

| CALCH LESSON PLAN | | | |
|--|------|--------------------|--|
| Subject | Unit | Lesson | Key stage |
| History | 3 | Life in the quarry | KS2/3 |
| Learning objectives: By the end of this lesson pupils should learn: | | | |
| <ul style="list-style-type: none"> Some pupils understand the dangers quarrymen faced daily. Most pupils will understand how life today compares to that of a quarryman. All pupils will understand how difficult the life of a quarryman was. | | | |
| Keywords: Quarry, lime, flare, draw, kiln | | | |
| Introduction: www.britishpathe.com/video/quarry-and-goat-issue-title-hot-and-cold | | | Timings (Based on 60 min) 5-10 mins |
| Class to watch video of quarry explosion and discuss the dangers the workers faced. Introduce quarries and the dangers of working within them via the PowerPoint. | | | |
| Main : Follow PowerPoint as an introduction to local farmers producing lime for their lands. Farmers (or quarrymen as they were also known when working in the quarry) burnt limestone to create lime. Flare kilns and draw kilns were two of the types of kilns they used to achieve this. | | | 5 mins |
| Activity one: Pupils to draw and label a draw and flare kiln in their books. (Dependant on Key Stage this may take longer than guided timing) Following this pupils can answer two questions in their books 1. What's the difference between a flare kiln and a draw kiln? 2. Why did a draw kiln produce more lime? | | | 10-15 mins |
| Activity two: Following the PowerPoint pupils are asked to think in more detail about a quarryman's day and asked to fill in the pie chart using the information on the PowerPoint. Pupils are given a pie chart to fill in to represent the hours in the day spent carrying out specific tasks by quarrymen. Pupils can then complete another pie chart to represent the hours in their day. | | | 15 mins |
| <u>Questions</u> 1. Compared to your day, do you think the daily life of a quarryman was hard? Explain your answer 2. Most quarrymen were farmers who worked at the quarries for lime for their land. Why was lime so important? | | | 5-10 mins |
| Plenary: Conclude with class discussion on the dangers of being a quarryman and the other difficulties facing the farmers/ quarrymen. | | | 5 mins |
| Differentiation: Writing frame provided for ALN learners for the questions. MAT pupils could write a narrative on 'A day in the life of a quarryman' Pupils should try and empathise with what it would have been like to work as a quarryman. This could also be used as an assessment. | | | |
| Assessment: Q&A at the end of the lesson, from assessment or extension task or from marking completed work. | | | |
| Resources: PowerPoint, Pathe news clip, My day/quarryman pie chart, Quarryman day information sheet, writing frames for ALN questions, Assessment worksheet/MAT pupils | | | |

Links to literacy/numeracy:

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

- *Pupils represent data using pie charts*

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

- *Contribute to group discussion*
- *Listen to others, ask questions responding to view points*
- *Select the main points from texts and identify how information and evidence are used to support them.*
- *Write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose.*