence and relationships and ask and answer their own questions. To support this, you may find it useful to discuss how real scientists are constantly asking and trying to answer questions.

## About the Investigate Centre

Designed to engage seven to 14 year olds with the science curriculum, the *Investigate Centre* provides pupils with a range of tools to enable them to become scientists for the day – looking for evidence and making discoveries about the natural world. Our enthusiastic science educators are always on hand to guide your pupils if they need help to orientate themselves in the space, locating specimens or using the ICT activities.

## Health and safety

Please ensure pupils leave bags and coats to one side of the room to avoid trip hazards. Pupils are encouraged to handle all specimens except the living creatures. Please make sure everyone washes their hands after leaving the *Investigate Centre*.

## A note about behaviour

Our experienced science educators will lead your session. We work to make it an inspiring and inclusive experience for all pupils and we rarely have problems with behaviour. However, teachers have overall responsibility for the behaviour of their pupils and we expect you to support us with this where necessary. Pupils benefit significantly when teachers and accompanying adults also get involved, so please do join in.

## Suggested follow-up activities

### Learning to ask questions

Ask pupils to bring in natural or human-made objects and spend time coming up with questions about them. Support this by providing a list of question words (what, why, how, when, who, where, what, if). Can they answer any of their questions? You could have a competition to come up with the best/ most interesting/ most useful/ most unusual question.

### Literacy

Use the *Investigate Centre* experience to stimulate non-fiction writing, for example creating a fact file about their favourite specimen from the Museum. Alternatively, create some fiction. Ask pupils to choose a specimen – how did it come to be in the Museum? What is its life story? What happens to it when the Museum closes at the end of the day?

### Art or DT

Draw on the pupils' experiences in the *Investigate Centre* to create a display representing a range of objects from the natural world. Ask pupils to choose their own natural object to draw, paint, sculpt, collage, photograph, etc. Why not experiment by repeating a drawing using different media (charcoal, pencil, pastels, etc) or focus on a small part in detail.

## Learning objectives

Students have the opportunity to be a scientist by:

- using specimens
- using scientific tools
- following their own lines of enquiry

(This may include developing scientific skills of observation, description and questioning, and developing scientific vocabulary.)

## National Curriculum Links

The activity content falls within the following statements, but does not necessarily support the breadth of content to which the statement refers.

### Science

#### Key Stage 1 and 2 aims

Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer specific questions about the world around them.

#### Key Stage 1 science

##### Working scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

##### Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive

#### Lower Key Stage 2 science – Years 3 and 4

##### Working scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using straightforward scientific evidence to answer questions or to support their findings

#### Upper Key Stage 2 science– Years 5 and 6

##### Working scientifically

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

##### Living things and their habitats (Year 6)

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

### **Key Stage 3 aims**

Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

#### Working scientifically

- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and understanding (experimental skills and investigations)
- make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements (experimental skills and investigations)
- interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions (analysis and evaluation)
- identify further questions arising from their results (analysis and evaluation)