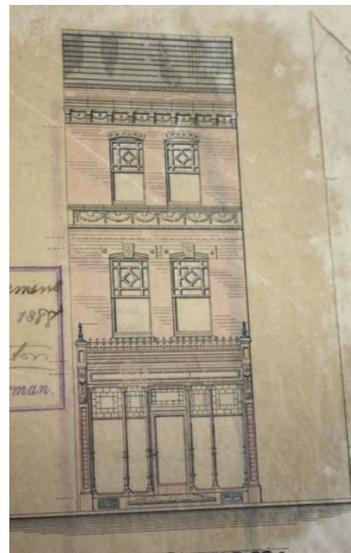
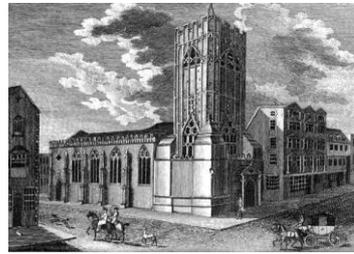


SOUTHGATE STREET TOWNSCAPE HERITAGE INITIATIVE



Educational Resources

This pack will encourage young people to appreciate the built heritage and how it reflects the City's long and varied history



Gloucestershire Archives



ACKNOWLEDGEMENTS

These Educational Resources have been produced as part of the Southgate Street Townscape Heritage Initiative in partnership with

Kingsholm Primary School



Gloucester Civic Trust



Gloucestershire Archives



Gloucester City Museums



Church of St Mary DeCrypt



The map lessons link to

'Know Your place'



The Townscape Heritage Initiative is a five year heritage led regeneration scheme funded by the Heritage Lottery Fund and Gloucester City Council



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Southgate Street Townscape Heritage Educational Resources

This aim of this education pack is to raise awareness and understanding of the architectural heritage of the Southgate area of Gloucester. It will enable young people to explore the buildings and wider environment of Southgate Street. It will help them to evaluate the quality of the built heritage and define what is important to them in this area. The education pack is aimed at upper key stage 2, but could easily be adapted and used with younger children.

The resource has been developed for Gloucester City Council and includes plans, presentations, worksheets, images and resources to be used both in school and during field visits to Southgate Street.

Gloucester City Council Townscape Heritage Initiative

The city council was awarded £897,400 from the Heritage Lottery Fund (HLF) for the Southgate Street Townscape Heritage Initiative (THI) in 2013. This has been match funded by the City Council, enabling those living and working in the area to take advantage of nearly £1.2 million to carry out improvements to this key entrance to Gloucester City.

The THI covers from St Mary DeCrypt Church, to the Southern end of Southgate Street where it meets St Anne's Way. The area has suffered significantly from the downturn in the economy, and the subsequent lack of investment has resulted in a decline in the condition of the buildings and street scene. The project is designed to address that decline by supporting local businesses and landlords to invest in their properties, thus encouraging wider investment and economic activity. The project runs until 2018.

The Education Pack

The education pack is designed to raise awareness of the historic built environment in Gloucester's young people. It will encourage them to see their city through new eyes, appreciating the built heritage and how it reflects the city's long and varied history. It concentrates on the Southgate Street area of the city.

You can use some of the resources and activities in this pack to help pupils to:

- Know and understand the history of the Southgate area of the city through a chronological narrative from earliest times to the present day (National Curriculum)
- Understand historical concepts such as continuity and change, cause and consequence, similarity and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structural accounts, including written narratives and analyses (National Curriculum).
- Understand the methods of historical enquiry, including how evidence is used vigorously to make historical claims (National Curriculum).

The pack contains 8 detailed lessons with all the relevant resources needed to carry them out. Lessons 2, 4 and 6 are comprehensive and should be run over two sessions. The pack is available as a paper copy or in PDF format to download from

<http://www.gloucester.gov.uk/resident/planning-and-building-control/environmental-planning/historic-environment/Pages/Southgate-Street-Townscape-Heritage-Initiative.aspx>

Please note that there is an accompanying active inspire flip chart and PowerPoint for each lesson.

There are suggested additional activities and complementary sessions which can be offered by the Civic Trust, Gloucester City Museums, and Gloucestershire Archive Service. Details of these and how to organise them can be found in each lesson plan.

How your pupils can get involved:

- Carry out a local study, drawing on the rich heritage of the Southgate area of the city.
- Engage with the built heritage in their local area and appreciate what is being done to protect and improve it.
- Take part in local, meaningful fieldwork, developing knowledge and skills (as required within the National Curriculum).
- Use and assess a variety of sources to gather information and evidence about the built heritage and associated history.

- Understand what is being done by the Townscape Heritage Initiative in the Southgate area of the city and to continue to monitor and review this in the future.
- Feedback to the council their findings and their opinions on the scheme. Share their ideas on how to protect, enhance and improve their local area.

Overview of the Education Pack

Lesson 1: A timeline of the city of Gloucester

To look at the key stages in the development of the city of Gloucester. A simple history using chronology, images and dates.

Lesson 2: How do we find out about older buildings & a tour of Southgate Street

Examine the different sources of evidence that can be used to find out more about buildings. When do they date from, how they were used and how have they changed over time?

This is followed up by a visit Southgate Street to allow the children to gain an overview of the area and to help the children gather information that can be used throughout the topic.

Lesson 3: Old photo comparison

To look at how the area of Southgate Street has changed and identify places where buildings have been demolished and replaced, changed slightly or not changed at all.

To begin to recognise features of buildings which give evidence for different periods in history.

Lesson 4: Be a building detective & take a close look at Southgate Street

To encourage the children to use observational skills through classroom based research to identify buildings from different time periods.

To recognise different architectural features and styles, to be able to name some of these and use them to help to date buildings.

Lesson 5: Robert Raikes

To learn about this key character who lived in Southgate Street.

To recognise that buildings change or take on additional significance depending upon who built, lived or worked in them.

Lesson 6: Using maps to show changes over time & map comparison

To further develop an understanding of the purpose of maps. How their use has changed over the ages and how they can be useful today in helping us to understand the past.

The aim of this lesson is to look at how things have changed over the last 120 years in Southgate Street. It will concentrate on what the properties have been used for in the past and how they are used in the current day.

Lesson 7: Evaluation of the changes in Southgate Street

To bring together the information that has been gathered over the topic.

To pull out the points of interest and importance from their learning.

Lesson 8: How are older buildings looked after?

To look at how buildings are preserved for the future including an explanation of what listing is and what conservation areas are.

To consider the value of these buildings, including looking at the work that the Council and the Heritage Lottery fund do and the funding that they provide.

To give the children an opportunity to discuss their thoughts about the benefits of preserving the buildings and about the future development of Southgate Street.

Benefits to learning and curriculum links

The main Learning Area is 'The world around us'. Several curriculum areas (especially History and English) are well embedded in the suggested activities. It is hoped that the activities will provide an enquiry based learning experience which enables pupils to look and learn proactively. Pupils can take a broader approach, looking at buildings in Southgate Street, some of which can be connected to a famous person or historic event which may be locally, nationally or internationally important. It highlights how in just one small area we can see evidence from several different time periods.

The built environment offers many opportunities for cross curricular work, some of which are suggested within the lessons of this resource pack and others that are simply mentioned below as further ideas.

- History - Looking at and interpreting a variety of sources of evidence. Understanding and differentiating between different time periods. Looking at events in chronological order.
- English - Writing reports, researching the history of a building, debating, articulation of different opinions and presentation skills.
- Art - Sketching, mosaics, designing an historic building.
- D&T - Design a building for future generations, design and make a Tudor House.
- ICT - Using the internet to gather information and also to show work. E.g. videos, Power Points.
- Mathematics - Collection of data. Creation of graphs and charts to illustrate data.
- Geography - Looking at maps and the importance of maps in the history of a built up area. Using skills to create keys for maps for different periods and using this to gather information about the area.

Due to the fact that the built environment pulls together so many subject areas, it provides a wide range of learning experiences. These include investigating and problem solving. It is important to note that this topic is relevant to the pupils and provides opportunities for them to have active and hands on enjoyable experiences, which are both engaging and challenging. It gives the opportunity to integrate a range of skills and can be adapted to suit various ages and learning styles. It is hoped that this pack will generate an interest in the history of the children's local area.

Lesson	Key Question	NC Links Objectives	Suggested Activity <i>To include differentiation</i>	Resources	Grouping
One	<p>Can I name some different time periods? (e.g. Roman, Victorian)</p> <p>How has Gloucester changed over time?</p> <p>What evidence is there for the different time periods of Gloucester?</p> <p>Can we use maps to help us observe how Gloucester has changed over time?</p>	<p>I can name different time periods in History.</p> <p>I can place images and maps in the correct order on a timeline.</p> <p>I can sequence key events of the time being studied (Gloucester).</p> <p>I can sequence up to ten events on a timeline.</p> <p>I can use words and phrases such as century, Roman, Viking, Victorian and Tudor.</p> <p>I know and understand that some evidence from the past (and present) is opinion or misinformation, and that this affects interpretations of history. E.g. maps drawn from individual's interpretation of Gloucester at a certain time.</p> <p>I can suggest reliable sources of evidence to help answer questions.</p>	<p><u>Gloucester through the ages</u></p> <p><u>Introduction:</u> Explain to the children that the terms work will be looking at the growth and development of Southgate Street, in Gloucester.</p> <p>Explain that before we can concentrate on this specific area of the city there is a need to look at the development of Gloucester through time.</p> <p>What do we already know about the history of Gloucester and what do we want to find out (key questions) - worksheets provided or do as class activity.</p> <p>Work through the flipchart provided.</p> <p><u>Group activity - Create a poster:</u> Children put into groups and each group concentrates on a different time period in the history of Gloucester.</p> <p>Use copies of maps, photographs and background information to add as much details as possible to posters.</p> <p>Once completed the children to put the posters into chronological order for a classroom display.</p> <p><u>Individual activity - Create a timeline:</u> Provide the children with copies of the maps, timelines and the background information.</p> <p>Children then to create a timeline. Put the maps into chronological order, add dates and any information they think is important next to the maps.</p>	<p><u>Provided with teachers pack:</u> Power Point / Flipchart</p> <p>Detailed timeline of the History of Gloucester.</p> <p>Background Information for the different periods of History for Gloucester.</p> <p>Maps dating from the various periods of history.</p> <p>Photographs and images of Gloucester during different time periods.</p> <p>Worksheet- what we know, what we want to find out</p> <p><u>Additional Lesson resources needed for activities:</u> A3 Photocopies of maps and photographs</p> <p>Copies of the background information to add to the posters</p> <p>Copies of a timeline of Gloucester</p> <p>Pens, pencils, glue, scissors rulers</p>	Group & Individual
Two	<p>How do buildings reflect different periods of history?</p> <p>What sources of evidence are there to help me to find out more about buildings?</p> <p>What can I find out by visiting Southgate Street?</p> <p>Are there any buildings that are significant to the history of Gloucester?</p>	<p>I can use evidence to describe the past.</p> <p>I can look at and experience different sources to recognise that the past is represented in different ways.</p> <p>I know and understand that some evidence from the past (and present) is opinion or misinformation, and that this affects interpretations of history. E.g. drawings which may not be accurate as they are an individual's interpretation of Gloucester at a certain</p>	<p><u>How do we find out about older buildings & a tour of Southgate Street</u></p> <p><u>Introduction:</u> Explain that we will now be looking at buildings in a bit more detail and use the PowerPoint / flipchart to show what sources of evidence there are to help us find out more about buildings.</p> <p>Explain that the next few lessons will look at different ways of finding out about buildings and will look in more detail at different types of evidence.</p> <p><u>Field work activity: Visit Southgate street and learn about the various buildings of significance</u> Offer from Civic Trust to provide a tour (lasts about an hour) or information in the teachers pack to do it yourself. The information provided in the pack comes from research done by the Civic Trust using many of the sources of evidence looked at in the introduction.</p>	<p><u>Provided with teaching pack</u></p> <p>Flipchart / PowerPoint</p> <p>Risk assessments</p> <p>Field trip checklist</p> <p>Map of Southgate Street</p> <p>Field trip worksheets</p> <p>Background information about the buildings in Southgate Street</p>	Group & working in pairs

	<p>Can we see any buildings from different time periods in Southgate Street?</p>	<p>time.</p> <p>I can use a range of sources to find out about the past.</p> <p>I can use my observational skills to gather information about the past.</p> <p>I have looked at and used a variety of sources in my work (stories, pictures, photographs, artefacts, buildings, visits to Southgate Street and museums)</p>	<p>In advance of field work check the walking route from the school to Southgate street and carry out the appropriate risk assessments, including a child friendly risk assessment.</p> <p>Before leaving for the trip show the children a map of Southgate Street. Explain that the purpose of this trip is to give an overview of the buildings in Southgate Street. Looking specifically at certain buildings from different time periods.</p> <p>Show the children the chosen worksheets and demonstrate to them the sort of information you would expect them to record. E.g. name of a building, period from, interesting fact.</p> <p>Use the background information on Southgate Street to give the Children relevant information about the buildings. Encourage the use of questions. Use observational skills to note key features of the buildings being looked at (This will help with the 'be a building detective' lesson later in the topic). Get the children to mark the buildings they are observing onto their maps of Southgate Street.</p> <p>After field work activity: When back in Class discuss what we found out during our field work activity. Compile a list of questions - What do we want to find out about Southgate Street? If possible work out the answers together. If not use as an extension activity and get the children to investigate the questions and try to come up with the answers. This could also be set as a piece of homework.</p> <p>Get the children to work in pairs and compare the information they have gathered. Get them to write up their notes in a way that is presentable.</p>	<p>Additional resources needed for trip</p> <p>Clip boards</p> <p>Extra paper for making notes</p> <p>Copies of worksheets</p> <p>Paper, pencils</p>	
<p>Three</p>	<p>What features can I identify in properties in Southgate street to help me date certain buildings?</p> <p>What changes can I observe in the properties in Southgate Street?</p> <p>What similarities can I observe about buildings in Southgate Street?</p>	<p>I can use my observational skills to gather information about the past.</p> <p>I can note connections, contrasts and trends over time.</p> <p>I can present my findings using a range of skills including speaking, drawing and using ICT.</p>	<p>Old photograph comparison</p> <p>This lesson can be done either through the use of photographs within the classroom or as a field work exercise.</p> <p>Field work activity: In advance of field work activity choose the photographs that are going to be used and visit the locations. Check the walking route from the school to the locations and carry out the appropriate risk assessments.</p> <p>Before leaving for the trip show the children the flipchart, which shows a photograph of a building in Southgate Street from the last century and one from the current day. Identify features on the buildings and discuss how they have changed. Mark this together onto the flipchart. Look at the key things the children should be looking out for during their fieldtrip.</p> <p>Take the children out and stand them in the place where the photo was taken and face them in the same direction. The old photo comparison location map will help with this. Encourage the children to observe the old photograph and compare it with the view they see in the present day. Choose something obvious to start with e.g. try to match some main features or building shape which still remain the same. Then look at features that have changed. Work in pairs or groups of three. Make notes and annotations around the photographs. Alternatively use the photo comparison worksheets.</p> <p>Look carefully at which buildings and features are still there,</p>	<p>Provided with pack:</p> <p>Old photographs of Southgate street (showing various buildings)</p> <p>Modern day photographs of buildings</p> <p>Old photo comparison worksheets & location map</p> <p>Additional Lesson resources needed (for Field work):</p> <p>Clipboards</p> <p>Pencils</p> <p>Paper (for making additional notes).</p>	<p>Group</p>

			<p>which have been knocked down or altered. E.g. have signs changed, new windows, building materials altered? Are the buildings being used in the same way?</p> <p>Look beyond the buildings and look at the whole area of Southgate Street. What is happening in the present day? Will this have been the same as what was happening in the past when photographs were taken? E.g. What are the changes in transport being used? What are people are doing? What sort of clothes are they wearing? Why are things different?</p> <p>An additional activity for the field trip if time permits is the Architectural Trail for Southgate Street, which encourages the children to search for and find decorative details on some of the buildings.</p> <p>After field work activity: When back in class discuss what we found out during our field work activity.</p> <p>Get the children back into their groups and ask them to choose one of the places visited (photographs) to report on.</p> <p>Give the children leading questions to answer. Provide them with the photographs they have chosen to report on. Images can also be found online, or you can look at current day Southgate Street in Google street view.</p> <p>Allow them to write up and present anyway they decide. This could be through a Power Point presentation, written account or even a video recording (using ipads).</p> <p>As an extension when the children have finished allow them to look at a different photograph.</p> <p>Classroom based activities: If conducted in the classroom, this activity can be conducted in the same way as the field trip using just old and modern photographs or Google street view to assess the changes in the street over time.</p> <p>Asking the children to work in pairs, they can use the old photographs in the same way as they would in the field trip, comparing them to modern day equivalents, and / or street view. The children can report back and then move on to a different photograph, comparing their results to those of the other pairs as part of their final presentation.</p>	<p>Additional Lesson resources needed (for classroom activities):</p> <p>Access to laptops for use of Google street view</p> <p>I pads</p>	
<p>Four</p>	<p>What are the key architectural features and styles that help to place buildings into a certain time period?</p> <p>What are the key architectural features and styles that help to place buildings in Southgate Street into a certain time</p>	<p>I can recognise different architectural features and styles.</p> <p>I can use knowledge of architectural features and styles to place buildings into specific time periods e.g. Victorian, Tudor.</p> <p>I can present my findings using a range of skills including speaking, drawing and using IT.</p>	<p>Be a building detective</p> <p>Activities: In pairs / groups research and create a detailed Power Point of the main features of buildings from different time periods.</p> <p>The children should use the Internet for images only. All of the written information should be gathered from the Spotters Guide resource provided.</p> <p>A continuation from looking at buildings generally is to now concentrate on the area of Southgate Street only. The children should use Google street view to look closely at the buildings on the street and try to identify the main features of the different buildings. Note down the buildings and what the distinctive features are.</p>	<p>Provided with pack:</p> <p>Information sheets - spotters guide</p> <p>Photographs of buildings</p> <p>Be building detective worksheet</p> <p>Architectural word search</p>	<p>Individual & group</p>

	period?	<p>I can recognise different architectural features and styles in the buildings in Southgate Street</p> <p>I can draw, label diagrams and write about them to tell others about architectural styles and features and which periods of history they represent.</p> <p>I have learned new architectural terms and with help I can employ these in the correct way to describe older buildings.</p>	<p>Use the 'Be a building detective' worksheets. Different children should work on different properties and then share what they have found out with the class. They can then try to put the buildings into chronological order.</p> <p>Using the knowledge gained from the previous lesson the children should try and sketch out one of the buildings of interest to them on Southgate Street (using either photos provided or Google street view). Once the building has been sketched the children should attempt to work out the rough date of when the building was built, and add in labels showing the different features of the building.</p> <p>Additional activity if time permits or for early finishers - Architectural 'word search'.</p> <p>Useful Websites: http://www.primaryhomeworkhelp.co.uk/houses.html http://www.theguardian.com/artanddesign/gallery/2011/sep/1/georgian-buildings-spotters-guide http://www.theguardian.com/artanddesign/gallery/2011/sep/1/victorian-buildings-spotters-guide http://www.buffaloah.com/a/DCTNRY/vocab.html#b</p>	<p>Additional resources needed:</p> <p>Laptops</p> <p>Access to internet</p> <p>Sketching paper</p> <p>Pens, pencils</p>	
Five	<p>Who was Robert Raikes?</p> <p>Why is Robert Raikes important?</p> <p>What is Robert Raikes connection to Southgate Street, Gloucester?</p>	<p>I can use a variety of historical information to find out about significant people in history.</p> <p>I can add my own opinion about people's lives by using historical evidence.</p>	<p>Robert Raikes</p> <p>Buildings can be significant because of the people associated with them. The people who live in a building can have an impact upon the surrounding area. Over the years there have been numerous historical characters who have had a significant influence on the city. It is important that the children gain an understanding of how these people have helped to shape Gloucester. One character of huge significance with a strong connection to Southgate Street is Robert Raikes. This lesson concentrates on him.</p> <p>Activities</p> <p>To write a fact File about Robert Raikes. The children to each have a copy of the background information on Robert Raikes. They should decide which facts are important and what should go into the fact file. Maybe brainstorm as a class. Children to then create their own fact file.</p> <p>Use the background information and the internet to find out about Robert Raikes. Then complete the worksheets. Thinking specifically about what is fact and what is opinion.</p> <p>To write a story about Robert Raikes using the fictional story provided as a stimulus.</p> <p>To use all the information provided to write a biography on Robert Raikes.</p>	<p>Provided with pack:</p> <p>Background Information Robert Raikes</p> <p>Explanation of why he started Sunday school</p> <p>Fictional story about Robert Raikes</p> <p>Worksheet</p>	Individual & group
Six	<p>What is the purpose of maps?</p> <p>How are Maps helpful in describing a built</p>	<p>I can collect, analyse and communicate with a range of data gathered through fieldwork.</p> <p>I can interpret a range of</p>	<p>Using maps to show changes over time & map comparison</p> <p>Aims:</p> <p>To further develop an understanding of the purpose of maps. How their use has changed over the ages and how they can be</p>	<p>Provided with pack:</p> <p>Blank maps of Southgate Street</p> <p>Maps from 1876, 1981,</p>	Group

	<p>up area?</p> <p>How do maps help us see changes over time to a built up area?</p>	<p>sources of geographical information, including current and historical maps.</p> <p>I can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>I can use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>useful today in helping us to understand the past.</p> <p>To look at how things have changed over the last few 100 years in Southgate Street. It will concentrate on what the properties have been used for in the past and how they are used in the current day.</p> <p>Whole class introduction: Go through the presentation looking at the purpose of maps. Then spend some time looking at the different maps from Southgate Street. Use the 'Know your place' website to demonstrate how to look for information. Pull out key features on the maps. Link for 'Know Your Place' website - http://maps.bristol.gov.uk/kyp/?edition=glos</p> <p>Group activity Get the children to look at the various maps from the different time periods. Either use print out paper copies or the 'Know your place' website to gather the information. Have them decide what information they can gather from these maps.</p> <p>Talk about colour coded maps and explain that they are to come up with their own colour coding system which will show what the different properties have been used for over different time periods. E.g. Churches coloured yellow, retail properties blue etc. They will need to recreate maps from two different time periods. Introduce the idea of trade directories showing detailed information that cannot be displayed on the maps. Allow the children to use this information when creating their maps.</p> <p>Once they have colour coded the maps get them to use the maps to transfer the information to a table. Then give them a list of questions (either on PowerPoint or worksheet) to answer regarding the use of buildings over different time periods.</p>	<p>1995 and current day</p> <p>Trade directories from 1876, 1912 and 1946</p> <p>Presentation on the purpose of maps</p> <p>Map comparison worksheet</p> <p>Map comparison key questions worksheet</p> <p>Know Your Place instruction sheet</p> <p>Additional resources needed:</p> <p>Sketching paper</p> <p>Coloured pens and pencils</p> <p>Laptops to access maps on 'Know Your Place'</p>	
Seven	<p>What have we learned about Southgate Street? What are the main points of interest from our learning?</p> <p>What are the main points of importance regarding Southgate Street?</p>	<p>I can use my knowledge to summarise key points of interest and significance for Southgate Street.</p> <p>I can note connections, contrasts and trends over time.</p> <p>I can retrieve record and present information from a variety of sources.</p> <p>I can present my findings using a range of skills including speaking, drawing and using IT.</p>	<p>Evaluation of the changes in Southgate Street</p> <p>Whole class introduction: Explain that the purpose of this lesson is to gather together information and make some conclusions about the changes that have occurred in Southgate street over time. Remind the children of the sorts of things that have been learned and explain that during this lesson they are going to brainstorm as a class the key points and changes in the development of Southgate Street.</p> <p>Individual activity: To create a cartoon strip showing the key changes to Southgate Street. Children to show what they feel is important rather than this being teacher led.</p>	<p>Additional resources needed:</p> <p>Paper to design own cartoon strip</p> <p>Pens, pencils</p> <p>Previous learning / work produced to refer to</p> <p>Pre-designed cartoon strips</p>	Group & Individual
Eight	<p>How are older buildings looked after?</p> <p>What are the advantages of providing funding to help keep older buildings?</p>	<p>I can use my knowledge to summarise key points of interest and significance for Southgate Street.</p> <p>I can retrieve record and present information from a variety of sources.</p>	<p>How are older buildings looked after?</p> <p>Whole class introduction: Use the flipchart / PowerPoint to explain how / why buildings are listed, and how the Council and the Heritage Lottery Fund can help to preserve / restore older buildings.</p> <p>Group Activity: Get the children to reflect on their learning and think about</p>	<p>Provided with pack:</p> <p>Flipchart / PowerPoint explaining about listing and conservation areas</p>	Group & Individual

	<p>Should older buildings in Southgate street be preserved or replaced?</p>	<p>I can present my findings using a range of skills including speaking, drawing and using IT.</p> <p>I can explain and discuss my findings through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can participate in discussions building on my own and others ideas and challenging views courteously.</p> <p>I can provide reasoned justifications for my views.</p>	<p>the advantages of this sort of funding for an area. Then get them to think about possible disadvantages.</p> <p>Split the children into 2 groups. Those who believe we should be investing in preserving historical aspects of Southgate Street and those who believe we should be modernising and investing in new developments.</p> <p>Give the children about 20 minutes to come up with some arguments and then have a class debate regarding this. Make notes of what has been discussed by each side.</p> <p>Individual activity: To write their own persuasive argument either for the preservation of Southgate Street or for the modernisation of Southgate Street.</p>		
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