Local History- Mining



How has mining shaped Cornwall? Launch
Godrevy Beach – Digging
mines and building
settlements and engine
houses with sand.
Sifting for tin and precious
metals in the red river.

Class Book

The Last Bear - Hannah Gold

Other books

Thomas and the Tinners – Jill Paton Walsh The Giant's Necklace – Michael Morpurgo The Tin Forest – Helen Ward

End Authentic Outcome

Children will learn about Cornwall's mining history, impact and heritage and this will build on a piece of writing 'Should we reopen the mines in Cornwall?' which will be published on our public school webpage.

We also hope to perform our Cornwall dance at the school Summer fayre.

What will the classroom look like?

Engine house based on Wheal Coates

Headgear hanging from the ceiling

Mining cart with old lanterns and wheels.

Geological study table which children add to throughout project. – What is tin used for? – everyday items with tin in them.

What lives in the mines?

Children to create Cornish choughs and bats to hang from ceiling. Growing plants in the classroom which thrive in old mine workings – chamomile, heathers, moor grass...Cornish path moss...

The doorway to our classroom will look like an old mine entrance!

Trips/visits to support project

- · King Edward Mine
- Geevor Mine educational visit
- South Crofty modern Mine visitors
- Wheal Martyn to compare clay mine
- Local walks to look at engine houses and how landscape has been altered by mining.
- Poldice valley to see impact of mining on landscape.

Literacy genres

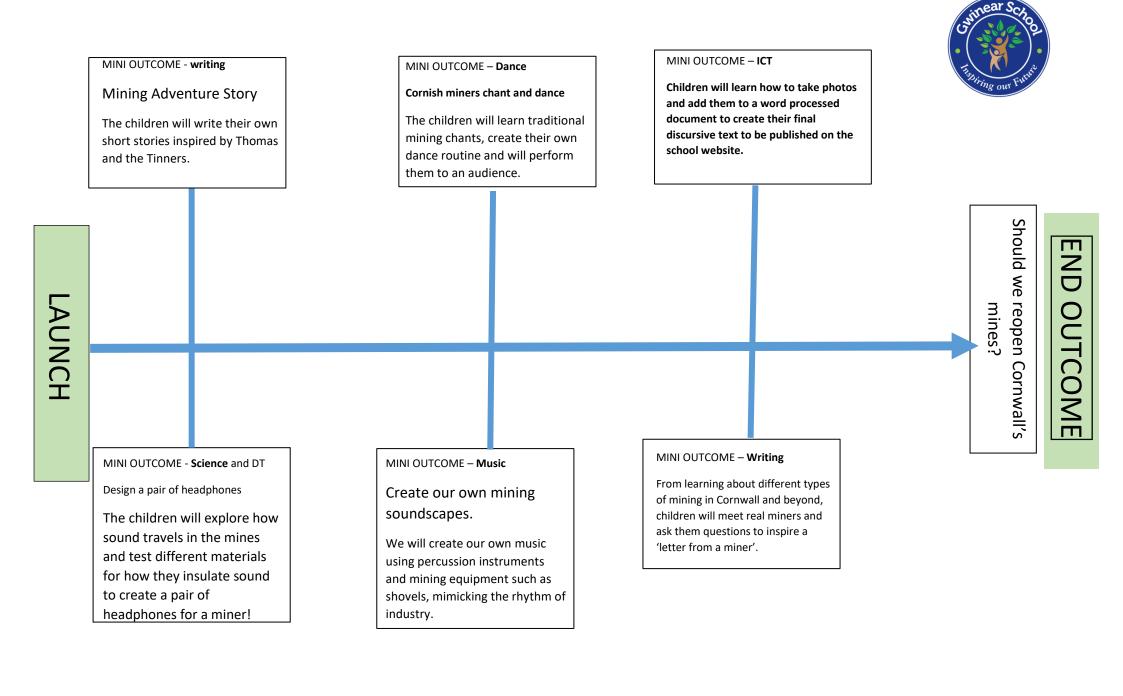
- Fiction adventure story inspired by Thomas and the Tinners
- Letters home from a miner.
- Non-fiction Discursive Should we reopen the mines in Cornwall?
- Poetry creating a mining chant.

Use of outdoor class

- Godrevy beach exploring why mines flooded through digging.
- **Gwithian Beach** historical study of remains of tin works
- **Gwithian green** study of flora and fauna that thrives in post mining acidic soils.
- Outdoor spaces to explore sound and echos.

Innovative use of ICT

- Research and internet safety.
- Editing videos of mining chants and dances.





Science

Sound:

Identify how sounds are made, associating some of them with something vibrating. Recognise that sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.

Art

Create observational drawings using contrast, texture and tonal techniques to add detail – drawing engine houses to illustrate our information texts.

Music

Mining chants-the children will learn to compose their own chants that follow a steady rhythm.

Children will compose music for a mining soundscape, using percussion instruments and sound bites.

MAIN TOPIC MARVELLOUS MINES: OUR LOCAL HISTORY STUDY



Wide World	Footprints
Theme	Theme
Know how diverse the world is	Spaceship earth
Celebrating differences	Energy saving
Respect, rights and responsibilities	Where my food comes from
Understanding democracy	Developed and developing
Kernow	Biodiversity
Empathising with others	How I can make a difference

History

Local history study focusing on the mining industry.

Local History Mining

Why Cornwall was so heavily mined.

Impact mining had on Cornwall both positive e.g. economic and negative e.g. waste.

How landscape was changed due to mining

Importance mining had on influencing technology e.g. Trevithick, Davey

How Cornwall was linked to other areas of the world e.g. Peru

Understand process of mining and features of historical mines.

Know why tin was so important and understand trade links

Typical lifestyles in corning mining communities