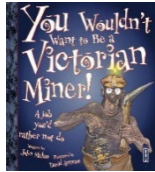




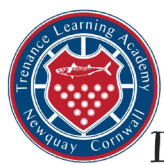


Down The Mines!

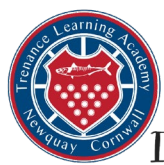
Year 2 Term 6

Enquiry Question	How is Cornwall shaped by its mining heritage?				
NC Objectives	Pupils should be taught about: <ul style="list-style-type: none"> - Significant historical events, people and places in their locality (H4) - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (H3) Events beyond living memory that are significant nationally or globally (H2) 			Historical Concept Trade and Agriculture	
Curriculum Coherence	<p style="text-align: center;">Prior Knowledge</p> <p>In EYFS the children will learn who are the heroes in our community including farmers, as well as historic heroes such as St Piran and the Huer. They will understand why these people are important to our community.</p> <p>In Year 1 the children will have learnt about the fishing industry in Newquay and its impact on our community today. They have learnt what the fishing trade was like in the past and the role of the harbour, the Huer and the RNLI within this. They learnt about overfishing and how the River Gannel was used for fishing the past.</p> <p>In Year 2 the children have learnt about the Victorians and the impact of their lives on Newquay's industries.</p>		<p style="text-align: center;">Future Learning</p> <p>Year 4 at NJA children learn about Cornishman Richard Trevithick, the first steam locomotive from Merthyr Tydfil in South Wales. They also learn about Sir Humphry Davy who invented the miner's safety lamp</p>		
	Vocabulary mines Bal Maidens Trade Agriculture Coal Tin Fossil Fuel Miner Lamp Invention	High Quality Text You Wouldn't Want to be a Victorian Miner! By David Salariya and John Malam 	Misconceptions Everyone who lived in Cornwall was a miner. Mining wasn't an important job in Cornwall.	Substantive Knowledge The effect the industry of mining had on the local community. The process of what mining is.	Cross Curricular Links Design and Technology – food technology – making pasties. Music – Cornish music and sea shanties. Adventures in Literacy – “You wouldn't want to be a Victorian Miner”.

	<p>Explosion</p>	<p>The Adventures of Austin the Cornish Miner by Karen Hoyle</p>  <p>The Cornish Pasty Pirates by Sarah Hewitt</p> 	<p>Mining only happens in Cornwall.</p> <p>Mining is something that happened in the past.</p>	<p>The globality of Cornwall's mining industry.</p> <p>How trade in Cornwall has changed over time.</p>	<p>History – life in the Victorian times, industrial revolution.</p>
<p>Knowledge Sequence</p>	<p>Lesson 1 How is Cornwall's agriculture and trade celebrated? (Royal Cornwall Show) (H2/4)</p> <p>We will learn about how the Royal Cornwall Agricultural Association was established to promote excellence and innovation within the local agricultural industry. The children will learn about how different trades are celebrated as part of Cornwall's History. We will make links to farming, fishing and mining communities that have been previously learnt about during their time at Trenance. During their visit to the Royal Cornwall Show, children will experience a range of educational opportunities which will embed their knowledge of Cornish Heritage.</p>		<p>Cause and Consequence</p> <p>Know about the cause of an event studied this year and why it is significant.</p> <p>Significant events</p> <p>Know the name of a significant event and be able to talk about why it is remembered.</p>		
	<p>Lesson 2 What is mining, where are the mines and why were they important for Cornwall? (H4)</p> <p>In this lesson children will learn that mining is the process of extracting geological materials from the Earth. Children will use maps of Cornwall to locate where the mines are and we will discuss why the mines are located in those areas. They will learn about how tin and copper were the most commonly extracted metals and that in the 18th century Cornwall was the mining centre of the world. The children will learn about how mining was important to Cornwall because of the money that it brought in.</p>		<p>Chronological Understanding</p> <p>Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Significant place</p> <p>Know the name of a significant event and be able to talk about why it is remembered.</p>		



	<p>Lesson 3 What was a typical day like as a miner? (H3/4) In this lesson we will learn about the different roles of people in the mines and what their life was like. We will learn about the Bal Maidens who were involved in the washing, panning, sorting ore waste, or grinding or breaking down rock bearing ore. The children will learn about a children called Martha who was a Bal Maiden in Geevor Tin Mine. We will learn about the risks that came with mining, including explosions and flooding. The children will learn about the significant event that happened in East Wheal Rose Mine (St Newlyn East) where 39 men died about a flash flood. https://geevor.com/learning/geevors-classroom/</p>	<p>Historical Enquiry Use historical artefacts, photographs, paintings, diaries, newspapers and visits to museums etc to answer simple questions about life in the past. Describe some simple similarities and differences between artefacts/sources and begin to explain reasons for change. Historical Interpretation Understand how different versions of the same event and why this may be.</p>
	<p>Lesson 4 Who was Humphry Davy and why is he important? (H3/4) In this lesson we will look at what happened in the mines before Humphry Davies and link back to the day of a miner. We will talk about explosions that happened in the mines and how this meant that mining was risky. We will learn about Humphry Davy’s invention of the Davy lamp and how this made the life of the miners better. Links will be made between knowledge children learnt during their Year 1 unit, Caught in the Net, about how the oil from the pilchards was used to light the lamps in the mines.</p>	<p>Significant people Know the name of a famous person/place and explain why they are famous. Cause and Consequence Know about the cause of an event studied this year and why it is significant.</p>
	<p>Lesson 5 Why did the mines close and what impact did this have on Cornwall? (H2/4) In this lesson children will learn about how lots of mines had to close because the price paid for tin had fallen and the mines couldn’t afford to stay open. We will learn about the impact that this had on people living and working in Cornwall. We will make the link between how the modernisation of trains and railways caused the industry in Newquay to change to Tourism during the Victorian period. We will learn about the mystery and how it was difficult for people to live and how they had to go to different countries to find resources they used to get locally. We will learn about the last working tin mine, South Crofty in Camborne, which closed in 1998 due to the falling on tin prices.</p>	<p>Cause and Consequence Know about the cause of an event studied this year and why it is significant. Chronological Understanding Describe where people and events studied fit within a chronological framework and identify similarities and differences between life in different periods.</p>
	<p>Lesson 6 How do we celebrate mining today? (H2/4) In this lesson we will learn about how Cornwall’s Heritage is celebrated and remembered. We will learn about the Redruth Pasty and Mining festival and how</p>	<p>Communication and Understanding</p>



Inspiration. Passion. Ambition



people carry on this tradition. We will look at Mines that are still around Newquay and the importance of people visiting and remembering Cornwall's Heritage. The children will learn about The Man Engine which celebrates mining landscapes being added to world heritage site and is protected. The children will make the link between St Piran's and St Piran's Day which is named after Cornwall's patron saint of tin mining.

Talk, draw and write about how he/she has found out about the past using historical terms.

Ask and answer questions about the past.
Record what has been learnt using drawing and writing.