



KS2



Pre visit activities

Conceived and designed by Marks Barfield Architects

Pre and post-visit activity suggestions KS2

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**



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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 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. 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"> About great artists, architects and designers in history To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<p>Big Wheel Designers</p> <p>Resources: K'NEX</p> <p>Activity: Pupils work in pairs or small groups to design their own 'big wheel' ride using K'NEX.</p> <p>A set of criteria that the design must include should be established with pupils - they could come up with these as a class or they can be set by the teacher.</p> <p>Pupils must be given time to discuss, plan and sketch designs prior to starting. Pupils should evaluate their own work and that of others in terms of the criteria set.</p>	<p>DT</p> <p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, according to their functional properties <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products



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Activity	Curriculum Links
<p>Mapping London's landmarks</p> <p>Resources: Notes or information collected during the tour; access to web</p> <p>Activity: Pupils create a map of London for tourists, marking key landmarks and giving a short guide to each place.</p> <p>Pupils select landmarks they heard about on the tour and research further information on them, providing key facts for tourists.</p> <p>This could be presented as a fold out map, small leaflet or it could be an interactive guide presented as a webpage linked to a computing unit of work.</p>	<p>Geography</p> <p>Pupils should be taught to:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping • Use the eight points of a compass <p>English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Draft and write by: <ul style="list-style-type: none"> - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Y4) - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y5&6)
<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. They should look at current guides and leaflets to evaluate features that work well and are most effective.</p> <p>They can use information they have collected during their tour and carry out further research of London's top attractions. 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"> • Plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y4) - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5&6) • Draft and write by: <ul style="list-style-type: none"> - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Y4) - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y5&6)



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<p>Exploring the Thames</p> <p>Resources: Notes or information collected during the tour; access to web; non-fiction texts about rivers; selection of well-known board games</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 then design a Thames themed board game in which participants travel along the river. Pupils should choose features of popular board games to include in their designs and should demonstrate what they have learnt about the river in their game.</p>	<p>Geography</p> <p>Pupils should be taught to:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<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.</p> <p>They notice buildings which remain, those which are new and those which have gone and why they no longer stand. 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>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 to:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Activity	Curriculum Links
<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 a poster about the bridges to include images and facts about those researched.</p>	<p>History</p> <p>Pupils should be taught:</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 great artists, architects and designers in history



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<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.</p> <p>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 develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Evaluate</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world
<p>Landscapes of London</p> <p>Resources: Images of key landmarks and buildings in London; art materials as per the medium selected for the task</p> <p>Activity: Pupils look at the shapes and sizes of key buildings in London and create a silhouette style painting using well known buildings and then put together to create their own version of London.</p> <p>The background could be a watercolour wash with buildings drawn on top with black markers. Pupils could alternatively create their chosen building by cutting out shapes from black paper and placing them on their background to create their own skyline.</p> <p>This activity would also work well using wax relief outlines of buildings or batik.</p>	<p>Art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]



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<p>The Victorian time capsule</p> <p>Resources: Access to web; information and books about the Victorians</p> <p>Activity: Pupils learn about the time capsule the Victorians buried beneath Cleopatra's Needle.</p> <p>They then research Victorian inventions and consider what they think were the ten most important inventions that they would choose to put in a Victorian time capsule.</p> <p>Pupils could create an illustration of the capsule with their chosen 10 inventions, adding annotations about each invention (inventor, date of invention etc.).</p>	<p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<p>Bridge building</p> <p>Resources: Images of London bridges; supplied 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 develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]