

CALCH LESSON PLAN

Subject	Unit	Lesson	Key stage
Geography	3	The landscape left behind	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, lidar.</p>			
<p>Introduction :</p> <p>After a brief recap following the site visit to test prior knowledge, pupils can now look at the lidar images of the site and gauge the effect that the quarrying has had on the landscape. This is a chance to examine the new environment and what changes this has brought about.</p>			<p>Timings (Based on 60 min) 5-10 mins</p>
<p>Main :</p> <p>What features of the site are clearer using the lidar?</p> <p>Activity one Pupils to draw a table in their workbooks and document the features of the site before and after the quarrying. Pupils should think about What are the differences before and after the quarrying? For younger pupils or ALN pupils there is a worksheet available with this unit. What are the differences before and after the quarrying?</p> <p>Following this, pupils can answer the question.</p> <p>“Was quarrying on the Black Mountain a good or bad thing?” This could be an assessment for older pupils. Please see attached worksheet.</p> <p>Activity two – group work Imagine your group is a panel working for the council planning department. You have given permission for a lime quarry to go ahead however after the quarrying ends you have to decide what will happen to the site and what it will be used for. Each group should receive an A3 sheet of paper to note down their ideas.</p> <p>How will the site be reused? Think about nature and animals, leisure activities or other purposes.</p> <p>Pupils to give a short presentation in groups on what should be done to the quarry, after work has been completed. Finish this exercise by showing PowerPoint images on what some quarries have been used for today.</p>			<p>5 mins</p> <p>10-15 mins</p> <p>5-10 mins</p> <p>15-20 mins</p>
<p>Plenary: Conclude with a class vote – Who believes quarrying the Black Mountain was a good thing? Who believes it was a bad thing? Ask random pupils why they believe this, and point out the alternative arguments.</p>			<p>5-10 mins</p>

Differentiation: Worksheet is included for activity one for ALN pupils, there is also an extended writing/assessment writing frame included for the question “Was quarrying on the Black Mountain a good or bad thing?”

Assessment:

Through class voting and discussion and also through marking written work.

Resources: PowerPoint presentation, ‘Good or bad thing’ writing frame, Differences table worksheet, Lidar image pack.

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.*
- *Expand upon ideas with supporting reasons.*