

## Herbert's quarry tour

<p><b>Learning objectives:</b> By the end of this lesson pupils should learn:</p> <ul style="list-style-type: none"> <li>• To select and record from first hand observation of the environment.</li> <li>• To compare ideas, methods and approaches to representing the landscape.</li> <li>• To understand the effect that industry has had on the landscape.</li> </ul>	
<p><b>Keywords:</b> Landscape, limestone, kilns. Shape, form, colour, space, texture and pattern, viewpoints, perspective, foreground and background.</p>	
<p><b>Introduction:</b></p> <p><b>Please see guided tour map and risk advice prior to visiting the site.</b></p> <p>The purpose of the visit is for pupils to collect visual and other information to help them develop ideas about the landscape. Regular stops should be made on the tour for pupils to take photos, notes or make sketches.</p>	<p><b>Timings</b></p>
<p><b>Main :</b></p> <p><b>***Digital photos should be taken for later classroom discussion and pupils should take notebooks to make notes or draw pictures.***</b></p> <p>Teachers should use the tour guide to direct pupils around the site stopping at various locations to show features. The information regarding the features is also included in this unit. For younger learners the information can be read to the pupils, but for the older pupils the information can be given to the pupils to allow them to spot and learn about them independently. Their learning can then be assessed via a series of questions included in this unit. Pupils should learn about features including limestone pavement, tufa, fossils as well as flora and fauna. During the visit pupils should investigate the site and record from experience and imagination. Pupils should have a sketchbook with them to draw during their visit; in addition they could also be able to take digital photographs. Pupils should also be invited to think about the view and the amount of farms and fields, with this in mind the production of lime was of great importance to the local community. Pupils are invited to think about colours, shapes and textures as well as scents. They should also be asked to make a note of how they feel at different points on the site visit. No materials are allowed to be removed from the site, pupils should think about how they will recreate the qualities of materials on site.</p> <p>Please note: The site is not suitable for wheelchair users or the less capable.</p> <p>Dependant on the pace of the tour, the walk around the site should take an average of two hours.</p>	<p><b>Please allow a minimum of two hours for the site visit.</b></p>
<p><b>Plenary:</b></p> <p>Pupils are asked to think about what they have seen on their visit. As they will soon be creating their own image of the landscape pupils are to consider shape, form, colour, space, texture and pattern as well as viewpoints, perspective, foreground and background.</p>	

**Differentiation:**

Pupils will be able to work to their own ability on this project as they create their own piece of work. However pupils may need extra help choosing appropriate landscapes and planning their work.

**Assessment:**

Through question and answer session at the end of the tour, however longer term assessment will be through the work that they create.

**Resources:**

**\*\*\*A full risk assessment should be carried out by staff prior to visiting the site. Our site information is for guidance only and should not be used in place of a full risk assessment.\*\*\***

Site information, map of site, tour information photos and information sheets.

Pupils will need to bring sketchbooks, notebooks, pencils, sharpeners and rubbers along. A digital camera will also be needed. In addition a packed lunch may be needed. Appropriate footwear and clothing are also needed for the visit.

**Links to literacy/numeracy:**

**Literacy** - This lesson can link to literacy in the following ways:

- *Pupils are asked to speak clearly using appropriate language*
- *Contribute to a group discussion.*
- *Listen and respond to others.*
- *Gather and organise information from various sources.*
- *Expand upon ideas with supporting reasons.*

**Numeracy** - This lesson can link to numeracy in the following ways:

- *Time events and organise results.*

**Other curricular links:** History – Examining the history of the site and its geological impact  
Chemistry – The chemical reaction of limestone when burnt.