

## Lesson Planning - Learning Experiences

### TITLE OF SCHEME OF WORK: WHERE WE LIVE: LEARN ABOUT URBAN DESIGN (PRIMARY SCHOOL VERSION)

Lesson Time: 50-60mins

Lesson No.	Summary of activities	Extension work / Homework	Opportunities for differentiation	Resources	Assessment strategies
1. <b>What Makes a Place Special?</b>	<p>What is urban design? What is the built environment? Why does the design of the built environment matter? See Where We Live pages 2-5.</p> <p>Different places are important to different people for different reasons. Students are to spend time completing the Tell Your Story exercise.</p> <p>Students feedback their story's to class. One student writes all the places mentioned on the board. A class discussion can be held about the types of places and stories that students come up with.</p>	Ask family/parents to complete a Tell Your Story worksheet.	Differentiated questioning. Tell Your Story allows for able students to go deeper.	<p><b>Introduction to Urban Design slides.</b></p> <p><b>Tell Your Story worksheet.</b></p> <p><b>PDF Copy of Where We Live book and cards.</b></p> <p><b>ITEMS IN RED ARE PROVIDED BY EPP. OTHERS TO BE PROVIDED BY TEACHER/SCHOOL.</b></p>	<p>Do they understand that urban design shapes all places (villages) not just cities?</p> <p>Do they understand that the built environment is everything man made?</p> <p>Have they appreciated the idea of distinctiveness and engaged in the Tell Your Story exercise?</p>
2. <b>Shaping a Place: Weather &amp; Landscape.</b>	<p>For climate and landscape introduce two basic concepts: Sun and landscape.</p> <p>Weather and landscape are critical to the design of a town or city. Students need to understand that both should shape how places are designed. Students should make a small house using the materials provided, first on the flat and secondly on a slope. Make the slope using a piece of cardboard propped up on a thick book.</p> <p>The second task is to explore how the sun creates shadows. Using a desk lamp students should mimic the path of the sun – East to West. Students should take three photos from the same viewpoint with the lamp set at different times of the day e.g. morning, midday, afternoon.</p>	What is sunniest place in your house? What time is it sunniest.	Sun path can be explored in greater depth: In the winter the sun is lower and in the summer it is higher. How does the influence the design of the building?	<p>Cocktail sticks, cardboard (old cardboard boxes are best), plasticine and 3 or 4 desk lamps.</p> <p>A simple sun path diagram showing sun rising in the east and setting in the west (northern hemisphere)</p>	<p>Do they understand that the landscape and climate are critical in shaping a place?</p> <p>Have they understood the basics of the sun path?</p>
3. <b>Routes, Landmarks &amp; Views</b>	<p>This lesson gets students thinking about how they travel around their area and illustrates why landmarks are important in orientating oneself.</p> <p>Provide an A3 size map of the area around the school.</p> <p>Using sticky dots or stars (or any shape you can find!) ask students to mark the school on the map. See how they get on? Review their efforts and ask those that can do it to help those that cannot.</p> <p>Now ask them to mark their house on the map. As above re. see how they get on.</p> <p>Next ask them to draw how they get from school to home. An alternative is to pick one location close to school that they all know. Ask them to mark this then draw how they get there. This will be better for younger classes.</p> <p>Next ask them to mark with another shaped sticker the key landmarks on their journey. Explain that landmarks are churches, parks, shops, a blue door etc. They should try and pick around four.</p> <p>Next they must describe how they get from home to school using the landmarks i.e. you turn left at the sweet shop and go straight on until the church, when you turn right and you will find the school.</p> <p>Ask each student to present their journey using landmarks to describe the way.</p>	Take your map home and ask your family to mark their favourite buildings and a journey they made that day.	<p>Students draw their own map illustrating how they get to school from home. They should show the key landmarks on route.</p> <p>Further development can be around views and vistas. What are their favourite views? What can they see? Does a clear view help them get from A to B.</p>	<p>A3 size map: <a href="http://www.ordnancesurvey.co.uk/oswebsite/opedata/">http://www.ordnancesurvey.co.uk/oswebsite/opedata/</a></p> <p>Small sticky dots, thinner red, blue, green and black marker pens. Small Post-It notes.</p> <p><b>Slides with the key headings and images as prompts.</b></p>	<p>Do they understand where they are on a map?</p> <p>Are they able to plot a journey on a map?</p> <p>Can they list different landmarks.</p>

Lesson No.	Summary of activities	Extension work / Homework	Opportunities for differentiation	Resources	Assessment strategies
<b>4. Enclosure &amp; How Far and Wide Apart.</b>	<p>Working in groups of four. Students are given 4 house shaped nets each to enable them to make a model house.</p> <p>Students are asked to arrange the buildings to make a small town on a sheet of A3 paper.</p> <p>Each town should have the following: A market square, a river, a church (they will have to modify the house with a cocktail stick?!), some shops and houses.</p> <p>Show slides of various enclosed urban spaces. Ask students to modify their designs based on what they have seen.</p>	<p>How wide is the street where you live? How tall are the buildings on either side? How would the street feel if the buildings were twice as tall? And half as tall?</p>	<p>As students to respond to the slides of urban squares.</p> <p>Explore the ideas around enclosure protecting people from the elements: Wind and sun.</p>	<p>House net sheet (two sheets for each child).</p> <p>Slides showing various urban spaces.</p>	<p>Do they understand that buildings make enclosures for people?</p>
<b>5. Building Lines, Corners and Building Details</b>	<p>Observation is a crucial skill. Knowing what already exists, and seeing actual examples of concepts is very important.</p> <p>Visit to immediate surroundings to observe and complete the questionnaires.</p> <p>Introduce the basic concept that corner buildings are important elements within the built environment. Some buildings are specifically designed for a corner, others are not: There are corner buildings, and buildings on a corner.</p> <p>The You're Cornered worksheets asks students to go and find good and bad example of corner buildings. What do they like and dislike about the corner buildings they find?</p> <p>Building details. Most buildings have unusual details that the casual passerby misses but are important to the overall ambiance of a place. The Things are Looking Up worksheet encourages students to look up to observe these details and sketch them. It is not a drawing competition. Sketching/drawing makes one look more carefully.</p>	<p>Spend 5mins drawing the corner building at the end of your street.</p> <p>Comment on what they like about the building. Make a note of anything distinctive.</p>	<p>The task enables more able students to observe deeper.</p>	<p>'Corners, Corners and More Corners' and 'Whats Above the Shop Signs?' worksheets.</p> <p>Clipboards and pencils.</p>	<p>1. Completion of worksheets. 2. Quality of observation made. NB: It is not a drawing competition.</p>
<b>6. Design a Town.</b>	<p>Refresh the key concepts taught through the course, i.e. the lesson headings. Divide group into teams of 4 mixed ability students. Provide each group with a limited selection of junk material.</p> <p>Each team is to make a town using the material provided on a sheet of A1 card or paper. The town should illustrate the key concepts of urban design learned during the course. Students can choose to illustrate the concepts through showing good and bad alternatives.</p> <p>Let them get on with it! Circulate and ask probing questions around why are they doing what they are doing.</p>	N/A	<p>The task is a design activity. Design naturally differentiates.</p>	<p>Junk modeling can be done with anything found. But, suggestion would be: 3 cardboard boxes, plastic bottles, sellotape, post-it notes, glue, scissors, string, sticky dots.</p>	<p>Can they work as a team to select the concepts and make a model to demonstrate their understanding? Basic pass mark is achieved by covering all the concepts. Further marks are gained by showing in more sophisticated ways the key concepts.</p>



## Lesson Planning - Learning Experiences

### TITLE OF SCHEME OF WORK: WHERE WE LIVE: LEARN ABOUT URBAN DESIGN (SECONDARY SCHOOL VERSION)

Lesson Time: 50-60mins

Lesson No.	Summary of activities	Extension work / Homework	Opportunities for differentiation	Resources	Assessment strategies
01. <b>What Makes a Place Special &amp; Local Character.</b>	<p>Brief introduction to urban design based on Where We Live pages 2-3. Follow on with 'Why should I care about urban design?' pages 4-5. Enforce the idea that urban design affects all of the built environment e.g. villages as well as large cities. And that the built environment is everything man made.</p> <p>Lead into local character using the Tell Your Story exercise.</p> <p>Students feedback their story's to class. One students writes all the places mentioned on the board.</p> <p>Class discussion around what is on the board and why. Do any of these places add to the local character of the place? What elements give a place character?</p>	Ask family/parents to complete a Tell Your Story worksheet.	Differentiated questioning. Tell Your Story allows for able students to go deeper.	<p><b>Introduction to Urban Design Slides.</b></p> <p><b>Tell Your Story worksheet.</b></p> <p><b>PDF Copy of Where We Live book and cards.</b></p> <p><b>ITEMS IN RED ARE PROVIDED BY EPP. OTHERS TO BE PROVIDED BY TEACHER/SCHOOL.</b></p>	<p>Do they understand that urban design shapes all places (villages) not just cities?</p> <p>Do they understand that the built environment is everything man made?</p> <p>Have they appreciated the idea of distinctiveness and engaged in the Tell Your Story exercise?</p>
02. <b>Shaping a Place: Climate &amp; Landscape.</b>	<p>For climate and landscape introduce two basic concepts: Sun and topography.</p> <p>Climate and topography are critical to the design of a town or city. Students need to understand that both should shape how places are planned. Students should make a small house using the materials provided, first on the flat and secondly on a slope. Make the slope using a piece of cardboard propped up on a thick book. Students will be forced to explore how a building responds to a sloping site.</p> <p>The second task is to explore how the sun creates shadows. Using a desk lamp students should mimic the path of the sun – East to West. Students should take three photos from the same viewpoint with the lamp set at different times of the day e.g. morning, midday, afternoon.</p>	Draw a sun path diagram around your own house. Indicate which rooms get the sun in the morning and the evening. Where is sunniest? Where gets the shade?	<p>A third climatic concept around wind can be introduced to more able students. See pages 14-15 from Where We Live.</p> <p>Sun path can be explored in greater depth: In the winter the sun is lower and in the summer it is higher. How does the influence the design of the building?</p>	<p>Cocktail sticks, cardboard (old cardboard boxes are best), plasticine and 3 or 4 desk lamps.</p> <p>A simple sun path diagram showing sun rising in the east and setting in the west (northern hemisphere)</p> <p><b>Slides showing a town/city clearly defined by landscape and topography.</b></p>	<p>Do they understand that the landscape and climate are critical in shaping a place?</p> <p>Have they understood the basics of the sun path?</p> <p>Have they understood that topography means the shape of the land and that it affects the design of buildings?</p>
03. <b>Routes, Landmarks &amp; Views</b>	<p>This is a mapping session looking at the surrounding area. It can be done individually or in pairs. Students will be asked to locate themselves on the map and make a series of marks responding to class prompts. Each prompt will introduce what key elements are e.g. a landmark.</p> <ol style="list-style-type: none"> <li>1. Mark your school (or where you are now) and your home.</li> <li>2. Mark your route to school from home.</li> <li>3. Mark a route you commonly take i.e. to the shops, to the swimming pool etc.</li> <li>4. Mark your four favourite buildings or places.</li> <li>5. Mark your four least favourite buildings or places</li> <li>6. Mark four landmarks. Write on a post-it note what is distinctive about those neighbourhoods.</li> <li>7. Mark four neighbourhoods. Write on a post-it note what is distinctive about those neighbourhoods.</li> <li>8. Mark four key views on the map. Note on a Post-it what you can see.</li> </ol> <p>Join groups together to a maximum of four students. As students to prepare a short presentation on a fresh map illustrating the key routes that they take around the town/city/area, the key landmarks and the most important or memorable views. Groups present their findings to the class.</p> <p>If time reinforce the session by handing out pages 16-17 from Where We Live.</p>	Take your map home and and ask your family to mark their favourite buildings and a journey they made that day.	Students draw their own map illustrating elements such as landmarks to describe how they make a favourite journey.	<p>A3 colour Google satellite map showing the town/city where you are.</p> <p>Small sticky dots, thinner red, blue, green and black marker pens. Small Post-It notes.</p> <p><b>Slides with the key headings and images as prompts.</b></p>	<p>Do they understand where they are on a map?</p> <p>Do they understand the terms introduced?</p> <p>Are they able to plot a journey on a map?</p>

Lesson No.	Summary of activities	Extension work / Homework	Opportunities for differentiation	Resources	Assessment strategies
<b>04. Enclosure &amp; How Far and Wide Apart.</b>	<p>Working in groups of four. Students are given 4 house shaped nets each to enable them to make a model house.</p> <p>Students are asked to arrange the buildings to make a small town.</p> <p>Find the enclosed spaces in the town. What makes them enclosed? What are the benefits and problems of enclosed spaces.</p> <p>Show slides of various enclosed urban spaces. Ask students to modify their designs based on what they have seen.</p>	As you travel home note down enclosed spaces that you see or pass through. Note how wide the streets are and how many storeys the building have on either side.	Introduction of building height to street width as a ratio. See Where We Live page 26-27.	<p>House net sheet (two sheets for each child).</p> <p>Slides showing various urban spaces.</p>	Do they understand that enclosure creates spaces and places?
<b>05. Building Lines, Corners and Building Details</b>	<p>Observation is a crucial skill. Knowing what already exists, and seeing actual examples of concepts is very important. (Ideally this entire course would be taught outside – Bath [or a small market town] would be a great venue!).</p> <p>Visit to immediate surroundings to observe and complete the questionnaires.</p> <p>Introduce the basic concept that corner buildings are important elements within the built environment. Some buildings are specifically designed for a corner, others are not: There are corner buildings, and buildings on a corner.</p> <p>The building line is the boundary of the building with the streets. Dependent on location and building use, there are several ways a building can be positioned in relation to the building line. See page 28-29 of Where We Live.</p> <p>The You're Cornered worksheets asks students to go and find good and bad example of corner buildings and to observe whether they sit on the building line or are set back.</p> <p>Building details. Most buildings have unusual details that the casual passerby misses but are important to the overall ambiance of a place. The Things are Looking Up worksheet encourages students to look up to observe these details and sketch them. It is not a drawing competition. Sketching/drawing makes one look more carefully.</p>	Spend 10mins drawing the corner building at the end of your street. Comment on how successful it is and make and make note of anything distinctive.	The task enables more able students to observe deeper.	<p>'Corners, Corners and More Corners' and 'Whats Above the Shop Signs?' worksheets.</p> <p>Clipboards and pencils.</p>	1. Completion of worksheets. 2. Quality of observation made. NB: It is not a drawing competition.
<b>06. Design a Town.</b>	<p>Refresh the key concepts taught through the course, i.e. the lesson headings. Divide group into teams of 4 mixed ability students. Provide each group with a limited selection of junk material.</p> <p>Each team is to make a town using the material provided on a sheet of A1 card or paper. The town should illustrate the key concepts of urban design learned during the course. Students can choose to illustrate the concepts through showing good and bad alternatives.</p> <p>Let them get on with it! Circulate and ask probing questions around why are they doing what they are doing.</p>	N/A	The task is a design activity. Design naturally differentiates.	<p>Junk modeling can be done with anything found. But, suggestion would be:</p> <p>3 cardboard boxes, plastic bottles, sellotape, post-it notes, glue, scissors, string, sticky dots.</p>	<p>Can they work as a team to select the concepts and make a model to demonstrate their understanding?</p> <p>Basic pass mark is achieved by covering all the concepts. Further marks are gained by showing in more sophisticated ways the key concepts.</p>

A3 SIZE DOCUMENT.

## Scheme of Work – Learning Intentions (PRIMARY SCHOOL VERSION)

<b>TITLE:</b> WHERE WE LIVE: LEARN ABOUT URBAN DESIGN		<b>SUBJECT FOCUS:</b> URBAN DESIGN	
<b>Year Group:</b> 4-6 <b>Key Stage:</b> 2 <b>Duration:</b> 6 weeks <b>Lesson time:</b> 50-60 mins		<b>Links to NC, KS Strategy &amp; Public Examination Criteria:</b>	
<b>Resources/Materials:</b> Paper, cad, glue, scissors, various items of junk (plastic bottles etc), local map, local photos (old and now), Google maps, supplied worksheets.		<b>Key Concepts &amp; Terms:</b> Urban design, observation of built environment, impact of design on society, design and community involvement.	
<b>Differentiation:</b> Mixed ability groupings and range of strategies used should support those with SEN whilst extending Gifted and Talented pupils.		<b>Cross Curricular Opportunities:</b> ICT – mapping. English – story telling, Math – proportion, ratio and scale. Geography - Reading and using maps and plans. History – How places have changed. Art – drawing, composition, observation.	
<b>AIMS:</b>	<b>Basic</b> (All students must)	<b>Intermediate</b> (Most students should)	<b>Advanced</b> (Some students could)
<b>Know &amp; Understand</b> <i>(Conceptual, Critical, contextual &amp; historical, Productive, Behavioural &amp; Social)</i>	Know and understand: <ul style="list-style-type: none"> <li>That urban design shapes all places not just cities.</li> <li>That landmarks are key features within the built environment.</li> <li>That responding to the weather and landscape is important in designing places.</li> <li>That it is important and rewarding to take note of ones surroundings.</li> <li>.</li> </ul>	Know and understand: <ul style="list-style-type: none"> <li>That urban design effects how they get around a place.</li> <li>That the built environment is everything man made.</li> <li>Some urban design terminology.</li> <li>That there are some basic principles that make places work better.</li> </ul>	Know and understand: <ul style="list-style-type: none"> <li>The key principles of urban design and demonstrate this through a design exercise.</li> <li>A good range of urban design terminology.</li> </ul>
<b>Be able to</b> <i>(Conceptual, Critical, contextual &amp; historical, Productive, Behavioural &amp; Social)</i>	Be able to: <ul style="list-style-type: none"> <li>Take part in a simple debate about a subject.</li> <li>Listen to others.</li> <li>Work in groups and develop and a design idea.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Describe how they get to school from home using landmarks.</li> <li>Observe and sketch a good and bad corner building.</li> <li>Make links between where they live and some urban design concepts.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Describe and draw a map illustrating how they move from home to school.</li> <li>Analyse street width to building height width ratios.</li> <li>Realise some of the concepts learned through model making.</li> </ul>
<b>Assessment Strategies:</b>	Final assessment is of Lesson 6 design a town exercise. Assessment should be based on whether the key urban design concepts taught have been correctly integrated into the design.  On going assessment through lessons 1 to 5 is not necessary but, could be of work produced in each session. Options for this are suggested in the Lesson Planning document.		

## Scheme of Work – Learning Intentions (SECONDARY SCHOOL)

<b>TITLE:</b> WHERE WE LIVE: LEARN ABOUT URBAN DESIGN		<b>SUBJECT FOCUS:</b> URBAN DESIGN	
<b>Year Group:</b> 7-10 <b>Key Stage:</b> 3/4 <b>Duration:</b> 6 weeks <b>Lesson time:</b> 50-60 mins		<b>Links to NC, KS Strategy &amp; Public Examination Criteria:</b>	
<b>Resources/Materials:</b> Paper, cad, glue, scissors, various items of junk (plastic bottles etc), local map, local photos (old and now), Google maps, supplied worksheets.		<b>Key Concepts &amp; Terms:</b> Urban design, observation of built environment, impact of design on society, design and community involvement.	
<b>Differentiation:</b> Mixed ability groupings and range of strategies used should support those with SEN whilst extending Gifted and Talented pupils.		<b>Cross Curricular Opportunities:</b> ICT – 3D modeling, mapping. English – story telling, Math – proportion, ratio and scale. Geography - Reading and using maps and plans. History – How places have changed due to social movements and world events. Art – drawing, composition, observation.	
<b>AIMS:</b>	<b>Basic</b> (All students must)	<b>Intermediate</b> (Most students should)	<b>Advanced</b> (Some students could)
<b>Know &amp; Understand</b> <i>(Conceptual, Critical, contextual &amp; historical, Productive, Behavioural &amp; Social)</i>	Know and understand: <ul style="list-style-type: none"> <li>That urban design shapes all places not just cities.</li> <li>That landmarks are key features within the built environment.</li> <li>That responding to the climate and topography is important in making sustainable places.</li> <li>That it is important and rewarding to take note of ones surroundings.</li> <li>That there are some basic principles that make places work better.</li> </ul>	Know and understand: <ul style="list-style-type: none"> <li>That urban design effects how they get around a place.</li> <li>That the built environment is everything man made.</li> <li>A range of urban design terminology.</li> </ul>	Know and understand: <ul style="list-style-type: none"> <li>The key principles of urban design and demonstrate this through a design exercise.</li> <li>How to draw a diagram to illustrate key concepts.</li> <li>Make links between the layout of towns and social behaviour.</li> <li>A good range of urban design terminology.</li> </ul>
<b>Be able to</b> <i>(Conceptual, Critical, contextual &amp; historical, Productive, Behavioural &amp; Social)</i>	Be able to: <ul style="list-style-type: none"> <li>Make links between where they live and urban design concepts.</li> <li>Take part in a simple debate about a subject.</li> <li>Listen to others.</li> <li>Work in groups and develop and a design idea.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Describe how they get to school from home using landmarks.</li> <li>Observe and sketch a good and bad corner building.</li> <li>Observe and sketch buildings that respect the building line and those that do not.</li> <li>Realise some of the concepts learned through model making.</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>Describe and draw a detailed map illustrating how they move around where they live on a daily basis, i.e. getting from home to school, to the shops, to a relatives/friends house, to the swimming pool etc.</li> <li>Analyse a place for key urban design concepts.</li> <li>Analyse street width to building height width ratios.</li> </ul>
<b>Assessment Strategies:</b>	Final assessment is of Lesson 6 design a town exercise. Assessment should be based on whether the key urban design concepts taught have been correctly integrated into the design.  On going assessment through lessons 1 to 5 is not necessary but, could be of work produced in each session. Options for this are suggested in the Lesson Planning document.		

