

## HBF LEARNING RESOURCE – DAVID ROGERS

# LESSON 6: HOW DO COUNCILS MAKE DECISIONS ON WHERE TO BUILD NEW HOMES?

<b>Learning Objectives:</b>	<ul style="list-style-type: none"><li>• Know the difference between a Brownfield and Greenfield site.</li><li>• Understand the advantages and disadvantages of building homes on Greenfield and Brownfield sites.</li></ul>	
<b>Key words:</b>	Brownfield site, Greenfield site, planning	
<b>Resources:</b>	<ul style="list-style-type: none"><li>• Lesson PPT,</li><li>• <a href="#">Copy of news story about a local development. For example, 'Goring housing development gets the go-ahead.'</a></li><li>• Gunwharf Quays Time Tour file – you will need Google Earth to play this tour.</li><li>• Eaglescliffe Time Tour file – you will need Google Earth to play this tour.</li><li>• Eaglescliffe news story if <a href="#">using</a></li></ul> <p>Google Earth and its time slider is an ideal tool in order to visualise planning changes in your local area.</p> <p>It would be useful if you had a copy of your council's Local Plan – they are usually available online. Alternatively, a search of your local paper will usually yield stories about local planning issues.</p>	
<b>Useful websites:</b>	Useful planning guidance on Greenfield sites: <ul style="list-style-type: none"><li>• <a href="http://planningguidance.planningportal.gov.uk/blog/policy/achieving-sustainable-development/delivering-sustainable-development/9-protecting-green-belt-land/">http://planningguidance.planningportal.gov.uk/blog/policy/achieving-sustainable-development/delivering-sustainable-development/9-protecting-green-belt-land/</a></li></ul>	
<b>Prior Knowledge:</b>	The class should be able to define a sustainable community and recall its main components. It is useful if students are familiar with identifying land uses from satellite images. Students should be familiar with urban land use zones, particularly the CBD, Inner City and Rural-Urban Fringe.	
<b>Curriculum Links:</b>	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 some background knowledge on how planning decisions are made. The advantages and disadvantages of different sites are explored before South Oxfordshire's Local Plan 2031 is used as a case study to illustrate some of the options available to councils if they are to meet the demand for housing. Google Earth is a useful tool in order to explore the changes in urban morphology.

## SUGGESTED ACTIVITIES:

Councils have a few options when looking at where they should build new dwellings. Two of these options are to use either Brownfield or Greenfield sites. Link back to the reasons why councils need to build more property examined in Lessons 1 and 2. Issue a copy of the newspaper report, or provide a local alternative. Students should read the report and identify what the issues are. **Who are the main stakeholders? What are the issues?** The example given is a brownfield site.

**NEXT**, use Google Earth to navigate to a local brownfield development. The redevelopment of Gunwharf Quays in Portsmouth is a great example if there isn't a local one:

1. Open the 'Gunwharf Quays Time Tour' file in Google Earth.
2. Play the tour. Pause the tour at certain time frames and ask the class to identify key land uses.
3. At the end of the tour, display the most recent imagery. **What are the disadvantages and advantages of this site?**
4. This is an example of a Brownfield development within the urban area, close to the CBD and within the Inner City. **What are the advantages and disadvantages of this?**

**REPEAT** the process with the Greenfield site of Eaglescliffe using the Eaglescliffe Time tour. You may also wish to explore the related news story.

An extension to this activity, and if there is access to an IT suite, would be to ask students to identify local example of brownfield developments.

Ask the class to see if they can come up with their own definition of Greenfield and Brownfield site. **Which would be better to build upon? Why?** This is a good example of the decisions that councils have to make – there is no right answer nor simple flow chart to follow. This process often makes building houses take a long time: getting permission in the first place.

**DISPLAY SLIDE 3** which contains the definitions.

**NEXT**, issue a copy of slide 4 to students.

1. Get them to sort the statements into those that relate to Greenfield sites and those that apply to Brownfield sites.
2. Then discuss which statements are advantages and disadvantages.

Some statements could apply to more than one place, and the discussion around these statements would provide rich debate.

**Slide 6 provides some useful questions.**