

Bradford's City Park

Curriculum links: Primary

Art and Design at Key Stages 1 and 2 (Year 1/2)

Unit 2C: Can buildings speak?

Section 2: Exploring and developing ideas (2)

In this unit children explore shape and pattern in buildings. They begin by producing prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings. They question how these features tell us something about the purpose of the building. They work in groups to produce a relief sculpture for temporary display, using their first-hand observations as a starting point.

Outcomes:

- identify differences in shapes, patterns and decoration in buildings and relate these to the purpose of the building
- record in words and drawings information about a building in the local area
- describe how the inside and outside of the building made them feel

Students can produce an exciting image/display that captures the grandeur of Grade-1 listed buildings juxtaposed with modern buildings in the city centre. A visit to the Bradford 1 Gallery studio in Centenary Square is the perfect place to make observational drawings.

Art and Design at Key Stages 1 and 2 (Year 3/4)

Unit 4B: Take a seat

Section 1: Exploring and developing ideas (1)

In this unit children explore the design of chairs. They discuss what chairs tell us about everyday life and the way people rest, eat and relate to each other. They look at examples of designs in the past and in other cultures as inspiration for developing their own imaginative designs for a chair for a particular character or occasion.

Outcomes:

- identify the parts of the chair and their purposes
- identify different types of chair and the materials used
- comment on how the form of chairs is related to the purposes
- comment on how materials are used in making chairs

Link with [Unit 3C 'Characteristics of materials'](#) in the science scheme of work.

Seating is an intrinsic feature of the park in terms of comfort, durability and aspect. Students can consider the design of seating in City Park. There is also potential for designing the deck chairs that will be available for people to relax in and enjoy the park in 2011.

Art and Design at Key Stages 1 and 2 (Year 5/6)

Unit 6C: A sense of place

Section 1: Exploring and developing ideas (1)

Arrange a visit to a part of the local area of particular interest to the children. Before the visit, ask the children what they know about the area, its history and why it looks the way it does. Ask them to identify features of the natural and made environment, to say how they think the environment has been changed and shaped for different purposes, and to share their experiences of living in the area.

*Points to note: Discuss work in connection with history, e.g. buildings with decorative features such as Greek columns, capitals, links with ancient Roman and Egyptian architecture, **Victorian civic buildings**.*

Art and Design

Cross-curriculum Literacy, Art and ICT

Imagine a City

Hoardings - school competition.

There is an opportunity to submit your student's work that could be displayed on the hoardings around the City Park development, with the possibility of other city centre venues and sites. These panels will show how schools are involved in the city park – putting across the student's individual views on the park and city through either one or two words or a couple of sentences. It could be detailed drawings/designs of the park or word art reflecting 'Self and Experience' and what the park means to them and their family.

The purpose of this is to positively promote the City Park to pedestrians walking past the site and to engage students in thinking about their city centre and what they want from it.

History at Key Stages 1 and 2 (Year 5/6)

Unit 18: What was it like to live here in the past?

In this unit, children are introduced to an enquiry-based approach to a local study. It is best to focus on an aspect of the local community in the immediate locality. It might also be part of a field visit, particularly a residential field trip. Children compare two or three periods of time. A house or group of houses, a shopping street, the school, a workplace, a place of worship, civic or service buildings, or an historic site such as a local castle could be selected as the focus of the unit. It gives opportunity for direct access to historical sources and is an excellent chance to develop fieldwork and research skills. The unit also provides an opportunity to consider citizenship issues such as planning for change, conservation, local identity and social responsibility.

Outcomes:

- identify features in their area on the large map
- use features of buildings to infer their use and who owned them
- categorise buildings as 'old' or 'new'

Students can learn about the history of the local community; the social, cultural, religious and ethnic diversity of societies using historical enquiry.

Geography at Key Stages 1 and 2 (Year 3)

Unit 6: Investigating our local area

This is a 'long' unit, in which children develop geographical ideas and skills by studying their own locality. This could easily be adapted to the City Park development. Single sections can be used to consider the economic regeneration of the city (Masterplan) e.g. Section 4: *What jobs do people do? How do they get to work? What services do nearby settlements provide?*

Geography at Key Stages 1 and 2 (Year 4)

Unit 8: Improving the environment

Section 4: What is this place like and why? How can it be improved?

Children should learn:

- to investigate places
- to collect and record evidence to answer questions
- fieldwork skills
- how people affect the environment
- how and why people seek to manage and sustain their environment
- to use ICT to present findings

Use this unit to explore the urban environment e.g. shopping centre. Investigate what effect the regeneration of the city centre will have on the urban environment. Use the simplified 'regeneration journey' available on this website to explain the process.

Geography at Key Stages 1 and 2 (Year 3/6)

Unit 16: What's in the news?

Section 8: What is happening in our local area? How and why is the place changing? How will people in the community respond?

Children should learn about recent or proposed changes in localities

- Discuss with the children a local issue that they have heard about on the radio.
- Divide the children into small groups and ask each group to develop a radio news report about a local issue considering different arguments by interviewing each other in different roles.

Outcomes: understand that different people in the community may respond in different ways to a particular issue.

This unit supports Citizenship unit 4 and 11. Students can write a radio report about the City Park, its impact on the city centre and how it might affect the community.

Citizenship at Key Stages 1 and 2 (Year 3/6)

Unit 10: Local democracy for young citizens. What do we know about our local community?

Children should learn

- about their local community and how it has changed over time
- why the place is located where it is, and about people who have contributed to its development
- to work together to pose questions and undertake research
- to communicate their findings to other
- to discuss the local area with a range of different people in the school and local community
- what the place is like today and what it might be like in the future

Outcomes: describe some key features of a place and some of the reasons for its development in that location; use a range of sources of information to find out about their local community. Collaborate with others as they investigate, communicate their findings to others, talk with various adults in the local community about the community in the past and present, reflect on what they know about the local area and identify their likes and dislikes, suggest ideas for improving the local community.

Citizenship at Key Stages 1 and 2 (Year 3/6)

Unit 11: In the Media: What's the news?

In this unit, children learn about the important role of the media (local and national newspapers, magazines, television, film, radio and the internet) in communicating topical local and national news and information to the public. The role of the media will be relevant whenever children explore a problem, issue or event in citizenship. The broad range of teaching and learning activities in this unit can be adapted for different year groups.

Children should learn:

- to research, discuss and debate topical issues, problems and events
- about local and national topical news stories
- to understand and distinguish between fact and opinion
- to use enquiry questions when investigating topical issues
- to evaluate how the media present information
- that different sources of news select their information to suit their target audience

The City Park offers vast scope for media projects. Visits to support this unit include the National Media Museum and the Bradford Industrial Museum where students can make vintage newspapers using the old hot metal and platen presses and compare the digital press and production of a modern newspaper. Students can follow the story of the City Park development by searching online archives.

Science at Key Stages 1 and 2 (Year 3/6)

Unit 1C: Sorting and using materials

Children learn about the characteristics and uses of a range of common materials and vocabulary for describing and comparing materials.

Unit 3C: Characteristics of materials

Children should extend their knowledge of the range of materials we use and of the properties that characterise them. This knowledge should help them recognise what needs to be considered when a material is chosen for a particular use. Experimental and investigative work focuses on:

- planning investigations
- deciding what to change, what to keep the same and what to measure
- deciding whether a fair comparison was made
- using results to draw conclusions.

Unit 5 - 6H: This unit is designed to extend children's investigative work. It focuses on finding the answer to an environmental question and a technological question. Both investigations require children to:

- plan a suitable approach
- collect and record evidence in an appropriate manner
- explain their results using scientific knowledge and understanding
- evaluate the evidence collected and consider its limitations.

Students can investigate what types of materials are used in the park for the paving and pavilions. Consider factors like sustainability, slip resistance, durability. Students should be curious about things they observe, and experience and explore the world about them with all their senses. They should learn to investigate a wide variety of objects and materials in the natural and made world