

**Workshop : King coal and Davey’s First Shift Sensory Journey workshop day**

**National Curriculum Links**

**KS1 History**

- significant historical events, people and places in their own locality

**KS2 History**

- a local history study, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

**KS1 Art & Design**

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**KS2 Art & Design**

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

<b>Learning objectives</b>	<b>Session structure</b>	<b>Assessment for learning</b>
<p><b>To find out about the history of mining in general and how it affected the local area.</b></p> <p><b>To learn about the act of mining and its effects on people.</b></p>	<p><b>Introduction</b></p> <p>Role-play warm-up: Embodying a miner &amp; mining: crawl</p> <p>Trail- Who am I?</p> <p>Put children into two groups. Read them the riddle. The children will need to work out the answer to the riddle by looking at clue pictures, and then find the object/picture in the exhibition. Once they have found it they will</p>	<p>Children will have opportunities to respond and give feedback throughout the session.</p> <p>Children will come up with vocabulary</p> <p>Children will write poems</p>

<p><b>To learn about what a miner's life was like.</b></p> <p><b>To learn about the artist Robert Olley, a local artist and ex miner.</b></p> <p><b>To gain an understanding of mining through slow looking, listening and sensory activities via Sensory Journeys: Davey's first shift.</b></p> <p><b>To develop literacy skills.</b></p>	<p>be given a jigsaw piece, the team to build their jigsaw first 'wins'. The jigsaw pieces are of one of the paintings.</p> <p><b>Session activities</b></p> <p><b>What does a Miner need?</b> Let the children explore the exhibition and discover the different objects.</p> <p>Bring children back together, and get them to think about the types of objects that a miner might take down into the mine. Draw and annotate/ write words on flip chart for later use. Q &amp; A discussion on the benefits of these objects.</p> <p><b>Handling Activity:</b> children handle real objects and play I see, I notice, I wonder for an inquiry based session.</p> <p><b>Working with the collection</b> to understand what it was like to be a miner, children participate in various role-play, comparison, and sensory activities.</p> <p><b>Sensory Journey: Daveys first shift:</b> Children participate in a live reading with Foley art props to create the sounds, smells, tastes, textures to life.</p> <p><b>King Charcoal:</b> Children reflect on what they have seen and learned and then create their own representation of mining life using charcoal and paper.</p> <p><b>Plenary</b></p> <p><b>Rolling for Poetry:</b> Children create a poem using collected words and phrases.</p>	<p>There will be opportunities for Q&amp;A at the end of the session</p>
<p><b>Before your visit</b></p>	<p><b>After your visit</b></p>	<p><b>Key vocabulary</b></p>

<p>Borrow a Local History box from Boxes of Delight</p> <p><a href="http://twamschools.org.uk">Loans boxes   Tyne &amp; Wear Schools (twamschools.org.uk)</a></p>	<p>Borrow a Local History box from Boxes of Delight</p> <p><a href="http://twamschools.org.uk">Loans boxes   Tyne &amp; Wear Schools (twamschools.org.uk)</a></p> <p>Create a diary for yourself if you were a young miner.</p>	<p>Miner, mining, shaft, pit pony, coal, strikes, pick, miners lamp, cauldrons, knocker upper,</p>
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