

CALCH LESSON PLAN

| Subject | Unit | Lesson | Key stage |
|---|------|------------------|--|
| Geography | 4 | In the limelight | KS2/3 |
| <p>Learning objectives: By the end of this lesson pupils should learn:</p> <ul style="list-style-type: none"> • Some pupils will understand the complex pros and cons when considering quarrying. • Most pupils form an opinion for or against quarrying. • All pupils will understand that the landscape has taken millions of years to form. | | | |
| <p>Keywords: Limestone, quarry, quarrying, sustainable development.</p> | | | |
| <p>Introduction:</p> <p>Pupils should have formed an opinion on whether quarrying is a good or bad thing. As a quick reminder of pupils learning so far, hold a quick ‘hands up’ class vote to see who is for quarrying and who is against. Ask various pupils to explain their main reason supporting their decision.</p> | | | <p>Timings (Based on 60 min) 5-10 mins</p> |
| <p>Main :</p> <p>Time to produce a poster on the information gathered.</p> <p>Posters can include a geological map of the area, information on limestone found there, photographs of features identified along with written descriptions, links to sites that can provide more information (ie SSSI) and the uses of quarried limestone.</p> <p>Pupils may use the Internet to find images or they may draw them. Their poster can perhaps be a protest about a quarry which is planned for the local area or an advertisement for worker for the quarry.</p> <p>Pupils must use a range of arguments to support their claims in their poster and take time planning their poster before they begin. Posters can be completed as homework if not finished in class time.</p> | | | <p>45 mins</p> |
| <p>Plenary:</p> <p>Lesson and topic may be concluded by pupils showing their posters to the rest of the class followed by classroom discussion and summing up. Teacher to conclude that there are strong arguments on both sides, for and against quarrying. The Black Mountain will remain as it is – A protected heritage site, demonstrating the importance it did have within the surrounding community.</p> | | | <p>5-10 mins</p> |
| <p>Differentiation: All pupils will be able to work to their own ability when creating their poster. ALN pupils may need extra help sourcing the relevant information.</p> | | | |
| <p>Assessment: Teachers may assess learning through marking of posters and worksheets.</p> | | | |
| <p>Resources: PowerPoint presentation, A3/A4 paper will be needed for posters.</p> | | | |
| <p>Links to literacy/numeracy: 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>Expand upon ideas with supporting reasons.</i> | | | |
| <p>Other cross curricular links to art and design and science</p> | | | |