

CALCH LESSON PLAN

Subject	Unit	Lesson	Key stage
History	4	The end of the road	KS2/3

Learning objectives: By the end of this lesson pupils should learn:

- Some pupils will understand the extended consequences of the quarry and the subsidy case.
- Most pupils will understand the amounts of lime produced differed greatly from that claimed by quarry owners.
- All pupils will gain an understanding of why the quarries closed overnight

Keywords: Quarry, Fraud, subsidies, lime, court, evidence, defence and prosecution.

Introduction:

Brief recap on previous learning about the site. Reminding pupils of the shift from farmers quarrying the mountain for lime for their fields to a large industrial business, poorly run with unsafe working conditions.

Timings

(Based on 60 min)

Main:

This lesson is probably more suited to KS3 and may take two one hour lessons, one for pupils to prepare their arguments and one to act out. More confident classes may be able to complete the court scene with minimum planning. The lesson would need a minimum of 20 pupils (based on a jury of 5)

Picking different members of the class for specific roles, it's time to go to court! Roles include

- 1 Judge (teacher)
- 3 defendants on trial (John Jones, William Rees and Thomas Williams)
- 3 Quarrymen (James Llewellyn, David Pugh and George Owens)
- 2 solicitors (Choose confident speakers for these roles)
- 1 truck driver (Matthew Rees)
- 2 policemen (Lloyd Evans and Rhys Griffiths)
- 1 Wife of a quarryman (Bertha Llewellyn)
- 1 office worker (Sarah Lewis)
- 2 Farmers (Peter Hope and David Price)
- Rest of the class to be the deciding jury

Pupils will now have the chance to find out all about the lime subsidies fraud and act out the courtroom scene with a jury deciding on guilt. By now pupils will have gained a good understanding of the site and its importance in the local community. Two quarry owners and a haulage contractor who illegally claimed subsidies will now be put on trial. This trial will examine the amounts of lime produced at the quarry and the subsidies claimed and the working conditions at the site.

In front of a jury different people should be called and cross-examined by solicitors (prosecuting and defending) Pupils are invited to empathise with their characters and argue their case based on the information they have. The jury should listen and take notes on each witness.

Before the jury takes 10-15 minutes to consider its verdict the judge should sum up the key points of the case.

Plenary: The jury to give their verdict on the whether or not the quarry owners were guilty or innocent of fraud. They must give reasons for their decision and impose a punishment if they see fit.

Finally the judge should sum up the case, based on the jury's verdict.

A brief moment should be taken to consider how this reflects what actually happened and the real outcome of the case.

****Please note that names have been changed to protect the identities of people associated with the case****

Differentiation:

ALN pupils should be integrated into this lesson; pupils should be given roles they feel comfortable with. MAT pupils may be considered for prosecution and defence roles or the roles of the quarry owners.

Assessment: Pupils could take part in peer assessment at the end of the lesson and discuss the impact of the argument on the outcome of the case.

Resources:

Character cards, jury sheet, PowerPoint.

Links to literacy/numeracy:

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

- *Pupils are asked to speak clearly using appropriate language*
- *Gather and organise information from various sources.*
- *Expand upon ideas with supporting reasons.*
- *Select and organise ideas and information to give a clear and full account.*
- *Argue a convincing case using subject knowledge effectively*
- *Present topics and ideas clearly using formal language and varying what they say and how they say it to interest listeners.*
- *Respond to listener's questions and comments constructively and in detail.*
- *Respond to thoughtfully to other's ideas, asking pertinent questions.*
- *Listen to explanations of processes, sequences or points of view and identify the main points in order.*

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

- *Time events and organise results.*
- *Draw conclusions from data and recognise that some conclusions may be misleading or uncertain.*

This lesson also has cross curricular links to drama.