

Created by FUSE: Havering



OUR CITIES

An exploration of local history, place-making
and culture in Havering.

**KEY
STAGE**

3

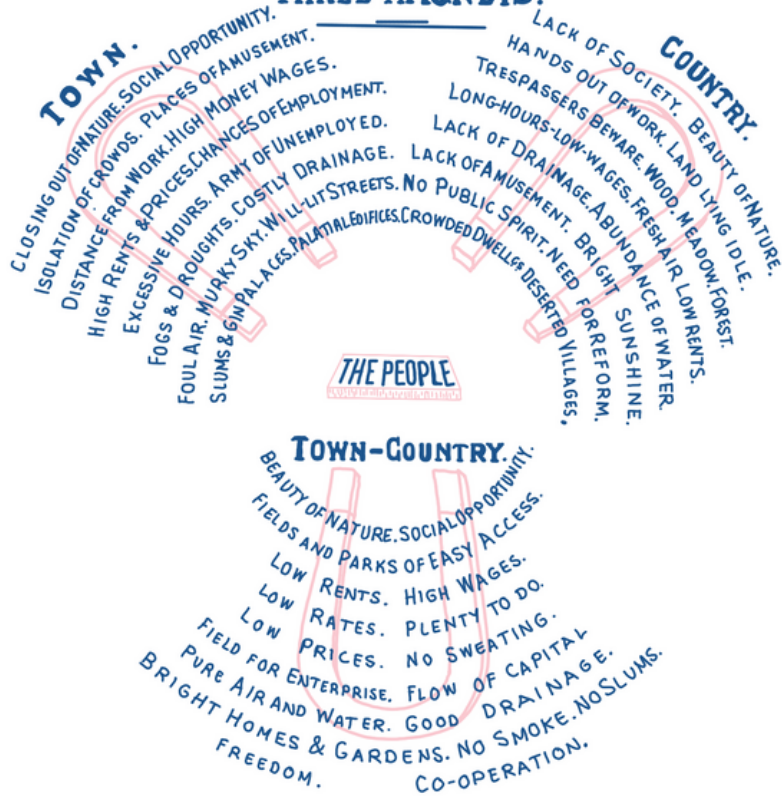
Subject: History

Lesson Sequences: Four

Creative Thinking Habits:
Collaborative, Imaginative, Inquisitive

THE THREE MAGNETS.

Nº 1.



HELLO FROM FUSE: HAVERING

FUSE: Havering is the Local Cultural Education Partnership for Havering which aims to bring together education and cultural partners to transform the lives of Havering's young people, and better promote the value of culture in education.

The network commissioned local secondary school teacher, Connor Duggan, and Artist, Grace Duggan, to identify the need within the National Curriculum for a more local focus with an emphasis on place-making. Connor and Grace identified Havering's Garden Cities as an area of interest with significant links to the national curriculum.

London is one of the greatest creative hubs in the world, however Havering is recorded as the fourth least culturally engaged London borough and the third least able to access hyper-local publicly funded culture. FUSE: Havering has developed this tool-kit, to support Havering's teachers to find creative ways to introduce students to Havering's Garden Cities, creating and co-designing activities that fit within the History curriculum.

The FUSE: Havering network includes:

- London Borough of Havering Culture and Leisure Services
- London Borough of Havering Education Services
- London Borough of Havering Youth Service
- New City College, Ardleigh Green Campus
- New City College, Sixth Form College
- Parsonage Farm Primary School
- Queen's Theatre Hornchurch
- Sacred Heart of Mary Girls' School
- Scotts Primary School
- Squirrels Heath Junior School
- St Edward's Church of England Academy
- Towers Junior School

Get in touch with us on FUSE@queens-theatre.co.uk

GUIDE TO RESOURCE

HOW DO I USE THIS RESOURCE?

Each lesson in this resource has a corresponding presentation for the use of teachers during the sessions and a pack of labelled resources which corresponds with each session.

There are several printable resources along with digital ones – these can be adapted or used by teachers depending on their teaching style.

The first slide of each lesson will include the following details to guide teachers through each session:

- **Lesson number (to be followed in chronological order)**
- **Suggested lesson length**
- **The resources needed to prepare the lesson**

Each lesson follows a four-part structure:

- **Warm up**
- **Activity 1**
- **Activity 2**
- **Check out and self-reflection**

Each lesson sequence has a suggested duration of 60 minutes and each activity have a suggested timing. Please note, these timings are a guide and without the context of your group and their learning pace. Therefore please feel free to adapt timings where necessary.

DO I NEED TO BE A TEACHER OF AN ARTS SUBJECT TO DELIVER THESE RESOURCES?

There is absolutely no subject specific knowledge needed to deliver this series of lessons!

The aim of this resource is to allow students to find and utilise their own creativity during the sessions while teachers guide them through varied tasks and activities. Simply put, the sessions themselves and the activities within them pose the questions that students will use to guide their learning and creativity.

The lesson plans and resources included have been developed in partnership with teachers working in the local area and will be familiar to any teacher. There are clear objectives, outcomes and signposted activities that have been created in line with current pedagogical practices and theory.

TEACHING FOR CREATIVITY

Like many others, A New Direction believes that creativity is an essential skill that can be taught:

“Through Teaching for Creativity, we want to support schools and teachers to develop the creativity of their students, whilst also helping to broaden and diversify the curriculum in response to the combined crises currently facing young people.”

The pedagogies underpinning this work come from the five Creative Habits of Mind – a concept developed from decades of research that has now been widely adopted into learning policies across the globe. The Creative Habits of Mind offer a great tool for tracking the development of creativity in students of all ages.

The five Creative Habits of Mind: **Imaginative, Inquisitive, Persistent, Collaborative and Disciplined**, are drawn from the five-dimensional creative thinking model developed through the work of Professor Bill Lucas, Professor Guy Claxton, and Dr Ellen Spencer, who reviewed decades of research and conducted an appreciative enquiry and field trials with teachers. The habits and some suggested pedagogies are outlined in their book *Teaching Creative Thinking: Developing learners who generate ideas and can think critically*.

The diagram below outlines the five key Creative Habits and 15 sub-habits essential for the development of well-rounded, creative students.



CURRICULUM LINKS



Within this project we aim to study aspects of British history that extend pupil's knowledge beyond 1066 and contribute creatively towards pupils' understanding of local history outside of what is commonly studied as part of the National Curriculum.

Here we encourage students to gain historical perspective by placing young people's growing knowledge into different contexts. Enabling them to understand the connections between national and international history and between cultural, political and social identity in an engaging manner that places the ideas and creativity of students at its core.

As part of the KS2/3 National curriculum it is compulsory for schools to include at least one module of local history to teach to students – in this resource we aim to build on this learning and help students to frame historically valid questions about social, cultural and technological change in post-war British society while thinking about the advent of the Garden City and its relation to themselves in their local area.

In its essence this resource aims to inspire a curiosity and fascination about Havering and its people that will remain with them for the rest of their lives; To be able to place themselves within local history and look forward to their vision of their home in the future and the places, people and influences that have led it on its journey.

Within this resource we have established broad outcomes for the entire scheme and more focused objectives within each individual lesson. The broader objectives should be shared with students before the start of the scheme of work, however they will also be targeted more closely within each lesson with the intention that students will be able to reflect on them throughout.

Within each lesson the objectives will be structured as below:

- **To know...**
- **To understand...**
- **To be able to...**

This is to guide students through the stages of knowledge acquisition, gaining a working understanding of this knowledge and finally being able to apply it creatively within a task.

OBJECTIVES AND OUTCOMES

- I know what the Garden City Movement is and its historical and societal significance in Havering.
- I can identify existing places, industry, cultures and local architectures in Havering and beyond.
- I am able to collaboratively design a vision for a new city using the knowledge and context I have gained about the importance of culture, community and urban planning.
- I can engage with historical sources using critical and reflective thinking.
- I have found imaginative solutions to problems and tasks.
- I have developed my ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

CREATIVE HABITS USED ACROSS THE LESSON SEQUENCES

Imagination:

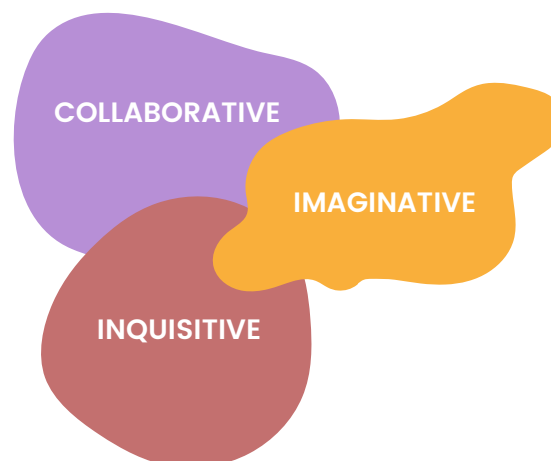
When learning this skill students are asked to play with possibilities using intuition and contextual information to make stronger connections between themselves, their ideas/visions and the world around them.

Inquisitiveness:

This skill focuses on exploration, investigation and the challenging of assumptions. Students who display the skill of inquisitiveness will be able to ask open, higher-order questions that engender discussion.

Collaboration:

In working collaboratively students will learn how to cooperate appropriately for each task and lean on the skills or assigned roles of those within the group. This could be as part of smaller group tasks or as an entire class. Students will also be able to share what they have created and develop their skills in giving and receiving feedback.



LESSON 1: HOW HAS HAVERING CHANGED?

Suggested length: 60 minutes

What to prepare:

Slide deck (See [Appendix A](#))

Havering through time resource (See [Appendix B](#))

Exercise books

Pens

Learning Objectives:

To know how Havering has changed over time

To understand why Havering has changed in the last two hundred years

To be able to identify similarities and differences between Havering in the past and present day.

WARM UP: MAPS

15 MINUTES

Ask the group to stand on one side of the room. Explain that the entire room is now a map of the borough of Havering. Note: the map doesn't have to be geographically accurate encourage students to use their imagination here. If you desire, you could set a chair as a particular point of interest to orient students.

Ask the group to go through a variety of different places on the map. Ask each person to share where they are standing after each instruction.


1. **Stand on the map where you live (e.g. Harold hill, Gildea park)**
2. **Stand somewhere you visit often (e.g. Greggs at Upminster Station)**
3. **Stand in your favourite place to spend your time (e.g. Romford shopping centre)**
4. **Stand on a local green space (e.g. the green outside my flat)**
5. **Stand on a local historical landmark (e.g. Rainham Hall)**
6. **Stand somewhere you would recommend to someone who has never been to Havering before (e.g. Queen's Theatre Hornchurch)**

Make sure to acknowledge how the group are using inquisitive thinking during this activity. This activity asks them to explore and investigate the area they live.


'Havering has decades of history dating back to the 10th century. The borough historically consisted of two districts; Romford and Hornchurch and became the present borough of Havering in 1965. People often think about the name Havering as being new to the borough, however it originates from Havering Palace, an old royal residence dating back to pre-1066.'

For this task we will be exploring the boroughs landmarks. First split the class into groups of 2-4. They will then be given a landmark from the resource pack (Appendix B). They will have five minutes to read the information given and decide how to share back to the rest of the class. They can share the information back however they'd like, but they should think about what information is most important to share.

As students listen, encourage them to make notes on each of the presented landmarks. During each presentation they should answer the following questions...



What is the
landmark?



What were the
key points
made?



What
questions
do you have?

To close the exercise it is useful to highlight good collaboration and to celebrate the students ability to investigate whilst asking questions.



**ACTIVITY 2: HOW HAS HAVERING
CHANGED OVERTIME?**

20 MINUTES

This is an interactive look into how Havering has changed over time. Using the slide deck (Appendix A) move through each slide and ask groups to spot the differences. Groups will need to note down their findings as you move through the slides.

Once you have been through the slides, lead a shared discussion on what has changed and how. Here, guide students towards the influences of the industrial revolution, wartime Britain and the introduction of garden cities with people moving out towards the countryside from overpopulated London and the benefits they promised.

Image Number	Similarities	Differences	Extra Notes

CHECK OUT AND SELF REFLECTION

10 MINUTES

Lead a shared discussion about the following...

- What will everyone be taking away from the session?
- What are you leaving the session wanting to know more about?
- Sum up the session in three words?

Ask students to note down their answers in their exercise books under the heading 'Lesson 1 Self reflection'.

LESSON 2: HAVERING'S GARDEN CITIES AND SUBURBS

Suggested length: 60 minutes

What to prepare:

Slide deck ([Appendix A](#))

Garden city articles ([Appendix C](#))

Critical analysis worksheet on Garden Cities ([Appendix D](#))

Exercise books

Pens

Learning Objectives:

To know what the Garden City movement is.

To understand how advertisements were used to attract people to Havering's Garden Cities.

To be able to evaluate historical sources and their reliability.

WARM UP: INTRODUCING GARDEN CITIES AND SUBURBS.

10 MINUTES

Introduce garden cities and suburbs, using the lessons slide deck ([Appendix A](#))

By the middle of the 19th century, over half of Britain's population lived in towns: in 1900 the proportion had risen to over three-quarters. Combined with rapid population growth, this represented a transformation in Britain's population: the modern world had been created. However, English towns and cities presented social and environmental problems of unprecedented scale, and much of Britain's history in this period is connected with efforts to ameliorate the frightening conditions in which larger numbers of people lived. Out of these efforts emerged the garden city movement, a visionary alternative to apparent chaos of contemporary towns and perhaps one of England's most radical contributions to urban planning. Better housing, more space and a new relationship between town and country lay at the heart of Ebenezer Howard's efforts to create a new civilisation in a better environment.

Explain how Elm Park, Harrold Hill, Romford, and Upminster were all designed as garden cities/suburbs and gives Havering its history for the migration of families from the inner city of London particularly families from the East of London who worked in the numerous docks, factories and other industrial settings.



Lead a shared discussion using the following questions:

From the article above, why were garden cities built?

From the information given, how do you think the garden city movement changed Havering?

What do you want to find out more about?

Where could you look to find out more information?

Ask students to note down their answers in their exercise books.

As we are asking students to be more inquisitive with their thinking, it's useful to highlight answers that are clear and also support students' curiosities in wanting to know more.

ACTIVITY 1: ELM PARK GARDEN CITY CATALOGUES

15 MINUTES

This activity asks young people to be more inquisitive when it comes to looking at source material, taking time to ask questions and explore more deeply.

Without any prior explanation, show the Elm Park catalogue examples. These can be found in the slide deck (Appendix A). In pairs, ask the group to discuss and answer the following questions. They can either note down their answers in list form or in a mind map.

What are these catalogues selling?

Looking closely, what are these catalogues trying to achieve aside from the sale of houses?

After looking, what questions do you have?

Ask each pair to share back some of their answers to the wider group.

Continue to highlight examples of where students are being collaborative and inquisitive with their thinking. Noticing when students are investigating and exploring the source material.

ACTIVITY 2: CRITICAL ANALYSIS ON GARDEN CITIES

25 MINUTES

Ebenezer Howard's garden city methodology has been used around the world since its inception in the early 19th century and it had a huge influence on how urban planning has existed ever since. However not everyone believed in this approach to urban planning.

During this activity, students will develop their source evaluation skills by analysing three articles in detail and looking at the trustworthiness of each article.

Start the session with a small group discussion about trusted sources, fake news and propaganda. Ask the following question to prompt a small discussion.

Why is it useful to question the reliability of a historical source?

From here, show the students the blank worksheet they will be completing throughout the task (Appendix D). Here students will be evaluating the pros and cons of Garden Cities and their advertisements and the lifestyle they offer.

For this activity we will be using the following model:

I DO – teacher guides us through an example of how the task should be completed.
WE DO – together as a class with shared discussion.
YOU DO – in pairs for self-lead learning.

Inside Appendix D there is a fully completed sheet that teachers may use as a prompt for the young people as they complete the task.

Make your way through the three articles, that can be found in Appendix C.

It's useful to highlight examples of where students are being collaborative and inquisitive with their thinking. Noticing when students are investigating and exploring the source material.

CHECK OUT AND SELF REFLECTION

10 MINUTES

Lead a shared discussion about the following...

- **What will everyone be taking away from the session?**
- **What are you leaving the session wanting to know more about?**
- **Sum up the session in three words?**

Ask students too note down their answers in their exercise books under the heading 'Lesson 2 self reflection'.

LESSON 3: BUILD YOUR CITY

Suggested length: 60 minutes

What to prepare:

Slide deck ([Appendix A](#))

Garden city formats ([Appendix A](#))

A3 / Flipchart paper

Marker Pens

Exercise books

Pens

Learning Objectives:

To know how Garden Cities were planned

To understand the importance of certain facilities in a community

To be able to create your own city plan with existing and new landmarks and facilities.

WARM UP: REFLECTING ON HAVERING HISTORY

10 MINUTES

During this lesson students will be designing their own cities in groups. Ask students to think back to lesson one, thinking back about their favourite places in Havering and reflect on some key landmarks that have influenced Havering's history. Ask students to create a short list (2-3) of the landmarks and places they'd consider keeping for their new city and take feedback from a few students on why.

ACTIVITY 1: MAPPING OUT YOUR NEW CITY

20 MINUTES

In groups of 4/5 using a large piece of paper (A3 or above), ask the groups to begin mapping out their new city. Examples of garden city formats can be found on Appendix A, along with an example of the activity.

Explain that each group must include some of their favourite places and **must** include the following.

A space for the community to come together.

Appropriate housing (you may wish to discuss what 'appropriate housing' means with students beforehand)

A school

A hospital

Green spaces

The rest is up to them! ***The group can be as imaginative as they'd like, this is their new city. The group should come up with a name for their city and place it at the top of their map.***

ACTIVITY 2: SUSTAINABLE CITY INVENTIONS

25 MINUTES

Garden cities and suburbs were an innovative concept at the time and helped with the social mobility of many families and communities. In 2023, our lives are impacted by changes in climate, meaning the innovators of the future are constantly thinking about our planet and how we can have a greener impact on our world's future.

In the context of climate change, new approaches are being implemented that understand that cities can be part of the solution to the problems the world is facing and not their cause. If it is well planned and managed, urban development can be a powerful instrument in achieving sustainable development.

Sustainable redevelopment consists of planning and designing cities in an environmentally aware and socially responsible way. It is not about throwing everything out and starting again from zero, but of rethinking infrastructure and improving it in a smart way.

Sustainable urban development also relies on community participation and social equity, ensuring that local residents also benefit from changes. The aim is to make cities and human settlements inclusive, safe, resilient and sustainable.

In groups of 4-5, students will be given 15 minutes to come up with an invention for your new city that will help with it's sustainability and keep the city functioning – there is no idea too big. Explain that groups can think outside of the box and have the freedom of imagination for this task. They will then need to present their invention back to the rest of the class. They should think of their presentation as a Dragon's Den style pitch or in the form of a tv advert.

Remember, everything needs to be for a reason, and they should share these reasonings during their pitch.

Why have you designed this?

Who will it help and how will it help?

How will it work?

This exercise is about working collaboratively, be sure to notice appropriate cooperation. It would be good to highlight when the students are playing with possibilities and using their imaginations.

Lead a shared discussion about the following...

- What will everyone be taking away from the session?
- What are you leaving the session wanting to know more about?
- Sum up the session in three words?

Ask students too note down their answers in their exercise books under the heading 'Lesson 3 self reflection'

LESSON 4: THE GRAND OPENING

Suggested length: 60 minutes

What to prepare:

Slide deck (Appendix A)

Speaker

Exercise books

A4 paper

Pens

Learning Objectives:

To know what makes a good opening ceremony and speech.

To understand the important elements of attracting people to your new city.

To be able to plan an opening ceremony for your new city.

WARM UP: OPENING YOUR NEW CITY

10 MINUTES

In a few months time your new city will have an opening ceremony where you will have the chance to invite prospective buyers and communities to visit the city and learn about your innovative ideas.

Lead a shared discussion about the following:

What would you need to organise for an opening ceremony?

Who would you invite to speak at your opening ceremony?

How would you share the word about the opening ceremony?



ACTIVITY 1: CREATING YOUR OPENING CEREMONY POSTER

20 MINUTES

Split the groups down into pairs. Explain that each pair will now need to make their poster for their opening ceremony. Display the opening ceremony poster from the slide deck (Appendix A) to give students some inspiration.

This can be done online or on paper (depending on the resources you have available). Remind the group that this will be important to attract people to the event and build a community in their new city and that it is important that their poster has all the relevant information.

Before they begin, lead a shared discussion on the key elements the poster will need.

- **Leading image/drawing**
- **Name of the city**
- **Dates + Times (These can be made up)**
- **A description about the event and what will take place on the day.**

Allow time for students to share their work at the end of the activity.

ACTIVITY 2: WRITING THE CITY OPENING SPEECH

20 MINUTES

First, ask the group to read the example opening ceremony speech (find in slide deck, appendix A). Ask the group to read one sentence at a time, in no particular order. If multiple people begin reading at the same time, they should keep reading. This is a group read through.

Next, ask the group the following questions:

What do they remember about the speech?

Why is the speech important?

Individually, students will now write a first draft of their opening ceremony speech. They should use their posters above to help them. The speech should be a celebration of the hard work that your group have put into the planning of your new city and should share what you see the future of your city becoming.

Ask students to share their speeches back to the group.

This exercise will ask the group to think imaginately and make connections with previous activities. Celebrate their independent working.

Lead a shared discussion about the following...

- **What will everyone be taking away from the session?**
- **What are you leaving the session wanting to know more about?**
- **Sum up the session in three words?**

As this is the last session look back at the lesson sequence outcomes and objectives, asking students to reflect on their learning in a short paragraph under the heading 'Our Cities self reflection'.

REFERENCES

1. The Three Magnets from Garden Cities of Tomorrow, 1902 Ebenezer Howard Photograph: Ebenezer Howard
2. Lucas, Bill and Spencer, Ellen (2017) Teaching Creative Thinking: Developing learners who generate ideas and can think critically, Carmarthen: Crown House Publishing Ltd
3. <https://historicengland.org.uk/images-books/publications/english-garden-cities-introduction/english-garden-cities/>
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