



Past and Present Haiku

The Big Picture
Using Haiku to express changes in and around Dukesfield Arches contrasting its past as a smelt mill with its woodland setting today.

Age: Years 4, 5 6 and 7 English KS2, KS3
Copyright free for educational use

- Objectives**
- Describe the passing of time
 - Understand an historic environment
 - Observe the present environment
 - Describe environmental changes
 - Express ideas concisely
 - Share their work

- Stickability**
- Smell, tactile, visual and sound experiences during the visit to the Arches
 - Visual stimulus of reconstruction drawings on interpretation panels

- Questions**
- What is the rhythm pattern of a haiku poem?
 - Who would have been here in smelting days?
 - What words could you use to describe smelting?
 - What words describe the Arches today?
 - What change(s) would you like to show?

The Lure
Sensory experience of the woodlands and riverside at Dukesfield Arches
Standing against, touching and observing the listed building

- Peer and self assessment**
- Reading aloud, counting beats & hearing rhythm
 - Reading peers' work and suggesting alternate vocabulary to evoke meaning
 - Reciting own poem to group, choosing appropriate location to perform from

- Key words**
- Smelting = the industrial process of extracting metal from ore using heat
 - Conservation = the action of improving historic and/or natural heritage for the future
 - Syllables = the number of beats in each word

- Differentiation**
- Vocabulary sheet with suggested words grouped in themes: Past/Present; Natural/cultural; Smell/Sound/Sight
 - [Examples of haikus by other schools](#)
 - Use the [Dukesfield Family Trail](#) as inspiration