

CALCH LESSON PLAN			
Subject	Unit	Lesson	Key stage
Geography	1	Limestone landscape	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, fossils.</p>			
<p>Introduction:</p> <p>Use PowerPoint to introduce the CALCH project and the area to be discussed during the units. Location map of quarry and images from site with brief discussion on what quarrying is.</p>			<p>Timings (Based on 60 min)</p> <p>5 mins</p>
<p>Main :</p> <p>This lesson will take a look at how a limestone landscape is formed over millions of years.</p> <p>Activity one: PowerPoint shows images of fossils – In groups pupils are asked to look at images of fossils and discuss questions: <i>What is a fossil? How old are these fossils? What was the fossilised creature?</i></p> <p>Flashcards are then handed out to each group to help them order events. This is followed by classroom discussion to ensure pupils have the correct order.</p> <p>Activity two: Pupils can then create a storyboard to demonstrate how a specific sea creature has turned into limestone over time. They can use the information on the flashcards to help.</p> <p>Activity three: Dependant on key stage – they may be remaining time at the end of the lesson. Ask pupils to imagine the mountain has not previously been quarried. Divide the class into two groups, one which supports quarrying and one which wants to preserve the landscape. Ask both groups to present their views in the form of a debate. During the debate a number of pros and cons can be introduced to the debate by the teacher if needed.</p> <ul style="list-style-type: none"> • Wildlife will be affected • Limestone is needed in industry • The scar left on the landscape • Lime is used to fertilise land so that crops will grow 			<p>5-10 mins</p> <p>10 mins</p> <p>10-20 mins</p>
<p>Homework/extension task:</p> <p>Is quarrying a good or a bad thing? Explain your answer.</p> <p>For later Key stages Pupils could divide debated points into social, economic and environmental pros and cons.</p>			<p>10-20 mins</p>

<p>Plenary: As a conclusion teachers can assess pupils learning by asking a series of questions. Finish with a class vote – Should quarrying be allowed? Yes or No?</p> <p>Please note: If a site visit is to be made to the site, pupils should be made aware of wearing appropriate clothing and footwear, taking into account bad weather and also if the weather will be hot. Pupils should also be made aware if they will need to bring a packed lunch.</p>	5 mins
<p>Differentiation: For MAT pupils please see extension tasks. ALN pupils will be able to take part in the activities without the need for further resources. However should they need to complete the homework task a writing frame should be provided.</p>	
<p>Assessment: Assessment is from classroom discussion, question and answer session at the end of the lesson and from storyboard.</p>	
<p>Resources: A PowerPoint, flashcards, storyboard template and writing frame for extension task are all available to go with this lesson.</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> 	