



BRISTOL OPENING DOORS

Curriculum Focus:	Geography
Key Stage:	3
Bristol Opening Doors Link:	<p>35-41 Stokes Croft http://bristolopeningdoors.org/35-41-stokes-croft Waring House http://bristolopeningdoors.org/waring-house-development Mshed http://bristolopeningdoors.org/mshed Horizon House http://bristolopeningdoors.org/horizon-house</p> <p>Horizon House also features on the Bristol Opening Doors app. To download visit: http://bristolopeningdoors.org/site/download-the-free-app</p>
Learning Objectives:	<ul style="list-style-type: none"> • Explore how the land use of Bristol city centre and inner city has changed over time • Understand the effects of these changes on people
Introduction:	<p>This lesson relies on some prior knowledge of the Burgess and Hoyt Urban Land Use model. Recap/introduce the land use model if needed.</p> <p>'Know Your Place' could be used to illustrate the growth and changing state of Bristol's city centre. www.bristol.gov.uk/page/planning-and-building-regulations/know-your-place</p> <p>Introduce Bristol Opening Doors website and the 'search by type' facility.</p> <p>All of these building types are typically found in the 'Central Business District' (CBD) and the inner city.</p> <p>Under the title 'CBD' list typical buildings and services you would find in a modern day city centre.</p>

Main Activity:**INTRODUCTION** (Whole class)

Distribute the building profiles' worksheets (x2). Work in groups using the Bristol Opening Doors site to research different building functions and the effects this has on people in the city.

When students have completed the worksheet get them to feedback in groups to the whole class about their building, making suggestions about what the future might hold for city centre development.

Questions:

Who are the 'winners' and 'losers' for their selected building?

How will changes affect:

- *School leavers*
- *The elderly*
- *Local businesses*
- *Local industry*

ACTIVITY

Ask students to write a letter to the Mayor of Bristol suggesting the construction of a leisure facility in the centre of the city. It will need to benefit local school children, the elderly and independent businesses.

Students will need to consider:

- How they would achieve this
- What facilities they would provide for each group
- Would they re-use an old building, for example Mshed?
- Would they use new technologies, for example Horizon House?

A paragraph plan could include:

- Introducing your main idea
- How this benefits local school children
- What facilities the elderly could use?
- What technology/re-use idea would they use? Why is it a good idea to do this?
- Conclude your argument by giving a final statement

ADDITIONAL ACTIVITY

Students could illustrate their design ideas and label them, stating how their building benefits the different groups of people.



<p>Plenary:</p>	<p>The class could be split in two, comprising of 'for' and 'against' living in the city centre. A spokesperson for each group could argue the benefits of living in the centre versus living in the suburbs.</p> <p>Questions: Do students go to out of town shopping malls (e.g. Cribbs Causeway)? What are the environmental problems of living in the city centre? What facilities are there for young people in the suburbs?</p> <p>This could be personalised to the school's location.</p>
<p>Extension:</p>	<p>On the urban land use model the students could plot:</p> <ul style="list-style-type: none"> • Where the building they researched fits • Where their house/other leisure facilities they use fit
<p>Specific Curriculum Links:</p>	<p>Space - <i>knowing the implications of the city for people</i></p> <p>Interdependence - <i>exploring the social, economic, environmental and political connections between places</i></p> <p>This activity could form part of a geographical enquiry.</p>
<p>Websites:</p>	<p>Bristol Open Doors: www.bristolopeningdoors.org</p> <p>The Architecture Centre: www.architecturecentre.co.uk</p> <p>BBC GCSE Bitesize - The Burgess and Hoyt model www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urban_models_medcs_rev1.shtml</p>

