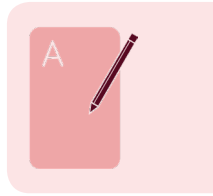


Exploring Architecture



_TEACHERS NOTES
RIBA KS2 | **Place-Based Activity**

INTRODUCTION /

Students will go on walkabout and reflect on what makes a building welcoming or not, drawing on their experience. Following this analysis they will redesign a building to turn it into a welcoming building.

OUTCOMES / OUTPUTS

- Students feel more confident exploring their local area, and look up more often
- Students complete the accompanying Explorer Activity Booklet

SUBJECT CONTENT /

Geographical skills and fieldwork: use fieldwork to observe and measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies

AIM /

“ To communicate through experiences of fieldwork that deepen pupil understanding of geographical processes.”



_Curriculum Links

National Curriculum in England Geography Programme of Study Key Stage 2:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

MATERIALS /

Explorer Activity Booklet printed out for each student, A4 white paper, clipboards, sketchbooks and pencils

Optional materials: Cameras, iPads, voice recorders



KEY WORDS/

Plan: The view of the building from above, a horizontal section drawing through a building showing the arrangement of rooms, etc. It is also sometimes known as the Bird's Eye View.

Materiality: the quality of being composed of a particular material

Usage / Function: how the building is used

Scale: 1 the proportions of a building or its parts with reference to a module or unit of measurement. 2 In architectural drawing, the size of the plans, elevations, sections, etc., in relation to the actual size of the object delineated.

ACTIVITY 1 /

Getting to know the area /

As a class, visit the area you focused on in Lesson One.

Use a map to navigate the area and identify key buildings.

Students can use the Explorer Activity Booklet to guide their explorations.

You may wish to divide the class into smaller groups, each accompanied by an adult if easier.

ACTIVITY 2 /

Analysing the area /

Ask each group to choose a building they would like to explore further. Examples of buildings they might want to choose include:

A cultural building such as theatre, cinema or art gallery

A religious building such as a mosque or church

An education building such as a library, school or university building

A commercial building such as a shop

An office building

It is helpful if the group can go inside the buildings, but if not it can just be explored from the outside.

Print out an Explorer Activity Booklet for each student for them to complete. Alternatively give each child a piece of paper to draw the building and make notes. Explorations could include:

- Interviewing its users: What do they do there? Do they think the building is well designed and helps them to go about their day to day activities?
- Identifying the different activities that happen in the building
- Guessing how many people use the building
- Drawing a bird's eye view of the building (a plan)
- Drawing doors, windows and the façade (the front of the building)
- Describing what is well-designed about the building
- Describing what could make it better