

# Activity idea for linking to Farrier's resources

---

## Main job of the Farrier activity

### Main focus of activity:

- To understand the term farrier
- To identify the process of shoeing a horse
- To be able to explain the role of the farrier in detail

### Links to curriculum:

#### KS 2 English –

### Knowledge and understanding:

### Composition:

- choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
- use features of layout, presentation and organisation effectively

### Planning and drafting

- plan - note and develop initial ideas
- draft - develop ideas from the plan into structured written text
- revise - change and improve the draft
- proofread - check the draft for spelling and punctuation errors, omissions and repetitions
- present - prepare a neat, correct and clear final copy
- discuss and evaluate their own and others' writing.

### Activity outline:

Firstly ensure that the pupils understand what we mean by a farrier. Discuss the term farrier and the term blacksmith.

Here is a definition of a farrier:

*A farrier is a person who works with iron, or other materials, to make horseshoes. Farriers also look after a horse's feet, checking for signs of disease and ensuring the feet are well cared for.*

*A farrier is often a blacksmith, as combining the two jobs gives the farrier the chance to make a better living by having more types of ironwork to make.*

*By law, in the United Kingdom, it is illegal for anyone except a registered farrier to call themselves a farrier or to carry out any farriery work under the Farriers (Registration) Act 1975. The main aim of this act is to "prevent and avoid suffering by and cruelty to horses arising from the shoeing of horses by unskilled persons".*

Use the farrier's video clip as a starting point for this activity and ask the class to watch and note down in bullet point form the order of the jobs that the farrier does as he is shoeing the horse.

Ask the pupils to read out their notes to ensure that all the class are clear on the main elements of the farrier's job and the correct order.

Show the class the still images of the process of shoeing a horse.

Ask the class to hold up the images and reorder as a whole class the images so that they show the process. Once the order has been established ask one pupil to verbalize in simple sentences the process.

Pupils then use the 'farrier image' resource sheet to cut up and reorder the process and write a description of each part of the process under the reordered image.