

HBF LEARNING RESOURCE – DAVID ROGERS

LESSON 5: DOES THE BATH RIVERSIDE DEVELOPMENT ENCOURAGE SUSTAINABLE COMMUNITIES?

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| Learning Objectives: | <ul style="list-style-type: none">Assess whether Bath Riverside could be considered a Sustainable Community. |
| Key words: | Sustainable, development, communities, |
| Resources: | Lesson PPT, YouTube Video Copy of Slide 2 as a worksheet – best on A3 A copy of the cards on Slide 7, pre-cut for students to sort. |
| Useful websites: | <ul style="list-style-type: none">Crest Nicholson Creating Vibrant Communities. Includes the link to a useful PDF document about the Bath Riverside development. |
| Prior Knowledge: | The class should be able to define a sustainable community and recall its main components. |
| Curriculum Links: | KS3: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. KS4: Sustainable communities and land-use in particular examining the contemporary challenges arising from and influencing urban change. The final activity in particular is suitable for GCSE classes. |

This lesson provides a useful case study of a sustainable community in Bath Riverside and asks students to evaluate how successful it will be.

SUGGESTED ACTIVITIES:

ASK the class to locate Bath and write a description of its location within the United Kingdom. It's important to note that the city is a UNESCO World Heritage site and that there are world-famous hot springs that provide the water for the settlement's spas.

NOW provide an introduction to the Bath Waterside development by watching the Crest Nicolson promotional video. This is an opportunity to consider bias. For example, at the end of the clip, ask the students to identify which stakeholders they would like to hear from (residents, council, businesses) etc. After watching the video, ask the class to write in silence: do they think Bath Riverside is a sustainable community? Why? Link back to the components of a sustainable community from the previous lesson.

NEXT, introduce the aerial view of the development. You could supplement this using Google Earth or Bing Maps. Ask the class to expand the labels into annotations by adding 'so that' statements. Encourage them to name specific groups of people. An example has been done for them. Add relevant information onto a copy of Slide 2. Slide 2 is a planning document to support the case study question.

THE PROPOSED PLAN SHOULD BE INTRODUCED NEXT and students should add and relevant detail to their planning grid. **For example, the development is mixed land use and brownfield – why is this good?** Once this is complete, the class can consider the information cards. Try to get at least one piece of information for each component of a sustainable community. Lead a think-pair-share discussion about the key question: **'is Bath Riverside a sustainable community?' Is there anything missing? Do we need more information?**

FINISH the lesson by asking students to write an extended answer, using their planning grid to inform their writing. It is important that students prioritise the information and come to a clear conclusion – no sitting on the fence!