**Lesson Plan**

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| **Subject/theme**: Humanities– Local history | | **Year Group:** Year \_\_ | **No in group/class:** \_\_\_\_ | **Date:** \_\_\_\_\_\_\_\_ | |
| **Strategies for pupils with specific learning difficulties and disabilities – resources - including adults:**  TA Support for specific children\_\_\_\_\_\_\_\_\_\_\_  **Resources:** Word bank and prompts to guide children to use vocabulary once contextualised. | | | **Strategies for the most able pupils – resources - including adults**  TA/teacher to monitor and challenge more able pupils and ensure that they can express new knowledge in complete sentences and can lead their peers when using and applying tallies. Pupils can interpret tally charts. | | |
| CROSS-CURRICULAR LINKS  **Vocabulary**  The many uses of the word 'pound'.  1. Coin  2. Old weight measure  3. To strike. 'He pounded on the table'  4. Cattle pound. Some will have heard of a dog pound.  5. Older pupils may have heard the word 'impound' (seize and take into legal custody) | | | **History**  The original Wenvoe cattle pound is close to the middle of the village and can be viewed from Pound Lane. Pounds go back to mediaeval times when most villages would have had one.  **Geography**  Harry Belafonte's Banana Boat Song provides scope to discuss where the Caribbean is and banana crops.  **Maths**  Tallying is still used for counting such as in surveys and the five-bar gate is the simplest method. Each unit is marked with a single stroke but the fifth stroke is made diagonally across the first four to make a 'gate'.  Counting - how many notches on the talley-stick.  Using talley for counting plus five-bar gate. Pupils to complete a range of tally charts at home/school. | | |
| BACKGROUND INFORMATION  The word pound tends to be used in the south of Britain, pinfold in the north. This was an enclosure where stray cattle, sheep, pigs or other livestock were put. They were kept there for 3 weeks and if unclaimed were sold at the local market. If the owner of the cattle wished to reclaim them he had to pay money to the person who found them for any damage done and to the pound-keeper for looking after the animals.  In the days of widespread illiteracy and lack of numeracy, tally-sticks were used. The person who found the cattle would get a stick of hazel and cut notches on it for the number of livestock found. The stick would be split down the middle with one half kept by the finder and the other half by the pound-keeper or tallyman. When the owner of the cattle had paid the finder he would be given the finder's half of the tally stick which he took to the pound-keeper. On checking that the two halves matched, the pound-keeper would release the cattle.  Another example of tallying can be found on banana plantations. Harry Belafonte made famous the Banana Boat Song. It includes the lines  "Hey, Mr Tallyman, tally mi bananas  Daylight come and I wan go home"  The workers could not go home until the bananas had been counted. Sometimes the top of the bunch would be cut off and the stalks represent the number of bananas collected. | | | | | |
| **Learning Objective:**To explore the history and purpose of the Wenvoe Cattle Pound. | | | | | |
| **Time**  \_\_\_\_ minutes | **Lesson outline**  Starter:  Share the L.O. with the class and discuss what it means and entails. Mention briefly the cross curricular links.  Introduce the idea of the Tallyman and the split Hazel stick for those who were not numerate or literate.  **Key questions:**  1.  2.  3.  Main activities:  Plenary:   * Pupils to share some of the key facts and communicate their understanding using the key vocabulary * Pupils to sing ‘The Banana Boat Song.’ | | | | **Resources:**  Harry Belafonte's 'Banana Boat Song'.  Hazel stick notched and split.  Powerpoint presentation  **Success Criteria:**  -Pupils can communicate to their peers some basic facts related the Wenvoe Pound.  -Use a range of historical vocabulary linked to pound (Vocab list above)  -Pupils are beginning to understand and explain mathematical tallies  **Opportunities for AfL**  Illicit answers and build upon these by drawing out further explanations and reasons. |
| **Notes/Summary of pupils learning:** | | | **Notes/Implications for future planning:** | | |