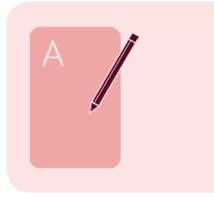


Proposing Spaces



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

INTRODUCTION /

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

OUTCOMES / OUTPUTS

- Students are able to analyse and discuss a building, and propose their own improvements
- Students produce a 2D plan (birds eye view) or elevation (front view) drawing of a building they have visited, with their improvements for making it more welcoming.

SUBJECT CONTENT /

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

AIM /

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



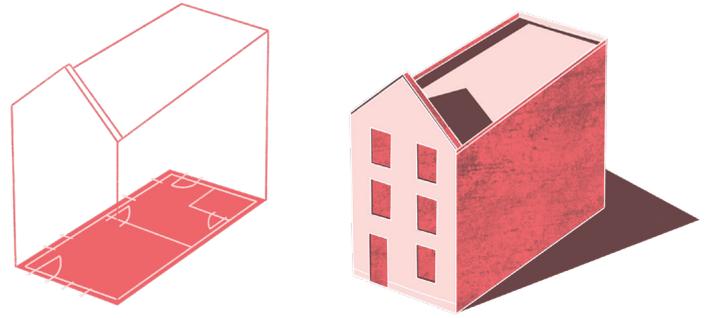
_Curriculum Links

KS2:

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

MATERIALS /

Paper, Pens, Pencils, Rulers, Coloured Pencils/ Pens, Tracing Paper, Pritt Stick, Scissors, Old Newspapers. You could provide graph paper and scale rulers if you would like students to attempt to draw their building to scale. (Scale rulers can be downloaded and printed from the internet.)



ACTIVITY 1 /

Icebreaker: What's in a City? /

What types of buildings would the following people need:

- Shopkeeper
- Sports person
- Family
- Couple
- Teacher
- Librarian
- Business woman
- Politician
- Farmer
- Artist
- Scientist

1. Write these names on pieces of card. Feel free to add your own.
2. Hand out the cards so that each student has one, or they can draw them from a hat.
3. Think / Pair / Share: Ask each student to think of as many buildings as possible that their person might need, starting with the most important.
4. They can then share their answers with their partner, before sharing their partner's answers with the whole class.
5. Write their answers up on the whiteboard.
6. Ask the group if you saw any of these types of buildings when you went on walkabout in your local area?
7. Explain that we need all of these different types of buildings in order to make a town or city.

ACTIVITY 2 /

Analysis /

Facilitate a discussion about what makes a building welcoming or uninviting.

Divide a sheet of flipchart paper or the whiteboard in half:

- Welcoming
- Uninviting

In pairs, students can pick one of the buildings they visited on walkabout. Ask them to think back to it. What makes it welcoming? Or what makes it uninviting?

Some examples could include:

- Large, clear entrance
- Big windows
- Types of materials
- Signage
- Decoration
- Plants

Students will probably have lots of their own ideas. They can then share their ideas with the whole class and you can create a collective inspiration list.

ACTIVITY 3 /

Drawing and collage to make the building more welcoming

Ask students to draw a plan or elevation of the building from memory, referring to their photos, sketches and notes in their activity book. Ask them to add improvements from the class inspiration list to make it more welcoming and support its function better.

A plan is essentially a bird's eye view of the building.

An elevation is the front view of the building.

Students can either draw their new, improved building, or they can use collage techniques, using old newspapers, scissors and pritt stick.

ACTIVITY 4 /

Class Review

Each group can present their idea and the rest of the class can give feedback. This mirrors what happens in many architecture schools and is known as a crit or a review.

Extension Activity: If you have more time and wish to explore the topic further, each group can produce a 3D scale model of their building. These could be laid out in a city pattern and could make an exciting exhibition for parents and guardians to visit.

