



KS3



Pre visit activities

Conceived and designed by Marks Barfield Architects

Pre and post-visit activity suggestions KS3

Pre-visit

Before a visit to the London Eye, it would be useful for pupils to have completed an activity where they see and learn the names of some key London landmarks, that are visible during the flight. Being able to recognise some of these landmarks for themselves will make the tour more enjoyable and enhance involvement.

Pupils could carry out the following activity in which they will need a cut up set of the image cards and text cards to match together. Pupils should match the ones they are most confident with first and then use deductive skills to try and match others.

Alternatively, pupils could be given images of some of the landmarks with a choice of 3 answers to select its correct name from each time. This could be done as a whole class activity or in pairs.

Please see the next page for the landmarks:



The Gherkin

Buckingham Palace

Wembley Stadium

Cheesegrater
(Leadenhall Building)

The Shard

British museum

**Houses of
Parliament**

Big Ben

MI6

Westminster Abbey

South Bank Centre

Walkie Talkie
(20 Fenchurch St)

City Hall

St Paul's Cathedral

BT Tower

Canary Wharf

Oxo Tower

Tower of London

**Crystal Palace
Transmitter**

Olympic Park

**Battersea Power
Station**



Post visit activities

Conceived and designed by Marks Barfield Architects

Post-visit

Activity	Curriculum Links
<p>Great buildings, designers and architects</p> <p>Resources: Notes or information collected during the tour; access to web; art resources selected according to chosen medium</p> <p>Activity: Pupils research their chosen designer / building following the tour. They could then complete a sketch, painting or model of the building along with a piece of writing about the designer and the building.</p> <p>Work could be displayed in a 'London Gallery' exhibition in school.</p>	<p>Art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
<p>Visit London guides</p> <p>Resources: Notes or information collected during the tour; access to web; leaflets about London attractions</p> <p>Activity: Pupils must design and make a new visitor guide to London about key places to visit.</p> <p>They should look at current guides and leaflets to evaluate features that work well and are most effective. They can use information they have collected during their tour and carry out further research of London's top attractions.</p> <p>They must create a short guide that meets a given set of criteria.</p>	<p>English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> a range of narrative and non-narrative texts plan, draft, edit and proof-read through: <ul style="list-style-type: none"> considering how their writing reflects the audiences and purposes for which it was intended
<p>Exploring the Thames</p> <p>Resources: Notes or information collected during the tour; access to web</p> <p>Activity: Pupils learn about the River Thames by finding out about river transport, settlement around the river, land use, the ecology of the river, sustainability etc. over a series of lessons.</p> <p>Pupils could focus on themes such as 'Changes to the Thames', 'London's dependence on the Thames', 'Usage of the Thames' and create presentations on their theme to demonstrate their learning.</p>	<p>Geography</p> <p>Pupils should be taught about:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources physical geography relating to: hydrology <p>English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak confidently and effectively, including through: <ul style="list-style-type: none"> giving short speeches and presentations



Post visit activities

Conceived and designed by Marks Barfield Architects

Post-visit

Activity	Curriculum Links
<p>London now and then</p> <p>Resources: Images of London's skyline from different points in history; access to web</p> <p>Activity: Pupils compare the skyline of London from a chosen time in history with now. They notice buildings which remain, those which are new and those which have gone and why they no longer stand.</p> <p>Discussion about new buildings - what they are used for and why they are needed will provide pupils with an understanding of how and why London has changed, and is changing and how the needs of its population change.</p> <p>Pupils could also compare images of London before and after the construction of the London Eye and discuss its impact on the London skyline.</p>	<p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a local history study <p>Geography</p> <p>Pupils should be taught about:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
<p>Aerial architects and designers</p> <p>Resources: Images of high buildings in London and other major cities, especially those which offer aerial views of the city for visitors</p> <p>Activity: Pupils are given the task of designing a new building to provide aerial views of London to visitors, amongst other uses.</p> <p>Pupils to consider what its uses could be, to fit modern London, and use their knowledge of current architecture in the city to design the exterior of the building. Alternatively, pupils could be given a brief to design a building for.</p>	<p>DT</p> <p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and exploration to identify and understand user needs • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses • develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tool <p>Evaluate</p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding • investigate new and emerging technologies • test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups • understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists



Post visit activities

Conceived and designed by Marks Barfield Architects

Post-visit

Activity	Curriculum Links
<p>Bridge building</p> <p>Resources: Images of London bridges; materials for bridge construction as selected by the teacher</p> <p>Activity: The class should be given a design brief for a new bridge in London which they must plan, design and make and which would then be tested and evaluated against the given criteria.</p>	<p>DT</p> <p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and exploration to identify and understand user needs • identify and solve their own design problems and understand how to reformulate problems given to them • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses • develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tool <p>Make</p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture • select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties <p>Evaluate</p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding • test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups • understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists <p>Technical knowledge</p> <ul style="list-style-type: none"> • understand and use the properties of materials and the performance of structural elements to achieve functioning solutions • understand how more advanced mechanical systems used in their products enable changes in movement and force
<p>London's great bridge engineers</p> <p>Resources: Notes or information collected during the tour; access to web; images of London's bridges</p> <p>Activity: Pupils choose a selection of London's bridges they have learnt about and research further.</p> <p>Pupils could produce leaflets, presentations, websites etc to demonstrate their learning.</p>	<p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a local history study <p>Art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.