

# 360°

buildings and spaces: **learning** from every angle ▀ issue 8 ▀ november 2005



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**Focus:**  
Where will I live?

**Resources:**  
CABE teaching resources

**News:**  
Engaging Places, England's  
new one-stop-shop for built  
environment education

**Update:**  
Education projects from  
the architecture and built  
environment centres



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### Engaging Places, England's one-stop shop for education on the built environment

The Joint Advisory Committee on Built Environment Education (JACBEE) recommended the establishment of a partnership body to develop a strategic approach to the development and advocacy of built environment education across England. CAFE and English Heritage have been working together with the Department for Culture, Media and Sport and the Department for Education and Skills to develop a model for this body. This thinking has been guided by a post-JACBEE committee of experts and research into the needs of the sector and has gained widespread support.

A proposal for the body to be known as Engaging Places: inspiring education in the built environment will be presented to David Lammy, minister for culture, in November and it is anticipated that work will commence in spring 2006.

CAFE will be supporting Engaging Places financially and through staff expertise, and looks forward to the project flourishing.

## welcome°



Welcome to 360°, and yes, it is a little different. Things have been changing, both in the built environment education sector and here at CAFE. This is reflected in changes to the magazine. As *Engaging Places* (see left) develops its role in providing information and advocacy for the built environment education sector it will become the champion for some of the activities that CAFE has already been supporting. This includes identifying and disseminating good practice in built environment education. So we are focusing more closely on the education work of CAFE and the Architecture and Built Environment Centres up and down the country.

In this issue there is a pull out resource based on *Where will I live?* our partnership project with the Geographical Association. It gives a taster of the excellent work produced by secondary teachers and their students in East Lancashire and

Cambridge on housing issues. Also look out for the project on Teachers' TV.

On page 05 find out about *How places work*, our major new programme of visits for secondary pupils that will be launched next year. This will form the core of CAFE's education activity in the coming years and we anticipate that it will grow and expand as a significant long term offer for schools.

CAFE has a new corporate identity that is reflected in changes to the design of this magazine and in December a revised website will be launched. This will include our education information and resources and so the separate [www.cafe-education.co.uk](http://www.cafe-education.co.uk) site will be retired. CAFE has also moved offices, look out for the new address on the back page.

**Ben Spencer**  
Head of education



# CABE education resources°

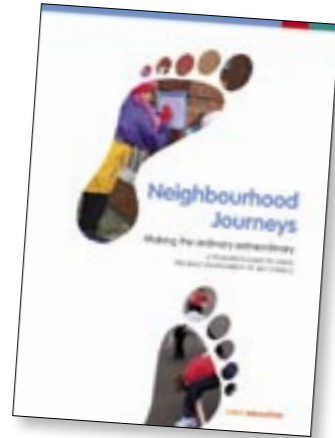
All CABE education resources are available free of charge and can be found at [www.cabe.org.uk](http://www.cabe.org.uk). All our teaching resources identify curriculum links, learning objectives and contain suggestions for interactive activities. To order any of these publications please call us on 020 7070 6805 or email [education@cabe.org.uk](mailto:education@cabe.org.uk)

## Key Stage 2 Neighbourhood journeys: making the ordinary extraordinary

Literacy, Numeracy, Geography  
and Dance.

Print

Using the local built environment as a context for learning in and around the school. Developed with Creative Partnerships Bristol.



Key Stage 2  
**Our street: learning to see**  
A KS2 cross-curricular teachers' guide to making a visual analysis of a street – available in December.

Key Stage 3  
**Living futures**  
Geography and Citizenship.

Downloadable PDF

Exploring the future of housing through imagined scenarios.



Key Stage 3 and 4  
**Creative spaces: improving school design**

Design & Technology

Website

An introduction to key design concepts through the history of school design and related project work based around the Design Quality Indicator - an industry tool for assessing quality of design in buildings. Developed in partnership with CITB-ConstructionSkills.

Key Stage 3 and 4  
**Getting out there: geography & citizenship local safari guide**

Geography & Citizenship

Print

A new teaching resource containing six local safari ideas to support teachers in taking their pupils out into the local built environment.



# 360° RESOURCE

# 08

## Where Will I Live?

### Citizenship through Geography

#### Key Stage 3 Geography and Citizenship

This pullout resource is based on Where will I live?, an online educational resource developed by CABE Education in partnership with the Geographical Association.

#### Introduction

Housing market and planning issues are significant aspects of living in the UK today with a growing need for houses and important areas for pupils to engage with through geography and citizenship. Geography education emphasises the significance and interconnection of places. Thinking geographically fosters pupils' critical and informed thinking rather than the passive acceptance of a description of the status quo. The planning process goes to the heart of many of the issues that determine the question of what citizenship is. Public engagement in the planning process is a statutory requirement and any citizen has a right to express a view on any development. If this right is exercised responsibly and through an informed understanding of the geographical and design issues, the active citizen can make a real difference to his or her own community, improving quality of life through improving the quality of design. Geography classrooms help prepare pupils for such public engagement, and demonstrate their current and potential role in informing, and being, decision takers.

Many of the following activities engage pupils in small group work. This involves them in the social skills of speaking, listening and reasoning in a geographical context. They will practice using appropriate geographical terminology and contextualising their spatial understandings in real places.

#### Where will I live?

##### Learning Objectives

##### Pupils will learn to:

- reflect on their own geographical thinking and values
- appreciate how and why different people hold different views about recycling
- express their own views and begin to suggest geographical questions relevant to housing market issue and needs
- communicate through speaking and listening, using geographical vocabulary
- critically reflect on the quality of geographical information used to inform views about recycling and sustainable development



## Activity 1

**Introduce two questions to the class:**

*How sustainable is it to live in the country and work in the city?*

*How can the design and location of new housing contribute to a more sustainable society?*

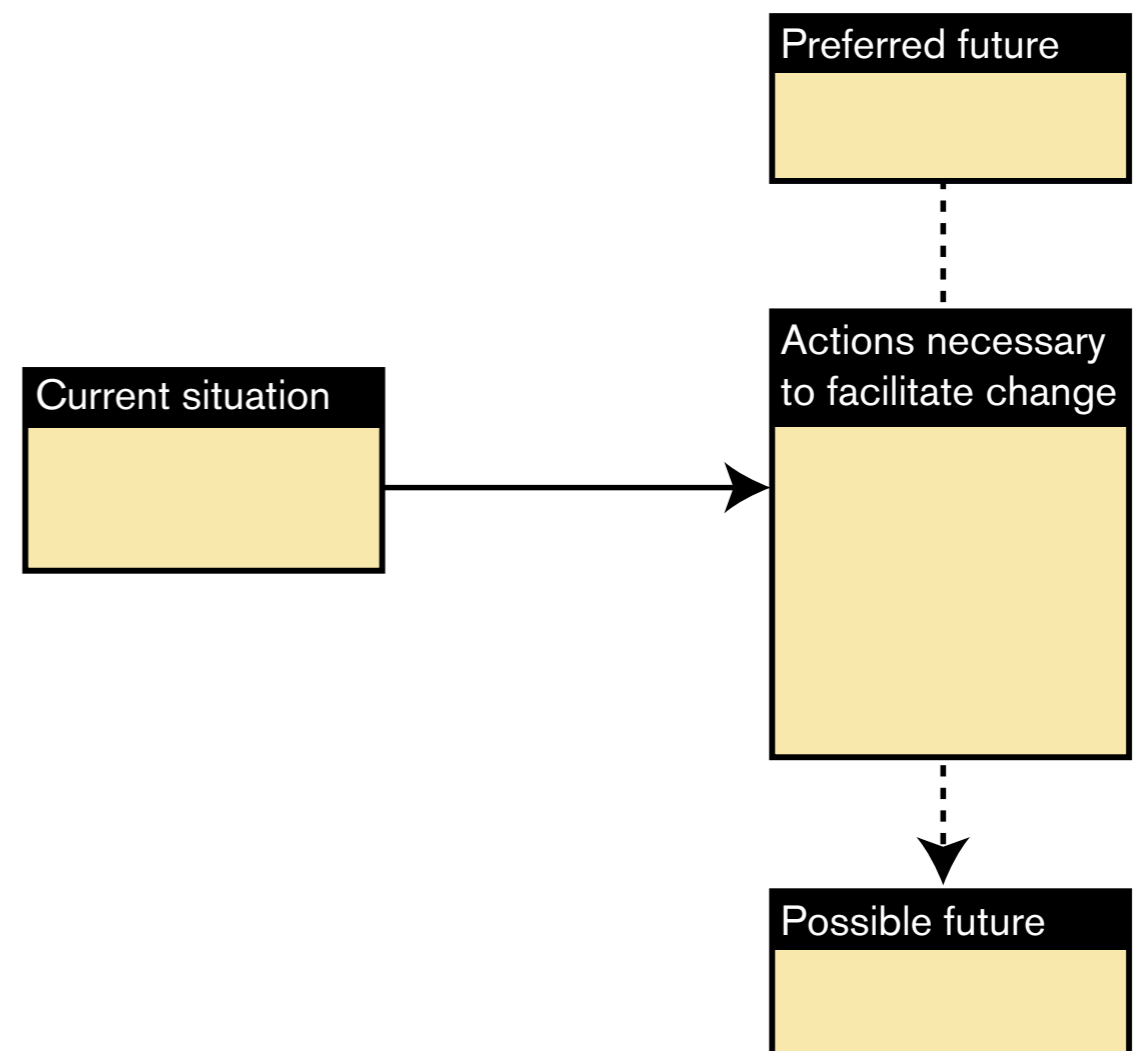
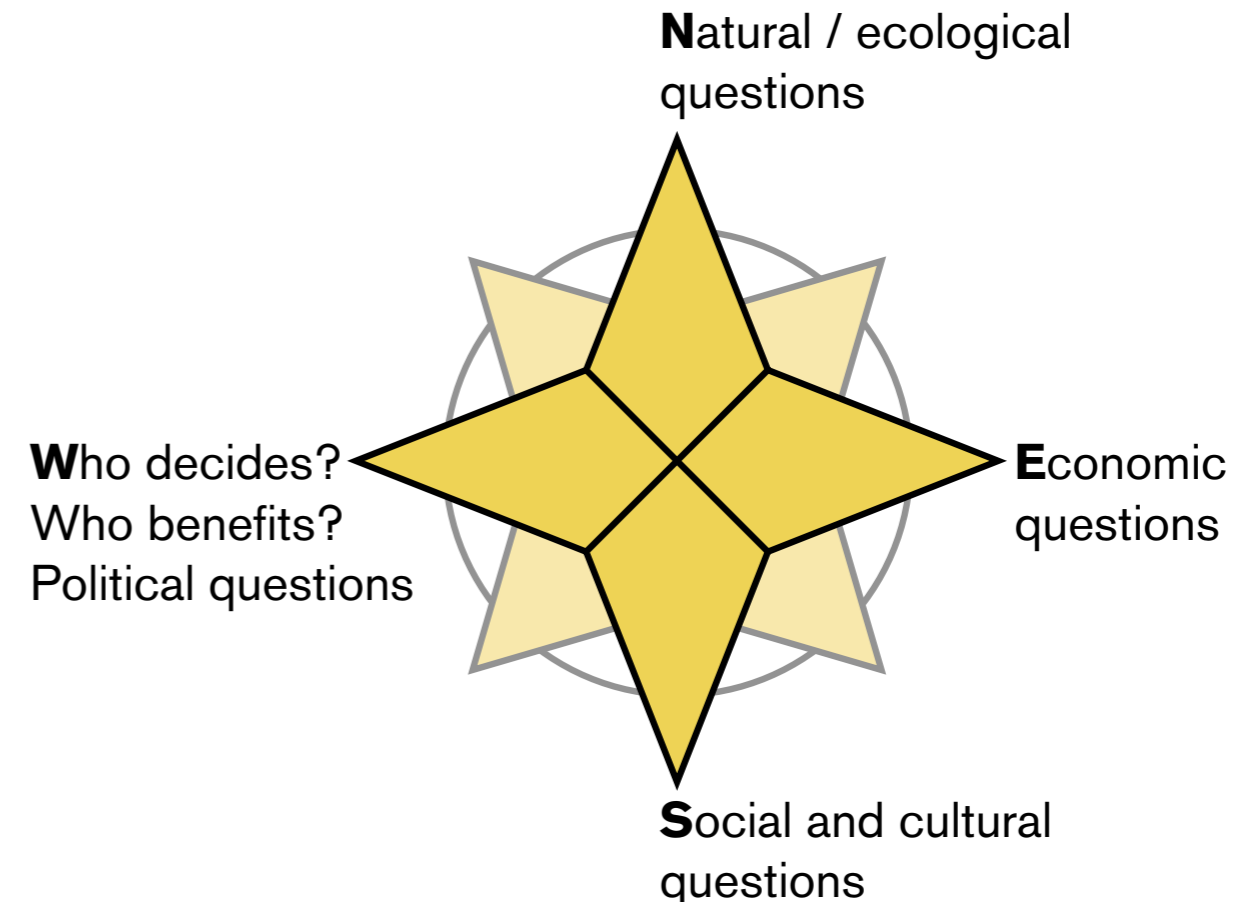
Before you discuss these questions, you may need to test pupils' understanding of the concept of 'sustainability'. It is likely that most pupils will grasp the fundamentals of 'environmental sustainability', the need to better manage natural resources and reduce waste and emissions, but they may be less familiar with the idea of 'economic' and 'social' sustainability:

- ▶ **Environmental sustainability:** Has enough been done to reduce waste and emissions? Have natural resources been used responsibly?
- ▶ **Social sustainability:** Does the place cater for the needs of all the people who use it, whether for work or to live there or both? Can the infrastructure cope with any social changes that are happening or may happen in the future, such as growth in housing, growing or shrinking numbers of children, growing or shrinking average incomes? In terms of design (functionality, build quality and visual or atmospheric impact) how could the place be improved?
- ▶ **Economic sustainability:** Does the place sustain enough economic activities of different kinds such as shops, cafes, or larger businesses? Are the links with other places adequate to support a vigorous economic life? Is there enough flexibility to cope with any changes in the economic climate?

Introduce pupils to the 'Development Compass Rose' as a framework for thinking about sustainability in its broader developmental context. Explain that the compass is a way of finding your way around the complex issues that are raised by any inquiry into place. The four points of the compass, North, South, East, and West, direct us towards the principal questions that we need to ask about a place. The cross points are also important. The 'north westerly' point, for example, raises the issue of how political considerations impact upon ecological questions.

Return to the key questions and ask pupils individually or in small groups to apply the compass rose framework to them. Where possible, ask pupils to think about an actual place that is familiar to them as they discuss the questions. It is useful to supply visual stimulus if possible.

Hand out copies of the compass rose and ask pupils to suggest questions that could be asked under each of the main headings and for each of the cross points (NW, NE, SE, SW). This can be done individually or in small groups before feeding back as a whole class. Many of the questions will be suggested by the previous discussion of sustainability and will form the basis of a discussion of the main issues. The completed compass roses may be displayed around the class.



## Activity 2

Introduce pupils to the 'futures frame'. Explain that they are going to think about housing conditions in their area and what the future holds given the current conditions. Remind them of the discussions on sustainability and the development compass rose framework. Working in small groups to discuss the current local housing situation ask pupils to complete that section of their own futures frame. This could be prepared on a large (A3) piece of paper which could be illustrated with photos and diagrams and displayed on the wall at the end of the unit.

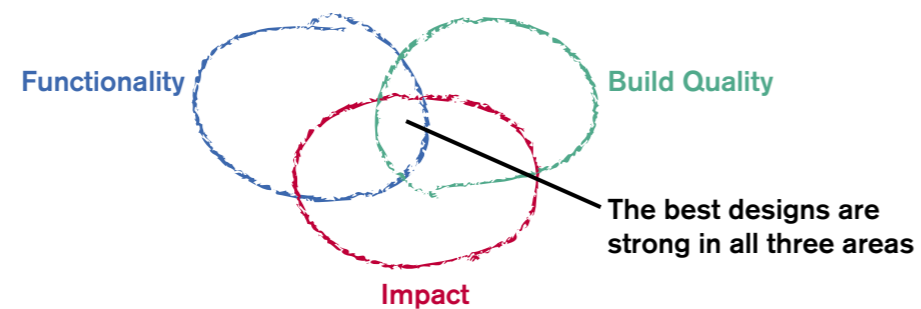
Ask pupils to consider the future based on current trends and complete that section of the frame. Explain that the next stage is to think about what they would prefer the future to be like. Encourage them to think about the issues in broad terms, including connectivity and sustainability issues but also quality of life factors that are affected by quality of design.

You may wish to introduce pupils to the 'Design Quality Indicator' model of good design for buildings and places to help them consider some of the design quality issues that underpin a desirable future housing market. This model views good design in three broad interlocking categories of qualities:

**Functionality:** does the building or place do all the things it is supposed to do for all the different people who use it?

**Build quality:** is it well made from the right materials?

**Impact:** is it satisfying or exciting to look at and be in?



The best designs would be strong in all three qualities, right at the centre of the diagram, but the model recognises that many good designs are still weak in one or other area.

Once pupils have completed the preferred future section of the frame ask them to consider what steps would be needed to move from likely future to preferred future. The class should share their list of actions and negotiate an agreed list of 10 actions necessary for change. Which actions can they influence?

Ask pupils to add illustrations or photos to their frames before displaying them on the wall.

## Notes

This scheme provides an excellent link to the "Where will I live" optional unit for the OCR Pilot Geography GCSE. During 2004-5, The Geographical Association and CABI are developing further learning material to support this unit. For more information visit the projects pages at [www.geography.org.uk](http://www.geography.org.uk)

## Key Stage 4

### Where will I live?

#### GCSE Geography

#### Website

A resource for GCSE Geography students exploring housing issues developed in partnership with the Geographical Association. [www.geography.org.uk/projects/wherewilllive](http://www.geography.org.uk/projects/wherewilllive)



## Key Stage 5

### Making Better Places

#### Citizenship and Geography

#### Website and CD Rom

Analysing the design and structure of places and developing design solutions. Material developed by Joint Centre for Urban Design (JCUD) at Oxford Brookes and supported by CABI Education. [www.makingbetterplaces.org.uk](http://www.makingbetterplaces.org.uk)



## Guides

### What would you do with this space? Involving young people in the design and care of urban spaces

#### Print

A good practice guide exploring the key issues when involving young people and illustrated with a number of case studies.

### Being involved in school design: a guide for school communities, local authorities, funders and design and construction teams.

#### Print

The guide includes 10 case studies and a getting involved checklist and chart.



## Programmes

### Getting out there

To support teachers in taking their pupils out into the local built environment we have developed a new section of the CABI website containing inspiring case studies with links to key resources and useful contacts. Go to [www.cabi.org.uk/gettingoutthere](http://www.cabi.org.uk/gettingoutthere)

### How places work

A new national initiative developed by CABI which will give young people at Key Stage 3 the chance to find out what it is that makes a wide variety of places work well, or not so well. Visits will be guided by passionate facilitators who really know a place inside out and who are trained to communicate with young people. Teachers will be able to work with the facilitators to tailor their visit and related activities, supported with printed and online guidance materials. We have already been consulting with teachers about the format of the visits but if you are a head or teacher and have any comments on what makes a good visit to a building please email us: [education@cabi.org.uk](mailto:education@cabi.org.uk)

# news from the Architecture Centre Network<sup>o</sup>



## Architecture Centre Network

The Architecture Centre Network coordinates, supports and advances the work of architecture and related built environment centres. Each centre offers a unique approach to exploring modern architectural practice, for both communities and professions, through programmes of education, exhibition and empowerment. Their aim is to promote and enable greater knowledge, access, participation and influence, in the creation of an excellent built environment for all. For details of your local architecture or built environment centre, as well as news, activities, events and programmes in your region please go to [www.architecturecentre.net](http://www.architecturecentre.net).

## Drawing on Animation

Public Arts' Drawing on Animation project, part of the Campaign for Drawing's, Drawing Attractions pilot scheme, demonstrates the value of drawing as a tool for engaging children with heritage sites. Working with a class of thirty Year 6 pupils over four half-day sessions, the project focused on the eighteenth century Orangery, located within the Wakefield Westgate Key Development Area. The pupils created simple drawings of the different periods of the architectural heritage - past, present and future, as a means to inform and influence activity by developers in the regeneration of the area. A DVD has been produced which shows an animation of their drawings and a slideshow of photographs from the sessions. Findings will be published in 2006 to promote good practice and ideas for running drawing activities at heritage sites. For further details please contact Public Arts on T: 01924 215 550 or E:[contact@public-arts.co.uk](mailto:contact@public-arts.co.uk)



One of the student's work from the Drawing on Animation workshop

## Calico springs

The Building Exploratory is running a community heritage project, 'calico springs,' as part of Springfield Park's 2005 centenary celebrations. The project aims to gather and document the unique heritage of the park from its origins as forest, eighteenth century manufacturing, nineteenth century mansions and finally its use as a public park. In September, a team from the Building Exploratory and artist Kally Lawrence spent a day creating a large-scale printed calico timeline between the trees. Adults and children worked together making blocks and printing images showing historical and current uses of the park on giant canvas maps. They also collected memories and information from park users and local community groups, providing a valuable insight into the changing face of Springfield Park and its ongoing importance to the community today. The canvases themselves will be used on deckchairs in the park. For further details please go to [www.buildingexploratory.org.uk](http://www.buildingexploratory.org.uk).



Creating giant canvas maps, Calico springs



A timeline between the trees, part of the Calico springs project

## Building for change

Building for change, run by MADE in the East Midlands, enabled 500 Key Stage 3 pupils from five schools to experience visits to contemporary buildings of design excellence. Led by practising architects, artists and educational facilitators, pupils visited the Coventry Phoenix Initiative, Walsall Art Gallery, Multi Faith Centre Derby and Compton Verney art gallery. Each visit was followed by design work in the classroom, where pupils developed challenging proposals for improvements to their own schools and open spaces. The aim was to inspire an awareness and aspiration of good design among these young people as well as introduce the range of career opportunities in built environment trades and professions. For more details of the programme please contact Jayne Bradley at MADE on 0121 633 9333 or go to [www.made.org.uk/schools/building-for-change](http://www.made.org.uk/schools/building-for-change)

This visits model, which was also piloted in the North West by the Liverpool Culture Company, is to be rolled out as a national programme of school visits into the built environment entitled How places work- see page 05.

Students exploring the Coventry Cathedral part of the Coventry Phoenix Initiative



© Made

## Grand Designs challenge summer school

Thirty Year 5 and 6 pupils from five primary schools in the Knowle area, took part in an exciting University of the First Age summer school organised by the Architecture Centre, Bristol and the Archimedia Project at Knowle West Media Centre. With support from local architects, designers and peer mentors, the Grand Designs Challenge asked pupils to design a new environmentally-friendly Knowle West Media Centre building and grounds, working in teams to present design ideas and finished models at the end of the week. To gain an understanding of building design, pupils built paper structures, visited the CREATE Centre eco-home, explored the use of trees and space in landscaping, and even ate chocolate 'bricks' to test the properties of insulation. Participants also took a ferry tour of the Bristol harbour and visited St Thomas' Church and the Architecture Centre. The pupils developed imaginative and thoughtful model designs, which will be exhibited at Architecture Centre, Bristol from November 22 until December 4 2005. For further information, go to [www.architecturecentre.co.uk](http://www.architecturecentre.co.uk).

## Little Stratford, Big Stratford

A group of young people have come together to have their say on the developments in their local area in a film entitled Little Stratford, Big Stratford. Created by the Architecture Foundation, Stratford City, Yeast Productions and local teenagers, it explores the identity of Stratford from these young people's perspectives, and the existing things they like and that they would like to change, about their local area. Stratford City is likely to be the most significant development in London over the next ten years and this film forms part of the first phase of community engagement and consultation in shaping Stratford's new public realm. DVDs are available to purchase from the Architecture Foundation for £10. Please contact [shop@architecturefoundation.org.uk](mailto:shop@architecturefoundation.org.uk).



Stills from Little Stratford Big Stratford



The Grand Designs challenge summer school 2005

Sign up to our network of teachers, educators and other professionals interested in built environment education to get free copies of 360° magazine mailed to you direct.

Title  
Name  
Job title  
Organisation  
Address

Post code  
Telephone no.  
Email  
Web address

Region:

- North East   
Yorkshire & Humberside   
West Midlands   
London   
South West   
North West   
East Midlands   
Eastern England   
South East   
Other UK   
Outside UK

Please identify your specific areas of interest:

- All areas   
Primary education   
Secondary education   
Secondary geography   
Secondary citizenship   
Secondary art & design   
Secondary design & technology   
Secondary history   
Informal education   
Higher & further education   
Regeneration   
Social inclusion   
Family learning   
Community development

Contact:  
Education  
CABE  
1 Kemble Street  
London  
WC2B 4AN  
T 020 7070 6700  
F 020 7070 6777  
E education@cabe.org.uk  
www.cabe.org.uk

## Inspiring young people to get more out of buildings and spaces.

The built environment contains a wealth of learning opportunities which can support both the national curriculum and informal learning. The potential to engage young people in the built environment is enormous and CABE is doing this in a number of ways.

- Producing classroom resources for teachers and other educators which engage young people in their built environment. These include a range of activities and project ideas that could also be transferred to an informal learning context.
- Publishing a range of good practice guides illustrating ways of involving and engaging young people in improving their built environment.
- Running a programme of young people's visits to enable 50,000 school children to experience the built environment first hand guided by passionate facilitators.
- Supporting our Education Network which brings together teachers, educators and other professionals interested in built environment education for young people.
- Compiling research on the needs and current practice of the built environment education sector.

CABE supports the Architecture Centre Network working with architecture centres across the country running programmes of educational activities for children.

Our aim is to ensure that young people understand the value of well-designed buildings and spaces. Our ultimate ambition is to nurture a generation of confident and demanding citizens, to play an active role in improving the villages, towns and cities that we live in.



Office of the  
Deputy Prime Minister  
Creating sustainable communities

The government's advisor  
on architecture, urban design  
and public space

