

Concreting the countryside **General Teaching Ideas**

	Lesson title	Key ideas	21CenturyChallenges website resources
1	Where will the children play?	<ul style="list-style-type: none"> • Are new housing developments designed for children? • Housing estates of the 1980s-2000s often lack real open spaces, few gardens or defensible spaces • Urban infill, use of PDL and higher densities are not examples of good planning • Refer to own local area and ask pupils to identify examples of child friendly and unfriendly developments 	<p>Martin Crookston- video 'Real Places/Nowheresville'' 10mins to 13.35 mins</p> <p>Sir Peter Hall – video 13.10mins to 16.20 mins</p> <p>Use of selected 'In the News' articles</p> <p>And the Q&A video 3</p>
2	Grand Designs – homes for the future	<ul style="list-style-type: none"> • Sustainable communities – what are they? What do they need? • EcoTown initiatives v Sustainable developments • What makes a sustainable community? Make a list of items deemed to be sustainable 	<p>Use of selected 'In the News' articles</p> <p>Use the links on the 21CC EcoTowns Focus page to read the full speech by Caroline Flint and the TCPA release on EcoTowns</p>
3	Houses for Homes not Buildings for Profit	<ul style="list-style-type: none"> • Affording your own home – why values vary and why supply does not meet demand • Use local house price index, images of properties and devise a new system of valuing housing according to what the residents need rather than what developers say they can have 	<p>Simon Jenkins video introduction</p> <p>Also use of selected 'In the News' articles</p> <p>And the Q&A video 1</p>
4	Concrete Corridors	<ul style="list-style-type: none"> • Examine the concept of developing growth corridors in general • Are they a northern idea as well as a southern one? • Use UK maps showing population densities and ask pupils to predict areas of growth • Examine the benefits and costs of growth along key corridors – eg M4 and M3 of recent years, M11 and A11 and A12 • Identify advantages and disadvantages of concentrating growth along main transport arteries • Possible to devise and Environmental Impact Assessment 	<p>Use the final 5 minutes of Sir Peter Hall's speech – Megacity concept</p> <p>And Martin Crookston's speech final section 12.34 mins to end</p> <p>Focus section – Thames Gateway</p> <p>Use of selected 'In the News' articles</p> <p>And the Q&A video 2</p>

5	Big 5	<p>For either the ECO TOWNS focus or the THAMES GATEWAY focus, complete the following:</p> <ul style="list-style-type: none"> • Listen to the speeches made, videos and read the ‘focus notes’ and linked scripts • Create 1 side of A4 as a fact sheet stating the main characteristics of the planned project • Then on a separate sheet of paper: <ul style="list-style-type: none"> ○ State 5 reasons to support the project (using evidence and arguments from real people) ○ State 5 reasons to reject the project (using evidence and arguments from real people) ○ State whether you consider the project to be sustainable environmentally, economically and socially. • Produce a page showing a map of where the projects might take place and add some ‘located images’ to show the characteristics of the schemes. • Do you think they are good ideas for dealing with Britain’s envisaged housing and economic needs? • 	<p>Independent research using the entire Challenge section</p> <p>Focus sections on the Thames Gateway and EcoTowns</p> <p>Also use of selected ‘In the News’ articles</p> <p>Use the links on the 21CC EcoTowns Focus page to read the full speech by Caroline Flint and the TCPA release on EcoTowns</p>
6	Gateway to anywhere?	<ul style="list-style-type: none"> • Analysis of the Thames Gateway proposals • Before and after image analysis and evaluation • Determine who the winners and losers are by this major development • Would need some web search time to select images • Annotation of images =/- aspects of developments 	<p>Refer to the Focus section – Thames Gateway</p> <p>Refer additionally to links in Focus section:</p> <ul style="list-style-type: none"> • Thames Gateway Delivery Plan • Thames Gateway Regional Planning Framework • Sustainable Communities Plan for London • And Critics of the Thames Gateway text
7	Urban Renaissance	<ul style="list-style-type: none"> • Why urban populations have been increasing • Office space conversions • Increased densities and transport developments <p>But is it renaissance when jobs are not being created?</p>	<p>Video extracts from Martin Crookston 3.20mins to 9.30</p> <p>And Sir Peter Hall 6.58mins to 10mins</p>

8	Green Belts for sale?	<ul style="list-style-type: none"> Review the purpose of green belts Plot land use maps, use google maps and aerial views of own locality Assess the amount of change and determine areas most likely to be buried under a layer of concrete Do we need green belts? 	<p>See the 60 seconds section – Green Belts</p> <p>Also Sir Peter Halls’s analysis of how much green land has been used so far video 5.30mins to 7mins And the Q&A video 1</p>
9	Mini Decision Making Exercises	<ul style="list-style-type: none"> These can be developed using the web resources and linking them to your own area Provide a Factfile on local population, land use and economy Prove that a need for affordable and eco-friendly housing exists locally Where should the concrete go? Choose a site and see if it matches the criteria laid down by the Government websearch for local attitudes and petitions 	<p>Select a proposed site for an EcoTown that is local to your school</p> <p>Use the Focus section and links within Use related news articles (‘In the News section)</p>
10	Environmental Quality Assured	<ul style="list-style-type: none"> Use images from own locality Classify according to brown field, green field, high and low density housing Apply environmental quality/bi-polar analysis technique to assess quality 	<p>This would not require direct use of the website other than to select extracts from the videos to set the ball rolling – suggest Simon Jenkins introduction and some of the newspaper articles on the arguments (‘In the News section)</p>
11	Old for new	<ul style="list-style-type: none"> Comparison of old urban land use patterns with new ones Devise a technique for assessing the following: <ul style="list-style-type: none"> <i>Which ones are more sustainable?</i> <i>Which ones are more community friendly/community forming?</i> Use street maps of 19th century inner city areas and compare with recent developments 	<p>See the 60 seconds section – Brownfield Land and Housing in England</p> <p>And the Q&A video 1 & Q&A video 2 Also use of articles (‘In the News section)</p>
12	Conflicts in the countryside	<ul style="list-style-type: none"> Potential winners and losers need to be identified Costs and benefits of developments Environmental impact analysis Is the countryside worth saving? Northern and Southern differences 	<p>Use 60 seconds – Green Belts, Housing in England</p>

13	The need for new homes	<ul style="list-style-type: none"> • Prove that 3 million houses are needed • Why 3 million are needed • Where are they needed most? • North south divide? 	See the 60 seconds section – Housing in England Use related news articles (‘In the News section)
14	2 sides of the street	<ul style="list-style-type: none"> • Question attitudes towards property ownership • Building units rather than homes • Apartment apartheid – building flats for renting out whilst the low income groups go without • Affordability issues and inappropriate developments 	‘Buy to let became buy and leave’ Video link Martin Crookston first 5 minutes and Simon Jenkins towards end of his introduction
15	Car free communities	<ul style="list-style-type: none"> • Review the opportunity/likelihood • Assess pupil attitudes on this- would they resist car ownership • Carbon footprints and shadows of sustainability 	Video – Wayne Hemingway’s Tour of Staiths in Media Gallery and the short video in Focus EcoTowns – ‘Eco Towns Challenge Panel’
16	Concrete conflicts	<ul style="list-style-type: none"> • Design a conflict matrix to include potentially interested parties • Can be applied to any of the housing developments mentioned in the videos and questions sections 	Focus sections and selection of recent news articles (‘In the News section)
17	Question Time	<ul style="list-style-type: none"> • Listen to the 3 Q&A video links • Ask pupils to separate the questions and answers into social/economic and environmental issues • Discuss the issues raised and set pupils the task of following up one of the questions and critically evaluate the answers given 	Use the 3 ‘question the experts links’ video 1, 2 and 3 Q&A video 1 Q&A video 2 Q&A video 3
18	Past is the key to the future	<ul style="list-style-type: none"> • Refer to Garden Cities movement and New Towns of 20th century as a way into designing communities • Just like SimCity – ask pupils to design a town plan, use the software package SimCity and evaluate their decisions • Evaluate how decisions are made and relate to the real world – who are the key players and decision makers? 	Fun lessons based on software games can be used as a plenary to the entire topic.