

Bradford's City Park - Educational Involvement Ideas
Secondary Curriculum Links - Key Stage 3 and 4

Subjects	Examples of applicable curriculum key concepts, processes, range and content	City Park
Art and Design	<p>Explore and create Pupils should be able to:</p> <ol style="list-style-type: none"> a. develop ideas and intentions by working from first-hand observation, b. experience, inspiration, imagination and other sources c. investigate how to express and realise ideas using formal elements and the qualities of a range of media make purposeful images and artefacts, selecting from a range of materials, techniques and processes d. draw to express perception and invention, to communicate feelings <p>Understand and evaluate Pupils should be able to:</p> <ol style="list-style-type: none"> a. use research and investigative skills appropriate to art, craft and design b. appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts c. analyse, select and question critically, making reasoned choices when developing personal work d. develop ideas and intentions when creating images and artefacts e. organise and present their own material and information in appropriate forms 	<p>Unit 7B What's in a building? Unit 7C. Recreating landscapes Unit 8B. Animating art Unit 8C. Shared view</p> <p>Students can develop their creativity and imagination through visual, tactile and sensory experiences; develop practical, technical and critical skills; use visual and tactile language to communicate their ideas, feelings and meanings; learn to make value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments; explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of art, craft and design in the contemporary world and in different times and cultures.</p> <p>Hoardings, Design of deck chairs. Detailed drawings / designs of the park. Meet with architect and landscape designers for session on how to keep the designs creative whilst making them a reality. View downloadable presentations on the design and architecture of the City Park</p> <p>Opportunities for designing marketing materials: T- Shirts, posters, leaflets, postcards - merchandise</p>
English, Media	<p>Speaking and listening Pupils should be able to:</p> <ol style="list-style-type: none"> a. a present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal b. use a range of ways to structure and organise their speech to support their purposes and guide the listener c. engage an audience d. listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say j. use different dramatic approaches to explore ideas, texts and issues 	<p>Writing blogs, creating podcasts, newspaper/magazine articles Filming, Photography, Writing about the park / PR, Local media, animation</p> <p>Writing about the project - media articles, poetry, word art, creative stories about what they want in the city centre, their future, how they will use the park</p> <p>The spoken language: Did you know that there are 64 languages spoken in Bradford? Can you name them all?</p>

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Geography	<p>Opportunity for pupils to:</p> <ul style="list-style-type: none"> a. build on and expand their personal experiences of geography b. explore real and relevant contemporary contexts c. use a range of approaches to enquiries d. use varied resources, including maps, visual media and geographical information systems e. undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team f. participate in informed responsible action in relation to geographical issues that affect them and those around them g. examine geographical issues in the news h. investigate important issues of relevance to the UK and globally using a range of skills, including ICT i. make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimensions 	<p>Unit 16. What is development? Unit 17. The changing economic geography of France Unit 19. Tourism - good or bad?</p> <p>City planning, masterplan, CBD, Water in Bradford, Borehole, highways, topography, What's under the park - bedrock, aquifers, Bradford Beck?</p>
History	<ul style="list-style-type: none"> a. learn about the past in Britain and the wider world; b. consider how the past influences the present; c. find out about what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions 	<p>Unit 11. Industrial changes action and reaction</p> <p>History of the city, Industrial revolution, how cities change over time, how the history is reflected in the masterplan / plans for the future of the city, restoration projects</p>
Citizenship	<ul style="list-style-type: none"> a. the role and significance of the media in different local, national and international contexts. b. Pupils investigate how the media presents different issues and views; how it can be used to promote causes and campaigns; and its role in publicising other events c. investigate some of the complex issues at play when making local provision of leisure and sport facilities. d. The unit also builds greater awareness of local authorities' responsibilities when deciding how to use public funds. 	<p>Key stage 3: Unit 07. Local democracy Unit 08. Leisure and sport in the local community Unit 09. The significance of the media in society Unit 10. Debating a global issue</p> <p>Key stage 4: Unit 05. How the economy functions Unit 06. Business and enterprise Unit 07. Taking part - planning a community event Unit 08. Producing the news</p> <p>How well-designed spaces can bring people together, how history is reflected in the future. How citizens are consulted on the city, how do they engage?</p>
Science	<ul style="list-style-type: none"> a. think about the advantages and drawbacks of scientific and 	<p>Water in Bradford, Borehole, topography, What's under the park -</p>

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	<p>technological developments for the environment and in other contexts, considering the reasons for different opinions;</p> <p>b. carry out investigations of different types, making use of reference sources and evaluating their work;</p>	<p>bedrock, aquifers, Bradford Beck? Science of construction - how are materials composed / created e.g. granite</p>
ICT	<p>a. prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT;</p> <p>b. develop initiative and independent learning skills; gain rapid access to ideas and experiences from a wide range of people, communities and cultures.</p>	<p>Unit 4. Models - rules and investigations Unit 5. Data - designing structure, capturing and presenting data Unit 7. Measuring physical data Unit 8. Public information systems Unit 9. Publishing on the web</p> <p>CAD drawings, design, modelling, producing graphics and literature. Using ICT in statistics - charts, spreadsheets</p>
Mathematics	<p>a. generate and explore ideas and strategies, pursue lines of mathematical enquiry and apply logic and reasoning to mathematical problems</p> <p>b. develop, select and apply a range of mental, written and ICT-based methods and models to estimate, approximate, calculate, classify, quantify, order and compare</p> <p>c. communicate ideas and justify arguments using mathematical symbols, diagrams, images and language</p> <p>d. interpret findings, evaluate methods and check outcomes.</p>	<p>Conducting surveys - quantitative, qualitative and producing statistics. Looking at past consultations. Figures on number of people in the district, numbers of people travelling into and out of Bradford every day, numbers of people visiting NMM and Alhambra, district economy</p>