

Hello Trees Resource Sheet



KS1 Y1 Science Diary Item

Tree Bark

There is almost always a question in Key Stage 1 tests requiring pupils to identify and name the layer around a tree trunk – the bark.

Options: pupils can do a bark rubbing **with you** in the playground or a park, or you can provide a wax crayon and paper for pupils to do bark rubbing **during home time**.

OBJECTIVE: LEARN ABOUT TREE BARK

WHAT YOU NEED

1. Trees, paper, wax crayons

See also 'Tree bark, rabbits and other herbivores', 'Bark rubbing' and 'Bark vs Skin' all at [Hello Trees resources](#).

- ✓ Develop scientific language



What do we call the outer layer of a tree trunk? [bark]

Bark gets thicker and thicker as a tree grows.

- ✓ SEASONAL CHANGES ✓ Weather

It is Winter now. **What could be protecting trees from the cold? [its thick bark]**

- ✓ Day length: Days are shorter and tend to be more gloomy in Winter.

What else do we notice about trees in Winter [no leaves flowers or fruit]

Do you think we can tell which tree is which simply from its bark? [bark, bud and branching (the 3 'b's) are the clues to tree identity in Winter, more about the others later]

PLANTS

- ✓ Be able to identify and name common trees
- ✓ Use secondary sources of information ✓ Books



Let's look at some photos of bark.

Google 'tree bark images'. Elicit descriptions of colour and texture.



Now share [Hello Trees books](#)' excellent photographs of the bark of 10 common trees – and their buds and branching, so that pupils can see how to identify trees in Winter.



WORKING SCIENTIFICALLY

- ✓ Experience and observation

Let's **do bark rubbings on some trees in the playground or park - or in home-time.**



Pairs or **individuals** take a wax crayon and a piece of paper,

1. hold the paper against the bark
2. rub the crayon across the bark.

Tips: 1. remove the bit of paper around the crayon
2. hold the crayon sideways.

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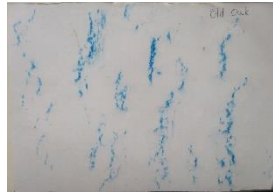


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Oak tree bark



Silver birch bark



Cherry tree bark

While they are doing the rubbing, ask pupils to

think of *words* to describe the bark: what it looks like and how it feels.

Think of how different trees have developed *different patterns* of bark.

Think how, **each year, a tree trunk gets wider and the bark must expand.**

Think how, as it gets pushed outwards, the *bark splits and thickens.*

Think whether the bark on their tree is **thick enough to protect the tree.**

Label the bark rubbing with their own name(s) and, if possible, with the type of tree.

Perhaps cut from their tree a small sprig with buds and/or take a photo of the branching of the tree in order to help identify the tree [**bark, bud and branching** (the 3 'b's) being the **clues to tree identity in Winter**]

✓ Compare ✓ Observe changes over time

When the class has re-grouped after bark rubbing

Compare patterns and descriptions of the bark of different trees.

Compare patterns and descriptions of bark lower and higher up the tree [**expect rougher and thicker lower down the tree trunk**]

Could pupils tell which trees were older than others? [**trunk girth** is a better indicator of age than tree height . **More about both primary and secondary growth another time**]

Was there thicker bark on older trees? [**expect thicker bark on older trees**]

Which bark did pupils like best? Can they describe why they liked it?

Are pupils inspired by bark to create anything else? [**e.g. model the bark in clay, paint it**]

As ever, ✓ Communicate what they find ✓ To different audiences ✓ In different ways

POSSIBLE SCIENCE DIARY ENTRY [alongside bark rubbing(s)]

We did bark rubbings today.

Bark grows around the outside of a tree trunk. Bark is thick and hard and helps to protect the tree. Each year bark gets thicker and harder.

My tree was a Silver Birch. It has white bark that is smooth and black bark that is rough. There is more black bark at the bottom of the tree.