

LEARNING EXPERIENCES – COMMUNITY DESIGN

This template is designed to be generic to both exam boards

| | | | | | |
|---|--|--------------|---|------------|------|
| Title of module | Community Design | | | | |
| Unit (s) | Units 1 and 6 - For potential areas of the PL that can be addressed in the experiences, please refer to the Excel spreadsheet entitled 'Community curriculum map' | Level | 2 | Ref | 2-01 |
| Aim and objective | To enable students to understand that our towns are planned for the benefit of all members of our community; what is required and how this is achieved. | | | | |
| Intended outcomes | <p>A large scale map of a town</p> <p>This would be in the region of 4.8m x 2.4m (2 sheets of plywood or similar, screwed and braced together) which would enable all students in the class (in small groups) to be able to contribute to an area within the community and to visualise the outcome in 2D and 3D</p> <p>It is intended that this is an introductory experience from which more detailed and in depth studies and knowledge development can be developed, using this work as a launch pad. This will have the effect of keeping the theme of 'our community' as an on-going experience.</p> | | | | |
| Approximate duration | Estimated at 15glh (depending on the amount of criteria you wish to address) + visits | | | | |
| Applied learning opportunities | <p>Planning officer from local council or planning consultants to visit college to start the project.</p> <p>If there are major development areas within a town within travelling distances, either started or recently completed these would provide good opportunities for field study. The developer or other relevant employer would be happy to provide you with information and a tour.</p> <p>Study the ordnance survey map of the area and identify the areas that make up the town.</p> <p>Walk around parts of the town taking photos (If necessary this could be done prior to the delivery of this task by the teacher)</p> <p>Use google earth to view the town, or other towns you may wish to use for comparison purposes– available as a free download</p> | | | | |
| Teaching tips and links to other modules | <p>A suitable scale will need to be established and implications explained to students.</p> <p>Establish prior learning from the Geography dept.</p> <p>Consider whether or not to include the use of contours</p> <p>Ensure issues of public space and landscaping area addressed.</p> <p>Allocate to each group a part of the town.</p> <p>It is best if many of the sustainable elements within Unit 6 are brought to bear on the how the students design their community</p> | | | | |

| | | |
|---|---|---|
| PLT's opportunities By referring to the specific PLT criteria under each heading, deliverers will find many opportunities to develop the learning potential. | Creative thinkers | Providing the learning experience is developed and taught in the way suggested and deadlines are set and applied learning opportunities are used, all criteria within 5 of the PLT's can be met |
| | Effective participants | |
| | Independent enquirers | |
| | Reflective learners | |
| | Team workers | |
| | Self managers | |
| Resources and environment required | Multi-material work area and associated resources. Area for the plan of the town – see above Range of drawing and colouring equipment. Possible use of 3D blocks made from MDF for buildings | |
| Further learning opportunities | The Community Housing Challenge is a one day or 2 x ½ day activity which is enterprise based and asks students to consider the planning and costing issues for the development of an affordable housing complex. Further details can be found on the Link-Ed website. Ecohomes learning experience in this series | |
| Assessment method, including peer and self assessment For further information regarding the exact spec criteria that can be met, please refer to separate Excel spreadsheet | As it is likely that this learning experience forms part of the early stages of the Diploma, formal assessment is not required. Students should be encouraged to discuss their work as it progresses and justify their decisions at the end, negotiating along the way with others who are working on other parts of the community. In this way, students are introduced to PLT's and practitioners can be explicit about what PLT's are, why they are important (soft skills that employers are looking for), and how they need to be recorded as part of their Diploma. Practitioners should give verbal feedback to the students in a manner appropriate for each individual. More formal assessment can come later when aspects of their community are developed to a standard where Unit assessment is required. | |
| Differentiation opportunities | Practitioners can either divide the group into mixed ability teams whereby the more able support others, or differentiated teams, thereby enabling support to be targeted at specific teams and higher expectations required of others. If this learning experience is carried out as suggested as an introductory task, the former may well be more appropriate. | |
| Functional Skills connections | Maths | Using scale to produce maps |
| | English | Verbal discussions with professionals who come to support |
| | ICT | Using software such as Google Earth and Streetmap to find out locations within towns |
| Homework opportunities | Using the internet to find out information about the town to be studied. Carrying out additional visits to the town to gain further information. | |