

# ● Our Hut

## Peckham Townscape Heritage Initiative: Education Resource 2017



# **Peckham THI Education Resource: Contents**

## **Introduction to Resource**

## **Project Session Plans**

## **Peckham THI Project Examples Slide show**

## **Session Resources**

### Session 1:

Buildings Analysis Slide Show  
Likes/Dislikes Sorting Exercise  
Chronology Activity KS1  
Chronology Activity KS 2

### Session 2:

Peckham THI Introduction  
Peckham Walkabout document  
I-Spy Detective Trail  
Emotional Map  
Peckham THI Special Study Buildings  
Peckham – The Grand Surrey Canal

### Session 3:

Historic to Present Day maps of Peckham slide show  
Peckham Then and Now slide show  
Buildings Archive through the Ages  
Historic Costume and Transport Outlines

### Session 4:

Peckham Timeline KS1  
Peckham Timeline KS2  
Timeline Photos KS1  
Timeline Photos KS2  
Peckham Drawing Activity Slide Shows (Landscape and Portrait)  
Peckham THI Study Buildings Model-making Brief Slide Show KS1  
Study Building Elevations  
Peckham Project Brief KS2

### Session 5:

Peckham THI Historic Study Buildings KS1  
Design Planning Sheet KS2

# Peckham THI Education Resource: Introduction 2017

## Peckham Townscape Heritage Initiative

The Peckham Townscape Heritage Initiative (THI) is a Heritage Lottery (HLF) and Southwark Council funded regeneration project which aims to contribute to the regeneration of Peckham by part-funding the restoration and repairs to some of Peckham town centre's oldest and finest buildings and raising knowledge of and participation in local heritage.

As well as providing grants to building owners for repairs and restoration, the scheme includes a programme of complementary community initiatives. Our Hut has designed a programme of creative heritage workshops to help local primary schools engage with the fascinating and rich architectural history of Peckham and has delivered the workshops for a Year 4 class at John Donne Primary School and Year 2 at St James the Great RC Primary School.

## Our Hut

Our Hut has extensive experience of providing architecture and built environment projects to primary and secondary schools, community groups and the general public. Our Hut became a charity in 2011 and aims to equip future generations to get involved in and take responsibility for shaping positive sustainable environments. We inspire and educate through programmes of interactive workshops about architecture and the built environment. This work opens young people's eyes to the world around them, develops their sense of aspiration and links to all areas of the curriculum. Recent projects have focused on Brixton Town Centre and New Covent Garden Flower Market. For examples of our work see [www.ourhut.co.uk](http://www.ourhut.co.uk)

## Schools Resource

This resource has been created by Our Hut to enable other schools in the local area to carry out a similar heritage project focused on the Peckham THI area. It consists of lesson plans and useful resources for the activities – where the resources are provided they have been included in the resources list for each session in bold. Examples of many of the outputs have been included in the Examples slide show.

## Suitability

This scheme of work is most suitable for Key Stages 1 and 2 and within this age range can be adapted to suit the older or younger ends of the scale. As the students tend to work in teams it is sensible to arrange them into mixed attainment groups. In several sessions we have provided alternative activities and resources for younger and older children and these are marked as KS1 and KS2.

## Additional Educational Needs Provision

We worked with children within each school with a range of special educational needs and employed modifications where necessary to enable all children to access and enjoy the project. In some cases the children worked with a one-to-one assistant carrying out the same tasks as the rest of the class, or a modified form of the tasks and in other cases the children were supported by the group structure and the open-ended nature of the majority of the activities. Teachers will know the specific needs of children in their class and can adapt activities as necessary. In working with children with additional educational needs on this project teachers can take the opportunities it affords to:

- **Promote 'active learning'** e.g. modelling appropriate learning strategies: facilitating choice and risk taking in learning; making explicit links between

out-of-school knowledge and school learning.

- **Promote participation and engagement** e.g. facilitating collaborative learning and peer tutoring; engaging in 'real-life' problem solving, citizenship; access strategies for participation and engagement, forge community links
- **Respond to personalised learning styles and preferences** e.g. visual / auditory /kinaesthetic modes of learning;

### **Before Starting**

If you don't already know Peckham well we would suggest that it is a very good idea before starting the project to familiarise yourself with the area, especially Peckham High Street and Rye Lane. You could take the I-Spy trail from Session 2 and find all the details before taking the children out. The Peckham Walkabout resource shows good places to stop with groups of children and the Grand Surrey Canal document gives useful information if you are planning to do some work on that area.

### **Scope and Timings**

The full scheme of work was delivered in six half-day sessions over half a term. Timings given are based on how long we spent on an activity and are just a guide to help you decide which parts you want to include and anything you prefer to leave out – the plans are very adaptable. However, we would say that it is very important, if you possibly can, to take the students to visit the area even if they feel that they know it well already. When they are really looking and drawing they see all sorts of things they never noticed before.

### **Creative Outcomes**

We have included plans for the outputs we created, the Historic Peckham Building models at KS1 and the Station Kiosk design project at KS2 but it would be possible to use these ideas and scale back the outcomes using shoe boxes or simple card panels that could be displayed on the wall for the KS1 project or producing 2D designs for the KS2 project - whatever suits the budget and available adult resource.

### **Exhibition/Display**

At the end of the project we would recommend showing the outcomes in a school display and ideally inviting parents, which will help to engage the whole school community with the local area and the regeneration work being carried out through the Peckham Townscape Heritage Initiative.

### **Further Information**

For more information about:

- Peckham THI project: <http://peckhamheritage.org.uk/>
- Our Hut [www.ourhut.co.uk](http://www.ourhut.co.uk)

# Peckham THI Project Plan

## Main Aims

The overall aim of the workshops are to help pupils to engage with and learn about the historic architecture of the Peckham THI area, focusing particularly on specific identified buildings, as well as related heritage themes, while exploring their own creativity through the workshop outputs.

Specific objectives are to:

- increase the children's engagement with their local area
- develop the children's understanding of Peckham's heritage including architecture
- investigate changing aesthetics, building materials and methods; conservation/restoration
- develop the children's understanding of change in their local town centre
- provide inspiration for the children's own creative work

## National Curriculum Links

### Maths:

Shape, pattern, symmetry, measurement

### Design and Technology:

Introduction to architecture, design and 3D making

### Art:

Pattern and colour, drawing

### Geography:

Location, maps, cities

### History:

Local area history focusing on the Peckham THI area, historic architectural styles

### Literacy:

Presenting, speaking and listening; and stories

### Science:

Structure, construction, materials

Peckham THI Project Plan:  
 Session 1: Introduction, Architectural analysis, Street Construction

Objectives	Outcomes/Outputs	Resources
<ul style="list-style-type: none"> <li>to introduce the Peckham THI project</li> <li>to increase understanding of architecture and the built environment</li> <li>to build architectural vocabulary and understanding of historical styles</li> <li>to start to evaluate the built environment</li> <li>to practise making skills</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Introduction of project</li> <li>Increasing architectural vocabulary</li> <li>analysis and evaluation of architectural/built environment examples</li> <li>Construction of shopping street from junk</li> </ul>	<ul style="list-style-type: none"> <li><b>Buildings Analysis Slide Show</b></li> <li>Photos of interiors/exterior stuck on large sheets of paper from <b>Buildings Analysis Slide Show</b></li> <li>Large Felt pens</li> <li>5XA2 sheets of paper divided into 2 sections – Like/Dislike</li> <li>10 sets of <b>Likes/Dislikes Sorting Exercise</b> - buildings from Peckham High Street/Rye Lane for sorting into likes and dislikes</li> <li>10 sets of <b>Chronology Activity</b> photos for arranging in chronological order – there are two sets of pictures: <b>KS1 and KS2</b></li> <li>Construction materials: Card and plastic packaging</li> <li>Masking Tape</li> <li>Paper</li> <li>Felt pens</li> <li>Scissors</li> <li>Pritt sticks</li> <li>Knives (adults only)</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li><b>Introduce project (10 minutes):</b> working on architecture and the built environment. <i>What is architecture? What buildings do you like/dislike?</i> Discuss in pairs</li> <li><b>Activity 1: Buildings Analysis (40minutes):</b> Show first picture on <b>Buildings Analysis slide show</b> – Le Corbusier’s Ronchamp chapel, and ask children to describe it: <i>What do you think it is for? What is it made of? When might it have been built? How might you feel if you went inside? What adjectives would you use to describe it? Do you like it? Why/why not? What shapes can you see? etc</i></li> <li>Establish that it is a church and then show second slide, the interior and ask <i>What is this?</i> Discuss</li> <li>Explain to students that they will be working in groups to analyse a building from a picture and then they’ll put them on the wall with comments around them for everyone to look at. All members of the group can write comments round the picture</li> <li>Give each group a picture – Each group of 5/6 to have a different picture on an A3 sheet and pens</li> <li>Groups analyse with help from adults and write comments around pictures</li> <li>Each group to feed back main points about their building</li> <li><b>Activity 2: Likes/Dislikes Sorting exercise (25 minutes)</b></li> <li>Explain exercise: Show large piece of paper divided into two sections headed Like and Dislike and explain that each group of 3 will have a set of pictures of buildings to sort into those they like and those they dislike. The pictures will be the same for each group and will show buildings from Peckham THI area The groups will have 5 minutes to sort their pictures and then a further 10 minutes to write reasons for choice – if all members of the group don’t agree they should go with the majority</li> <li>Feedback: show each picture on board and ask for show of hands – like or dislike – discuss reasons <b>or</b> ask pairs of groups to feed back to each other and discuss reasons for differences</li> <li><b>Activity 3: Chronology Activity (20 minutes)</b></li> <li>Using the pictures from the <b>Chronology Activity KS1 or KS2</b> the children work in the same teams of 3 to arrange</li> </ul>		

the buildings in chronological order from oldest to most recent. Adults help with suggesting ways to find clues

- Feedback: Discuss ways to find clues to which buildings are older – stick a set in correct order on to paper to display in classroom – children could annotate with comments about historic styles/building techniques etc

#### **Shopping Street Construction (30 minutes)**

- Introduce construction activity – we're going to build a shopping street from the junk the children have brought in – what shops will we have?
- Explain that the children can work in pairs and groups of 3 to make buildings to create the street. They should fix the boxes and other packaging together with masking tape and draw on the windows, doors etc. They can stick on white paper and draw the shop windows and other elements of the shop fronts if they wish
- When the models are done the children can create the street with them
- **Plenary:** Look at the street and talk about what the different shops are, what the buildings could be made from in reality etc

Peckham THI Project Plan Session 2: Visit to Peckham THI		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>to introduce children to the architecture of Peckham THI area</li> <li>to encourage children to look at and analyse the different elements of the buildings in the Peckham THI area, through specific tasks</li> <li>to collect drawn and photographic images of buildings in the THI area</li> <li>to practise drawing skills</li> </ul>	<p><b>Outcomes/Outputs</b></p> <p>Children</p> <ul style="list-style-type: none"> <li>visit and learn about the Peckham THI area</li> <li>carry out specific tasks to analyse the architecture of PTHI</li> <li>make drawings/take photos</li> <li>Look at and discuss the local built environment</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><b>Peckham Walkabout document</b> – this is good for reference before going on visit</li> <li><b>Peckham Grand Surrey Canal document</b> – this is helpful if you are taking the class to the site of the canal</li> <li><b>PTHI introduction Slide show</b></li> <li>Map of the Peckham area</li> <li><b>I-Spy Detective Trail</b></li> <li><b>Emotional Map</b></li> <li><b>Peckham THI Special Study Buildings</b> - one per group</li> <li>Clipboards</li> <li>Blue/red pencils for Emotional Maps</li> <li>Red pencils for I-Spy</li> <li>Drawing paper</li> <li>Pencils</li> <li>Sharpeners/rubbers</li> <li>Sharpie pens</li> <li>Cameras/phones/iPads</li> <li>Paper</li> </ul>
<p><b>Activities</b></p> <p><b>Introduction to Trip (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Show <b>PTHI introduction Slide show</b> with pictures of Peckham High St/Rye Lane: <i>Where is this?</i></li> <li>Explain what the Peckham Townscape Heritage Initiative project is – Southwark Council and Heritage Lottery Fund are providing money to regenerate some of the buildings in Peckham with the aim of improving the area. For more information see <a href="http://peckhamheritage.org.uk/">http://peckhamheritage.org.uk/</a></li> <li>Show map including school and Peckham THI area: <i>Where are we?</i></li> <li>Explain that we're going to visit the area of Peckham that we're studying and show route on map</li> </ul> <p><b><i>There are two alternative activities provided for the trip – we used the I-Spy with KS1 and the Emotional Map with KS2 but teachers can choose which is most suitable. You could do two trips and use both but we wouldn't recommend both at once.</i></b></p> <ul style="list-style-type: none"> <li><b>I-Spy:</b> Show <b>I-Spy trail</b> and explain that everyone will have a copy and they should look for the details shown which will be parts of buildings on the trip and then draw a line from the picture to the map to show where the detail is located on the route</li> <li><b>Emotional Map:</b> Show large copy of <b>Emotional Map</b> to children and explain that everyone will have a copy and they will have two coloured pencils – blue to colour the bits they like and red to colour the bits they think need improving as we walk along – demonstrate</li> </ul> <p><b>For all classes:</b></p> <ul style="list-style-type: none"> <li>Explain that the children will also be divided into 6 architecture detective teams and each team will have a <b>Peckham THI Special Study Building</b> to record and analyse: Peckham Rye Station, Jones &amp; Higgins, the Crackerjack shop (56-60 High Street), Peckham Library, Rye Lane Chapel and the Mighty Pound building (formerly C&amp;A) – they should do drawings, concentrating on features such as windows, patterns, shapes, building materials and signage. They can also make notes about the building and take photos</li> </ul>		

- Tell the children which detective team they're in and which adult(s) they'll be with - the adult for each team shows the children a picture of the building they will be recording
- All children to be given clipboards with I-Spy **or** Emotional map and drawing paper to record their buildings
- If possible all teams to have Ipads to photograph their building/other interesting elements

**Walk to THI area**

- On walk point out interesting buildings to children and talk about materials, shapes, symmetry as well as working on I-Spy or Emotional map. Explain to children how to fill in I-Spy or Emotional map

**Visit**

- Each team to walk through Peckham to their specific building with their designated adult and do their recording –drawings, photographs and notes
- Collect in pre-arranged place and walk together to look at specific buildings in other THI area streets

**Back in classroom:**

- Ask children to discuss in their teams what they thought about the Peckham THI area and their building in particular now they have investigated and how they would describe it to someone who has never been there – ask them to write down their feelings about it and descriptions on paper on each table
- Feedback

**POSSIBLE FURTHER WORK IN SCHOOL/HOMEWORK**

Children could either write a letter to the Peckham THI officer, or an article for a local paper, to explain what they thought about the area and their building in particular – what they like about Peckham, what they think needs improving, what was interesting about their building and how it could be improved

Peckham THI Project Plan: Session 3: Historical analysis, Drawing activities		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>to explore the history of Peckham Town Centre</li> <li>to investigate buildings through drawing</li> </ul>	<p><b>Outcomes/Outputs</b></p> <p>Children</p> <ul style="list-style-type: none"> <li>engage in a range of activities to explore the history of Peckham</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><b>Historic to present day maps of Peckham slide show</b></li> <li><b>Peckham Then and Now slide show</b></li> <li>10 Pairs of <b>Peckham Then and Now</b> pictures printed from slide show on A3 paper with space to write comments - one pair per group</li> <li><b>Peckham Building Histories Archive</b> document</li> <li><b>Historic Costume and Transport Outlines</b></li> <li>30 blank postcards</li> <li>Pens</li> <li>Pencils</li> <li>Coloured pencils</li> </ul>
<p><b>Activities</b></p> <p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that we're going to be looking at the history of Peckham this session</li> <li>Show maps through the ages from 1820 map to present day and ask how things have changed e.g. Peckham has grown from tiny rural hamlet to part of the city</li> </ul> <p><b>Then and Now Activity (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Show first slide on <b>Peckham Then and Now slide show</b>: 2 pictures of buildings from THI area – one present day and the other of the same place in the past on whiteboard– <i>what do these pictures show? How are they different/similar? What do they tell us about the history of Peckham?</i></li> <li>Explain that children are going to work in teams of 3 and each team will have two pictures – one from the present day and one from the past, again 'then and now' and they are going to work as detectives again to work out what has changed and what has stayed the same</li> <li>When they find what has changed and what has stayed the same they should write the points around the pictures</li> <li>Feedback showing <b>Peckham Then and Now slide show</b> on whiteboard</li> </ul> <p><b>Peckham Building Histories Archive (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Show table of research for the identified buildings and explain that we have found out for each building what type of shop was there and who ran the shop/lived there</li> <li>Read some of the research and discuss the characters and occupations/trades: <i>Who was the youngest person who lived at 56 Peckham High Street in 1881? What did he do? How many confectioners can you find? What is a confectioner? how did people travel around in 1881? what sort of clothes would they have worn? what games would the children play?</i></li> </ul> <p><b>Time Travel Postcards (60 Minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that we'd like children to choose two characters from one of the buildings living at different times and imagine that one of them is going to send a timetravel postcard to the other one. Alternatively the character could be sending the postcard to them. First we'd like everyone to draw the front of the postcard – it can be a picture of the house, the family or Peckham at that time</li> <li>Give out postcards, <b>Historic Costume and Transport Outlines</b>, and coloured pencils for children to draw/collage front of postcard</li> <li>Write back of postcard using writing frame for children who need more support</li> </ul> <p><b>Suggestions for Further work:</b> See front page of Peckham Building Histories Archive.</p>		

Peckham THI Project Plan: Session 4: Timelines, Creative project		
<p><b>Objectives</b> For children</p> <ul style="list-style-type: none"> <li>to create timeline for Peckham</li> <li>to do at least one drawing activity</li> <li>to be introduced to the final creative project</li> </ul>	<p><b>Outcomes/Outputs</b> Children</p> <ul style="list-style-type: none"> <li>create timeline for Peckham</li> <li>create drawings of Peckham architecture past and present</li> <li>are introduced to final creative project</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Example of Timeline on whiteboard</li> <li><b>Peckham Timeline KS1 or KS2</b> - one per group</li> <li><b>Timeline Photos KS1 or KS2</b> to populate timeline – one per group</li> <li>Long sheets of paper to create timelines – strips of paper taped together work well</li> <li>Pritt sticks</li> <li>Scissors</li> <li>Felt tip pens</li> <li>Copies of pictures from <b>Peckham Drawing Activity Slide shows (Landscape and Portrait)</b> for copying</li> <li>Drawing paper</li> <li>Carbon paper sandwiches prepared in advance using pictures from slide show on drawing paper with carbon paper sandwiched between</li> </ul>
<p><b>Activities</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Explain that we will be looking again at the history of Peckham and also starting our creative project</li> </ul> <p><b>Timeline (70 minutes)</b></p> <ul style="list-style-type: none"> <li>Show an example of a timeline on whiteboard and explain that we're going to make a timeline for Peckham town centre</li> <li>Children work in teams of 3/4 to create a timeline using the <b>Peckham Timeline</b> document and <b>Timeline Photos</b> and writing comments on their timeline strip</li> <li>Feedback</li> </ul> <p><b>Drawing activities (60 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that there are 4 different drawing activities and everyone can choose which and how many they'd like to do: <ul style="list-style-type: none"> <li>Drawing one 'House through the ages' at a particular time with the family who lived there in typical dress – children can look at pictures of typical dress from different times - use <b>Archive through the ages</b> from Session 3 as reference</li> <li>Drawing a building in both the past and present and annotating differences - use <b>'Then and Now' pictures</b> from Session 3 as reference</li> <li>Drawing a building from past or present using carbon paper – carbon paper between drawing paper and photo to draw over – all taped together to avoid slippage</li> <li>Choosing a particular feature from past or present – door, window, decoration - and doing a detailed pen or pencil drawing of it – use photos from <b>Peckham Drawing Activity Slide shows (Landscape and Portrait)</b></li> </ul> </li> <li>Give out pictures of buildings and decorative features, drawing paper, carbon paper 'sandwiches'</li> <li>Children do at least one option, more if they want to</li> </ul> <p><b>Creative Project Introduction (10 minutes)</b> <i>There are two alternative creative projects – one for KS1 and the other for KS2. They can be adapted and/or scaled back to suit time and budget constraints. As they are also dependent on a fairly high level of adult support it may be sensible to work on models with one or two groups while the rest of the class works on drawing activities or other independent work.</i></p> <p><b>KS1: Historic Peckham Building Models</b> <i>Prepare the cardboard frontages of the Study Buildings using the Study Building Templates. Print out at</i></p>		
<p><b>KS1 Creative Project</b></p> <ul style="list-style-type: none"> <li><b>Peckham THI Study Buildings Model-making Brief Slide Show</b></li> <li>Prepared cardboard frontages for models – prepare before session using printouts of <b>Study Building Elevations</b></li> </ul> <p><b>KS2 Creative Project</b></p> <ul style="list-style-type: none"> <li><b>Peckham Project Brief</b></li> </ul>		

**whatever size is possible – A1 works well but will need to be sent to a printers – and then stick onto a cardboard backing. This can be supported by tailor-made supports at the back or by cardboard boxes fixed to the back – see pictures in examples slide show**

- Show **Peckham THI Study Buildings Model-making Brief Slide Show** and explain that we're going to work in our groups of 5 to create models of our study buildings: Peckham Rye Station, Jones & Higgins, the Crackerjack shop (56-60 High Street), Peckham Library, Rye Lane Chapel and the Mighty Pound building (formerly C&A) and show
- Recap on what we know about the buildings and discuss when they were built
- Explain that we're going to make the models to show how the buildings were when they were built
- Show prepared cardboard frontages for each of the buildings and explain that we need to colour/collage the front e.g. we used oil pastels for the Crackerjack building and collage and coloured pens for the library). At the back will be rooms/floors to be filled with furniture and people from the right period – show people/furniture from the right period for one building

#### **KS2: Design Project Introduction: Peckham Heritage Information Kiosk**

##### **Design Project Introduction (10 minutes)**

- Explain that over the rest of the project we are going to be architects – *What do architects do? Who pays for the building?* Introduce 'client' and explain that our (hypothetical) client is the council who want a new building and that they've given us a brief *What is a brief?*
- Show the **Project Brief** and explain that the Council would like a small building in the new forecourt to Peckham Rye Station which will be an information centre for Peckham Past, Present and Future. Each group should take inspiration from one or more of the Peckham buildings they have studied in their design

Peckham THI Project Plan: Session 5: Model-making		
<p><b>Objectives</b> For children</p> <ul style="list-style-type: none"> <li>to represent ideas for heritage information kiosks as models</li> </ul>	<p><b>Outcomes/Outputs</b> Children</p> <ul style="list-style-type: none"> <li>begin to make models</li> </ul>	<p><b>Resources</b></p> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li><b>Peckham THI Historic Study Buildings</b> printed from slide show</li> <li>Prepared cardboard frontages for models using <b>Study building elevations</b> stuck on card</li> <li><b>Examples of period dress and transport through the ages drawings</b> from Session 3</li> <li>Boxes for the backs of buildings</li> <li>Card to stick figures/transport on</li> <li>Collage materials: Card, tissue, fabric, cellophane for buildings and people</li> <li>Oil pastels</li> <li>Felt pens</li> <li>Colouring pencils</li> <li>Scissors</li> <li>Pritt sticks</li> <li>Glue guns</li> <li>Sharp knives (adults)</li> </ul> <p><b>KS2:</b></p> <ul style="list-style-type: none"> <li>Slide show show a selection of images of small buildings including examples from other cultures and times</li> <li><b>Project Brief X10</b></li> <li><b>Design planning sheet X10</b></li> <li>Model making materials including baseboards, dowels, card, cellophane etc</li> <li>Card for scale figures for models</li> <li>Glue guns (adults)</li> <li>Double-sided tape</li> <li>Hacksaws (adults)</li> <li>Knives (adults)</li> <li>Scissors</li> <li>Pritt sticks</li> <li>Felt tip pens</li> </ul>
<p><b>Activities</b></p> <p><b>KS1: Historic Peckham Building Models</b></p> <p><b>Introduction (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind children that we're going to be making the models of the special buildings today and that they'll be as they were when they were built</li> <li>Show buildings and dates again and tell each table which building they'll be working on</li> <li>Show prepared cardboard fronts again with façade of each building stuck on</li> </ul> <p><b>Creating models (1 hour, 40 minutes)</b></p> <ul style="list-style-type: none"> <li>Each team to start work with an adult – divide up jobs – i.e. 2 to work on collaging, 2 to start putting together the rear of the building, and 1 to start making people/furniture/transport appropriate to the date. All move round to do other jobs</li> <li>Help children to work on models</li> </ul> <p><b>Plenary (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Feedback on where the teams have got to – show some examples that are working particularly well and ask groups to discuss what they need to do next</li> </ul> <p><b>KS2: Design Project</b></p> <p><b>Introduction (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind children of the <b>brief</b> for the design project</li> <li>Ask children to sit in their design teams</li> <li>They will need to plan their design, but first show them a slide show of inspiring buildings including small kiosk buildings</li> </ul> <p><b>Planning (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask children to discuss ideas for their building including how they will make it interesting as well as practical</li> <li>Tell children we are looking for good group work <i>What do you need to do to work well in a group?</i></li> <li>Explain and give out <b>design planning sheets</b> and ask children to put down ideas. Remind children that when architects design buildings they need to show their ideas as drawings and models: <i>What is a model? Why do we need it?</i> Show example if possible and explain that models are 3-D and are made of materials that look like the materials the building will be made of</li> <li>Help children to plan their designs</li> </ul> <p><b>Model-Making (65 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that we'll be making models to represent our designs for the rest of this session and next session</li> </ul>		

- Demonstrate model making techniques ie how to mark up, score and cut card. Watercolour paper/thin card can be painted, folded, cut to size, fold over edges to make tabs to stick down.
- Set out ground rules and explain where everything is.
- Introduce idea of scale and show children scale figure. Ask them to use these to get an idea of how big things should be on the model

**Model-making**

- Before starting ask children to look at their collages/design planning sheets and decide how they'll make the model and what they'll need
- Give out bases
- Groups work on models with support from adults

**Plenary (10 minutes):**

- Ask groups to show and explain ideas and say what they'll need to do next time

**Peckham THI Project Plan:  
Session 6: Finishing Models**

<b>Objectives</b> For children: <ul style="list-style-type: none"> <li>to finish models</li> <li>to present models to class</li> </ul>	<b>Outcomes/Outputs</b> Children <ul style="list-style-type: none"> <li>finish models</li> <li>present models</li> </ul>	<b>Resources</b>
<b>Activities</b>  <b>KS1: Historic Peckham Building Models</b>  <b>Finishing models (1 hour)</b> <ul style="list-style-type: none"> <li>Explain that we're going to finish the models and create a base for them to sit on – what would be on the base?</li> <li>Finish decorating the front</li> </ul> <p><b>Adults to stick boxes to back to hold up the buildings and bases underneath using glue guns or double-sided tape</b></p> <ul style="list-style-type: none"> <li>Discuss road surface for time of building each</li> <li>Stick transport and people in front of buildings and people/furniture in the 'rooms' (created by the open boxes) at the back</li> </ul> <p><b>Information boards (45 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that we also want to create information boards for each building using the information, photos and drawings we've collected</li> <li>Start by sticking a picture of the building as it is now on a card sheet and then neatly writing the information we've collected around it and drawing details to place around it</li> </ul> <p><b>Presentation (20 minutes)</b>                      Lay out models and bases and put information beside it – each group to present their work to the class. Discuss the different styles of the buildings and what they tell us about the heritage of Peckham</p> <p><b>KS2: Design Project</b></p> <p><b>Finishing models (90 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that we're going to finish the models today and present them to the class</li> <li>Teams finish models</li> </ul> <p><b>Presentation (40 minutes)</b></p> <ul style="list-style-type: none"> <li>Each team presents their work and ideas to the class – how the kiosk will help people to learn about the heritage of Peckham and reasons for design choices</li> </ul>		<b>KS1</b> <ul style="list-style-type: none"> <li>Models</li> <li>Cardboard for bases</li> <li><b>Peckham THI Historic Study Buildings</b> printed from slide show</li> <li><b>Examples of period dress and transport through the ages drawings</b> from Session 3</li> <li>Boxes for the backs of buildings</li> <li>Card to stick figures/transport on</li> <li>Collage materials: Card, tissue, fabric, cellophane for buildings and people</li> <li>Oil pastels</li> <li>Felt pens</li> <li>Colouring pencils</li> <li>A4 paper</li> <li>Pencils</li> <li>Pens</li> <li>Scissors</li> <li>A2 sheets of card for information boards</li> <li>Coloured cards for information to be written on</li> <li>Drawing paper for details</li> <li>Pritt sticks</li> <li>Glue guns</li> <li>Sharp knives (adults)</li> </ul> <b>KS2</b> <ul style="list-style-type: none"> <li>Design Planning sheets</li> <li>Models in progress</li> <li>Model making materials including dowels, card, cellophane etc</li> <li>Card for scale figures for models</li> <li>Glue guns (adults)</li> <li>Double-sided tape</li> <li>Hacksaws (adults)</li> <li>Knives (adults)</li> <li>Scissors</li> <li>Pritt sticks</li> <li>Felt tip pens</li> </ul>