

Story Making Places

Made by the Learning team at RIBA

With special thanks to [RIBApix](#)

Key information and aims

<p>Key words – make sure you know what these words mean. Use a dictionary, the internet or an adult to help you.</p>	<p>Architect – someone who designs buildings. Vocabulary – the words you use in your writing. Setting – the place your story is based.</p>
<p>Materials – what you will need to collect to do this project.</p>	<p>Lined paper or a notebook A pencil or pen</p>
<p>Skills - what you should know how to do by the end of the project. Can you show someone else how to?</p>	<p>I can use a picture of a place as inspiration for my writing. I can create writing with a "mood".</p>
<p>Knowledge – what you should know by the end of the project. Can you tell someone else about it?</p>	<p>I know that architects design lots of different types of places. I know that different places/styles of architecture can have different moods. I know how to create a story inspired by an image of a place.</p>
<p>Extension activities – other things you can do to build on your learning</p>	<p>Find out more about the architect or place you chose. Search using RIBApix for pictures you could use to illustrate another part of your story. Draw and label a place featured in your story.</p>

This resource focuses on the English composition curriculum for key stages 2 and 3. However, it can be used to spark creative writing by people of any age!

For full guidance on your child's specific year group UK curriculum aims, look at the [curriculum aims for writing](#).

What the National Curriculum says children should learn:

Key stage 2 (age 7-11) writing

The programmes of study for writing at key stage 2 is made up of:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Key stage 3 (age 11-14) writing

Students should be taught to:

write accurately, fluently, effectively and at length for pleasure and information through:

- writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing;
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

plan, draft, edit and proofread through:

- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

Story Making Places

Architects design lots of different types of places. Different styles of architecture can have different moods. Use the world of architecture to help inspire your own stories!

How to use this pack:

- Choose some pictures of places from the next few pages – you can choose somewhere for your story to start, but you may want your characters to travel to different places so choose a few that interest you.
- Use the story plan on page 12 to help plan your story.
- Look at the picture and your plan - then write!

Extension: improve your work using page 13.



Palladian Bridge, Stowe, Buckinghamshire by James Gibbs, 1738. Bernard Cox / RIBA Collections



Cotten House, San Francisco by Ace Architects, 1994. RIBA Collections.



Hundertwasserhaus, Vienna 1985. Keith Collie / RIBA Collections



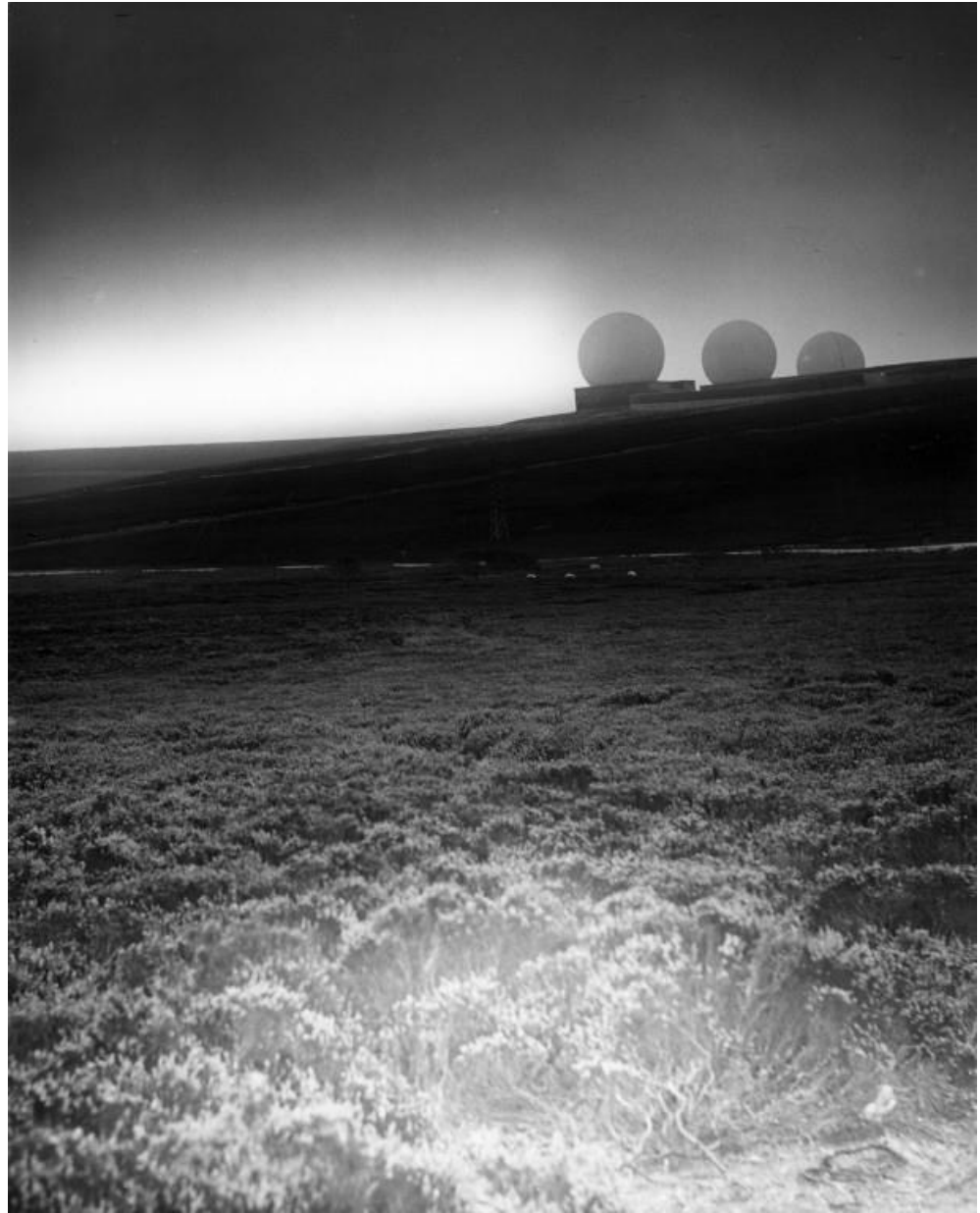
View of the Thames showing Tower Bridge from the Pool of London by Christopher Nevinson 1925. RIBA Collections.



De La Warr Pavilion, Bexhill-on-Sea, 1935. Martin Charles / RIBA Collections



Habitat, Expo '67, Montreal by Safdie Moshe, 1967. RIBA Collections.



Fylingdales early warning station, Goathland by Edwin Smith 1962. Edwin Smith / RIBA Collections.



John Soane. 1799

Perspective, as executed, of the 3% Consols Office, Bank of England, City of London by Sir John Soane, 1799. RIBA Collections.



Crystal Palace, Sydenham, London, in ruins following the devastating fire of 30 November 1936, building and statues by Sir Joseph Paxton. RIBA Collections.

Story Plan

<p>Setting the scene</p> <p>Describe the setting for your story.</p>	<p>What picture did you choose? What would you see, feel, hear, taste, or touch if you were standing in this place? Use architectural features (parts of the building) to help describe the place. Think about the mood of your place: Is it haunting, peaceful, busy, comforting, lonely, or another mood? Collect some words that create this mood and include them to your description. <i>For example: The haunted clock tower creaked in the wind. The jagged hands crept around the shattered clock face and the icy wind sent a shiver down the girl's spine.</i></p>
<p>Characters</p> <p>Who is going to be in your story?</p>	<p>Who is the main character? Think about the way they look, their voice, the way they move, their mood. How does your character feel about the place? Do they feel comfortable there or worried/scared? Who will they meet? Does the meeting change what the character was about to do? Who will help your character? Who will stand in the way of your character's goals?</p>
<p>Type of story</p> <p>What kind of story will this be?</p>	<p>Will this be a story full of fast paced action and suspense? Will it be a scary story full of spooky moments and gruesome monsters? Will it be a fantasy tale full of magic and quirky characters? Will it be a story set in a real-life scenario?</p>
<p>Narrative</p> <p>What happens?</p>	<p>Think about how the story will develop: what happens next? Is it a big surprise or something small that changes the story. Don't rush to get to the action, think about how you create a build up to the main exciting moments! What other places will your character go to? What happens in each of these? Use paragraphs to split up your story so it isn't one big chunk of text.</p>
<p>Ending</p> <p>Think about how your story will end.</p>	<p>Will you explain what has happened to each character or leave some things unresolved? Will the story be a cliff-hanger? How can you add to the sense of suspense if you do this? Will it have a moral ending: will your character have learned something during the story? Will it have a circular ending: will the character return to where the story began?</p>

Share and improve your story

Share your story with someone by reading it out loud.

Take your time whilst you read! Can you make it more exciting by changing the tone of your voice to fit the mood of the story?

Ask them what they think:

- Are there parts that they want to know more about? Add more to your description.
- Are they confused about anything? Check these sentences again. Do they make sense?
- Ask if are there any words you repeat a lot. Can they help you find another word to make the story more interesting?

Share your stories with us by emailing them to learning@riba.org or share a recording of your story on social media using the hashtag #ArchitectureAtHome and tag @RIBALearning