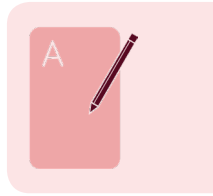


# Planning Committee



\_TEACHERS NOTES  
RIBA KS2 | **Place-Based Activity**

## INTRODUCTION /

Following on from designing their own building, students will now debate as a class and decide where each building should be placed in the new town plan. They will try to come to a group consensus by the end of the session and create a new settlement layout.

## SUBJECT CONTENT /

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

## AIM /

“Students to be able to critically discuss architecture and design and debate issues whilst understanding wider city issues.”

## \_Curriculum Links

KS2:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239044/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)



## KEY WORDS /

**Planning:** the control of urban development by a local government authority, from which a licence must be obtained to build a new property or change an existing one

**Committee:** a group of people appointed for a specific function by a larger group and typically consisting of members of that group

**Consensus:** a general agreement

**Vote:** a formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands

**Debate:** a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote

**Feedback:** information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement

**Cooperation:** the action or process of working together to achieve the same end

**Town Planner:** A person who manages the competing demands and uses for space. They balance social, economic and environmental needs to shape the way that towns and cities grow and to create great communities for everyone. (RTPI definition)

**Residents' Association Chair:** The leader of the organisation formed by groups of people from a specific geographic community, who come together to address issues within their local area and act as a voice for their local community.

**Transport Manager:** The person who oversees the strategy for public transport in a specific area

**Local Councillor:** A Councillor is a member of a local government council. Their primary role is to represent their ward (designated area of the local area) and the people who live in it in council decision making.

**Mayor:** the head of a town, borough, or county council, elected by council members and generally having purely ceremonial duties

## MATERIALS /

Pens and paper

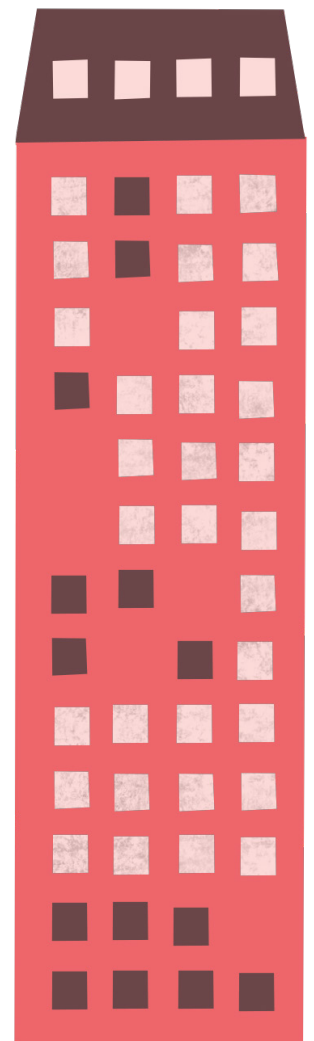
For the extension activity: Pens, Pencils, Rulers, Coloured Pencils/Pens, Pritt Stick, Scissors, Coloured backing paper

## OUTPUTS /

- A class debate about architecture and the place where we live, work and play
- A new settlement plan locating the new buildings

## OUTCOMES /

- Students have a greater awareness of the impact of where buildings are placed in our towns and cities
- Students develop empathy and the ability to understand that different members of the community have different needs
- Students improve their listening, negotiation and debating skills



## ACTIVITY 1 /

### Creating the local area plan

**Whole class activity:** Draw an aerial view of a settlement for the students' buildings. It could be imagined or based on the school's local town, village or city. Below are some start points for what the plan could include:

- Station
- River
- Shopping Centre
- Residential (housing) zone
- Industrial zone

Ask the group to give you suggestions as to where each area should go, or draw this before the lesson.

## ACTIVITY 2 /

### Choosing a location for the new building

Ask students to recall the building they redesigned in the last lesson. In pairs ask them to discuss where they would locate their building in the settlement. They should discuss this decision with their partner, ready to debate their choice with the Planning Committee.

## ACTIVITY 3 /

### Planning committee

Divide the class into groups of 7-8 people.

Explain that when a new building is proposed for an area (or when a building might change function) permission needs to be given by the local planning department. Every local council has one. This is to make sure that the proposal will not impact negatively (or as little as possible) on any groups of local people.

A planning committee will decide on whether the new building can go ahead. They are typically made up of a combination of the following:

- Town Planners
- Residents' Association Chair (Representing

local people who live in the area)

- Transport Manager
- Local Councillor/Mayor

Check that the class understands who each of these people is. Then explain that everyone will have a chance to be each member of the Planning Committee, rotating between each person for each building debate. Everyone will also have the opportunity to be the Architect, and to present their idea for the location of the new building.

Each person will present their building and proposed location to the committee and state their case for why it should go there on the new local area plan. The planning committee will make the final decision. If consensus is not reached, then a vote can be taken. For example, some people might argue that the doctor's surgery should be central, however another person may think that the shops would be better there.

At the end of the debate, ask each group to feedback to you where their buildings will be placed on the settlement plan. Ask them to come and mark them on the plan.

## EXTENSION ACTIVITY /

The class could create a final display of their new local area with their new building drawings or models laid out. This could include adding the in-between spaces such as parks and the infrastructure (roads, footpaths, bridges, trainlines) to join the buildings.

A celebration could be arranged, inviting parents and members of the local community to see the new settlement. The students could present their buildings and talk about the ideas behind them, and why it is located where it is.

