

Bradford's City Park

Curriculum links – Secondary

Art and Design at Key Stage 3 (Year 9)

Unit 9C: Personal places, public spaces

Section 2: Exploring and developing ideas

Students should learn to discuss and question critically, and select from a range of visual and other information to help them develop ideas for independent work. Explain to the students that they are going to produce a work for the local area. Discuss the purpose of the work e.g. to draw public attention to a particular location in the community.

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. These panels will show how schools are involved in the city park – putting across the student's individual views on the park through either one or two words or a couple of sentences. It could be detailed drawings/designs of the park or word art.

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

Geography at Key Stage 3 (Year 9)

Unit 19: Tourism - good or bad?

The regeneration of the city centre will have a positive impact on the economic growth of Bradford. On completion the park will host large scale events such as concerts, markets and outdoor theatre that will bring people to the city.

Children should learn

- to ask geographical questions and suggest appropriate sequences of investigation
- to use secondary sources
- to determine the geographical context of places studied
- to compare tourism in countries at different states of economic development
- to consider the idea of sustainable development and its implications for the tourist industry

As part of the enquiry, encourage pupils to identify appropriate question e.g. What is the city like? How and why does the city benefit and suffer socially, economically and environmentally? How will the City Park attract tourists to Bradford?

History at Key Stage 3 (Year 8)

Unit 11: Industrial changes action and reaction

Section 2: Local industry: What happened?

Students can study the history of the city, the Industrial Revolution with particular focus on the textile industry. They can investigate how cities change over time and how history is reflected in the masterplan for the regeneration of the city.

Children should learn

- about the development and significance of a local industry
- to interrogate local source material in order to answer a specific question
- to plan and to carry through a group presentation of findings
- to make comparisons between local industry and the national context

Points to note: Material to support local studies is increasingly available from local museums, record offices, libraries and the internet. Appropriate source material would include maps and plans, prints, photographs, trade directories, gazetteers, local newspapers, advertisements, posters, business and company records, letters, diaries, written accounts of workers' reminiscences and general memorabilia. Where possible, a class site visit should be made to an appropriate locality. This should focus on data collection to provide answers to specific questions and to support the general investigation.

ICT at Key Stage 3 (Year 7)

Unit 3: Processing text and images

In this unit pupils work in small groups to prepare a printed newspaper. Students can process and output information in text and image form and explore a variety of image-capture and image-manipulation methods to create suitable image data. They learn to develop strategies of group working, including data sharing across networks. There are opportunities for links with English when pupils develop the text for the newspaper. Links could also be made to other subjects when choosing the topics for the articles, e.g. the mirror pool. The newspaper could be produced in another language, providing opportunities to collaborate with the modern foreign languages department.

Citizenship Key Stage 3 (Year 7/9)

Unit 7: Local democracy

Section 1, 2 and 3

Children should discuss the issues that make them proud of where they live, and what they dislike and want to change. They can collate key areas of pride and key areas of concern, and grouping them under suitable headings, e.g. leisure facilities, shopping/retail facilities, housing and environment, transport. The pupils discuss the issues raised, and agree on one to take forward for further work.

Outcome: Children clarify their own views and identify those of others, about the local community.

Citizenship Key Stage 4 (Year 10/11)

Unit 5: How the economy functions

This unit focuses on how the economy functions. It helps pupils to understand the role of the individual, business and government in the workings of the economy, and how

money flows between them. Students should learn about how and why government spends its money and what the economy is and how it functions. Students can learn about the economic regeneration of the city centre and the relationships between local people, businesses and the Council.

Citizenship Key Stage 4 (Year 10/11)

Unit 6: Business and enterprise

Section 3: What are the challenges for local businesses? Exploring town centre management and development.

Pupils take part in a project to investigate some of the challenges and issues facing local businesses. The example here looks at issues related to town centre management and development.

Children should learn

- about the sorts of challenges faced by local businesses
- to approach the issues/challenges in a creative and positive way
- to work with others in a project team and contribute ideas
- about opportunities for individuals and groups to bring about social change

This unit uses a range of business and enterprise activities to enable pupils to gain practical experience of how the local economy works. Pupils explore the range of business activities in their local area and consider the importance of these businesses to the local economy. They have the opportunity to work in groups and contribute to group decision-making activities.

Mathematics at Key Stages 3 and 4

Students can produce CAD drawings, designs, modelling - producing graphics and literature based on the construction of the park. Use ICT in statistics to produce chart and spreadsheets. Conduct surveys – both quantitative and qualitative and produce statistics on people's opinions of the park. Students can look at the number of people in the district, numbers of people travelling into and out of Bradford daily, numbers of people visiting attractions like the National Media Museum, Theatres etc., to look at the city economy.

English, Media – Speaking and Listening

Students can create radio reports and web pages; write blogs, create podcasts and produce newspaper/magazine articles. There is opportunity to make short films documenting the development of the park working with professionals (UNESCO City of Film). Interview peers or members of the public. Students can use poetry, word art, creative writing to share ideas about what they want in the city centre, their future, how they will use the park. The rich diversity of Bradford means that there are over 64 languages spoken across the district which students can explore.