

LESSON PLAN 1

LESSON 1: WHAT TYPE OF TOWN?

CURRICULUM LINKS

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action winner

Preparing to play an active role as citizens

Pupils should be taught:

- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to resolve differences by looking at alternatives, making decisions and explaining choices

Breadth of opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]

RELATED RESOURCES

PowerPoint 1
Activity Sheet 1

LEARNING OBJECTIVES

To understand and explore the character and culture of different towns and cities.

To make comparisons between different towns, and consider the advantages and disadvantages that comes with these differences.



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INTRODUCTION

Explain to the class that they will be working together to create a new 'Happy Town'. You, the teacher, will be the mayor, and you will consult the class to help you make decisions about how the town should be run.

The group's first task will be to think about what type of town they would like to create. Use PowerPoint 1 to examine some UK towns and cities, using the prompts to consider the advantages and disadvantages of each feature e.g. motorway links make it easy to travel quickly to other cities, but cause pollution and spoil the environment.

Oxford → Motorway links, History, University, Museums, Libraries, Canal

Torquay → Rural Environment, Seaside, Tourists, Warm Climate

Birmingham → Multicultural, Busy, Built-up, Shops, Transport Links

GROUP ACTIVITY

Divide pupils into groups of 4-6. Give each group a copy of Activity Sheet 1, which shows information about 4 other types of town.

- **Night Owl - London**
- **Beautiful – Portmeirion**
- **Wealthy – Windsor**
- **Early Bird - Exeter**

Pupils need to consider the features of each town on the activity sheet and discuss the advantages and disadvantages of living there.

CLASS VOTE

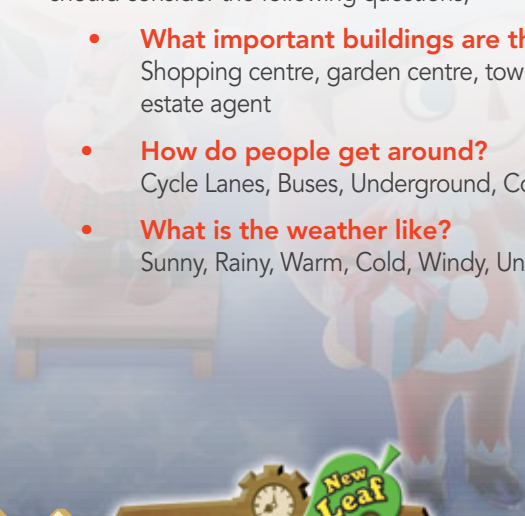
Hold a whole-class vote to decide which of the four types of town the pupils would choose for their own 'Happy Town' giving reasons for their choices.

INDEPENDENT ACTIVITY

Explain to pupils that they will now have the opportunity to tell everyone about their ideal Happy Town by writing a visitor information guide. They should include information on the town's character and culture, taking inspiration from the example towns.

Before writing their visitor guide, using the following prompts as sub-headings, pupils should consider the following questions;

- **What important buildings are there?**
Shopping centre, garden centre, town hall, coffee shop, museum, hair salon, estate agent
- **How do people get around?**
Cycle Lanes, Buses, Underground, Country Lanes, Cars, Taxis
- **What is the weather like?**
Sunny, Rainy, Warm, Cold, Windy, Unpredictable



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INDEPENDENT ACTIVITY cont

- **What is the environment like?**
Built-up, Fields, Mountains, Seaside
- **What kinds of people live there?**
Elderly people, Young Families, Teenagers, Different Cultures
- **What jobs do people do?**
Office Work, Shopkeepers, Farmers, Fishermen, Academics

Encourage pupils to think about the potential disadvantages of any feature they choose, as well as the advantages e.g. sunny weather all the time will encourage tourists to visit, but may mean that crops won't grow well.

Use the example on PowerPoint 1 to inspire pupils.

DIFFERENTIATION

- ↓ Support less-confident pupils during the group discussion by giving them 'talk tokens' which they must 'spend' during the task. Each time a pupil makes a contribution to the discussion, they place a token into a central pot. This can also help to limit the contributions of more dominant pupils, who only have a certain number of tokens to spend in the conversation.
- ↑ Challenge more able pupils to locate all the towns mentioned on a map of the United Kingdom.

PLENARY

Ask pupils to consider the town where they live (or their local town) and decide what type of town it is. What are its best features? Are there any disadvantages to living there?

HOMEWORK

Ask pupils to collect some items that represent their town and why it's a great place to live e.g.

- **Entertainment = a cinema leaflet**
- **Green spaces = a leaf**
- **Transport = a train or bus ticket**
- **Shops = a picture of your local shop**

These will be used in Lesson 2.

