

CALCH LESSON PLAN			
Subject	Unit	Lesson	Key stage
Art and Design	1	Quarries, Limestone and kilns	KS2/3
<p>Learning objectives: By the end of this lesson pupils should learn:</p> <ul style="list-style-type: none"> • A brief history of the site and why it was quarried • How important limestone was to the local community • That the landscape has been heavily affected by the industry. 			
<p>Keywords: Limestone, landscape, industry, kilns.</p>			
<p>Introduction:</p> <p>This is an introductory lesson for pupils to gain an understanding of the historical significance of the site and the potential of the site to be used as an art and design project.</p> <p>Following the PowerPoint introduction, Pupils are asked to think about (in groups) what structure is shown in the photograph (A kiln) and then in groups to answer four questions.</p> <ul style="list-style-type: none"> • Who built this? • What was it used for? • When was it built? • Why was it abandoned? <p>After 5-10 minutes additional photographs can then be shown on the PowerPoint to help pupils answer the above questions and form a conclusion.</p>			<p>Timings (Based on 60 min)</p> <p>5 mins</p> <p>5-10 mins</p> <p>5 mins</p>
<p>Main :</p> <p>Following the PowerPoint, explain the use of the kiln and what it was used for.</p> <p>Use the PowerPoint to demonstrate some of the uses of lime. Following this pupils can be introduced to other aspects of the site including;</p> <ul style="list-style-type: none"> • Bats – Living in the kilns • Unusual plants growing there which like the alkaline soil • Tufa – A calcium carbonate deposit which is appearing on the surface as rainwater washes through spoil heaps. • Memorials – Not just to David Davies but to more recent deaths • Heritage – The historical significance of the site. • Fossils – formed over millions of years. <p>Using the above points and the general picture pack, pupils are asked to think about which aspect of the site interests them most and why.</p> <p>Pupils to draw a spider diagram of ideas on how they could best represent the site through a creative project.</p> <p>At home – Pupils can use the internet to further explore images of quarries and kilns to further their overall impression of Herbert’s quarry.</p>			<p>5 mins</p> <p>10 mins</p> <p>5 mins</p> <p>10 mins</p>

<p>Plenary: To conclude the lesson, check that pupils understand what a kiln is and why limestone was burnt.</p> <p>Site visit reminder: If a visit to the quarries is planned for the following lesson, pupils should be reminded of the appropriate clothing and footwear along with any other required items. Pupils should bring pencils, rubbers and sharpeners along with sketchbooks and note books. A packed lunch may be required depending on the length of the visit. Pupils should also bring a drink.</p>	<p>5-10 mins</p>
<p>Differentiation: Pupils should work to their own ability but may need extra help with the creative process.</p>	
<p>Assessment: At this stage in the project assessment can be in the form of question and answer at the end of the lesson. Final piece of art work to be assessed later on.</p>	
<p>Resources: PowerPoint presentation, A3 paper, picture pack (included in resources)</p>	
<p>Links to literacy/numeracy:</p> <p>Literacy - This lesson can link to literacy in the following ways:</p> <ul style="list-style-type: none"> • <i>Pupils are asked to speak clearly using appropriate language</i> • <i>Contribute to a group discussion.</i> • <i>Listen and respond to others.</i> • <i>Gather and organise information from various sources.</i> • <i>Expand upon ideas with supporting reasons.</i> <p>Numeracy - This lesson can link to numeracy in the following ways:</p> <ul style="list-style-type: none"> • <i>Time events and organise results.</i> <p>Other curricular links: Pupils may use ICT in their homework to find other images of the quarry and gain an overall impression of quarries.</p>	