

# Brixton THI Legacy Primary Education Resource 2020

For a guide on how to use this resource  
with your students: [click here](#)

Brixton THI Legacy Primary Education  
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## **Brixton THI Legacy Primary Education Resource: Introduction**

### **Brixton Townscape Heritage Initiative**

The Brixton Townscape Heritage Initiative (THI) is a Heritage Lottery (HLF) and Lambeth Council funded regeneration project which has taken place over the past 5 years with the aim of preserving and enhancing the unique architecture and historic character of Brixton Town Centre with a specific focus on Electric Avenue, whilst stimulating economic regeneration and raising knowledge of, awareness of and participation in local heritage.

As well as providing grants to building owners for repairs and restoration, the scheme included a programme of complementary community initiatives. Our Hut designed and delivered a programme of creative heritage workshops over three stages: The first phase of workshops took place over the summer term 2016, before the regeneration, in Hillmead Primary School and Evelyn Grace Academy; the second phase was in summer 2018, mid-regeneration, again with Evelyn Grace Academy and with Corpus Christi RC Primary School; finally the third phase in 2020 with workshops designed to create a legacy for the project with Hillmead Primary School.

### **Schools Resource**

This resource refers to the third phase workshops (2020) and has been created by Our Hut and designed with teacher input to enable other schools in the local area to carry out a similar heritage project focused on the Brixton THI area. It consists of lesson plans and useful resources for the activities – where the resources are provided they have been included in the resources list for each session in bold. Photographed examples of many of the outputs have been included in each session plan.

## Suitability

This scheme of work is most suitable for Key Stage 2 and 3 and within this age range can be adapted to suit the older or younger ends of the scale. As the students tend to work in teams it is sensible to arrange them into mixed attainment groups.

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### Additional Educational Needs Provision

We worked with children within each school with a range of special educational needs and employed modifications where necessary to enable all children to access and enjoy the project. In some cases the children worked with a one-to-one assistant carrying out the same tasks as the rest of the class, or a modified form of the tasks and in other cases the children were supported by the group structure and the open ended nature of the majority of the activities. Teachers will know the specific needs of children in their class and can adapt activities as necessary. In working with children with additional educational needs on this project teachers can take the opportunities it affords to:

- **Promote 'active learning'** e.g. modelling appropriate learning strategies: facilitating choice and risk taking in learning; making explicit links between out-of-school knowledge and school learning.
- **Promote participation and engagement** e.g. facilitating collaborative learning and peer tutoring; engaging in 'real-life' problem solving, citizenship; access strategies for participation and engagement, forge community links etc.
- **Respond to personalised learning styles and preferences** e.g. visual /auditory / kinaesthetic modes of learning;

The following strategies may be particularly helpful for children with additional educational needs:

- visual reinforcement to supplement verbal instructions
- one-to-one repeated verbal instructions
- teacher modelling and guided participation
- use objects/images of reference
- attention to preferred learning modes styles and preferences such as mind mapping, • thinking skill approaches to creative tasks including planning sheets

- focus on developing talking, listening and thinking skills
- direct teaching of skills e.g. using scissors
- reminders of self-monitoring behaviour and group learning skills (e.g. making sure everyone in the group has a job to do)

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### **Before Starting**

If you don't already know Brixton well we would suggest that it is a very good idea before starting the project to familiarise yourself with the area, especially Electric Avenue and the arcades. Although we didn't take the children out in these legacy workshops due to Covid-19 restrictions we took them out to draw the local built environment in the previous two phases. It is very helpful to go on a visit to the local area as when they are really looking and drawing the students see all sorts of things they never noticed before. If you are able to take them out it is useful to design the walk around the I-Spy trail from Session 1 - it is a good idea to do the walk and find all the details yourself before going out with the children!

### **Scope and Timings**

Timings given are based on how long we spent on an activity and are just a guide to help you decide which parts you want to include and anything you prefer to leave out – the plans are very adaptable.

### **Map**

Following the sessions the work can be used to animate a map of Brixton. Using the A0 map template provided, stick the landmarks and people onto it in the appropriate places. Additional artwork could be displayed around the map with strings leading to locations.

### **Exhibition/Display**

At the end of the project we would recommend showing the outcomes in a school display and ideally inviting parents, which will help to engage the whole school community with the local area and the regeneration work being carried out through the Brixton Townscape Heritage Initiative.



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## Brixton THI Legacy Primary Education Resource: Main Aims

The overall aim of the workshops is to help pupils to engage with and learn about the heritage of the Brixton THI area, and to create a collaborative map of Brixton landmarks.

Specific objectives are to:

- produce artwork for a collaborative map which will serve as a legacy to the Brixton THI project
- increase the children's engagement with their local area
- develop the children's understanding of heritage
- investigate architectural style, aesthetics and construction techniques
- develop the children's understanding of change in their local

## environment National Curriculum Links

**Maths:** Shape, pattern, symmetry, measurement

**Design and Technology:** Introduction to architecture and design

**Art:** Pattern and colour, drawing

**Geography:** Location, maps, cities

**History:** Local area history focusing on the Brixton THI area, historic architectural

styles **Literacy:** Presenting, speaking and listening; and stories

**Science:** Structure, construction, materials

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## Session 1:

### Introduction, maps, architectural analysis, patterns

#### **Introduce project (10 minutes): Outcomes/Outputs**

#### **Objectives**

- to introduce the Brixton THI legacy project
- to increase understanding of • architecture and the built environment and the meaning of landmark
- to understand the history of Brixton through maps
- to practise drawing maps

- introduction of project
  - increasing architectural vocabulary • increasing understanding of history of Brixton through historic maps
- creating map of journey to school including landmarks
- analysis and evaluation of Brixton landmarks
- pattern making

#### **Activities**

- We're going to be working on a project to celebrate Brixton and in particular its architecture What is architecture?
- Explain that we're going to create a collaborative map of Brixton showing its main landmarks – what is a map, what do we use them for?
- What are landmarks? What landmarks can you think of in Brixton? Discuss in pairs and feed back

#### **Brixton Historic maps (5 minutes):**

- Show maps through the ages (Maps Slideshow) from John Rocque's 1754 map to present day and ask how things have changed. Point out Brixton Road from earliest map and mention that it was Roman.

#### **Activity 1: Maps (15 minutes):**

- Draw a map of your journey to school with any landmarks you pass on the way

#### **Activity 2: Brixton Landmarks Analysis (45 minutes):**

- Show picture of a London landmark e.g. The Tower of London on whiteboard and ask children to describe it: What do you think it is for? What is it made of? When might it have been built? How might you feel if you went inside? What adjectives would you use to describe it? Do you like it? Why/why not? What shapes can you see? etc
- Explain to students that they will be working in groups to analyse a Brixton landmark from a picture. All members of the group can write comments round the picture • Give each group a picture (Appendix A) – Each group of 3/4 to have a different picture on an A3 sheet and pens
- Groups analyse with help from adults
- Each group to feed back main points about their building/landmark – show building on whiteboard whilst group feeds back

#### **Pattern Making Activities (45 minutes)**

- Explain that we're going to create some patterns that might be used as borders on the map and we're going to start with some fun exercises:
- Pattern making 1: Give each child a sheet of paper divided equally into 8 sections and a black pen and explain that they should draw a pattern in the top lefthand section only. After 2 minutes we'll stop them and ask them to pass their paper to the next person who should copy the pattern as carefully as they can in the next section on the paper. After 2 minutes they will hand it on to the next person and so on until the paper is filled
- Share repeating patterns with class
- Pattern making 2: Give out photos of patterns and building details from Brixton (Appendix A) and long strips of paper folded into 8 sections
- Ask the children to choose a pattern or detail from the photos and to draw it on the first section of paper and then again to pass it on to the next person to copy • Share repeating patterns with class

#### **I-Spy Detective Trail Introduction (5 minutes)**

- Show the I-Spy Detective Trail (Appendix A) on the whiteboard and explain that if

possible we'd like the children to go out with an adult and try to find as many of the details on the trail as possible. When they find one they should draw a line from the picture to where it is on the map. If they get stuck they can look at the answers!

- If teachers are able to take the children out this is a good resource for structuring a visit to the local area.

## Resources:

### Materials

- On whiteboard: picture of a London landmark from internet e.g. Tower of London
- Large felt pens
- A4 Paper divided into 8 equal sections X 30
- Long strips of drawing paper divided into 8 sections X 30
- Black pens
- Whiteboard
- **Appendix A**
- **Photos of Brixton Landmarks** printed on A3
- **Photos of Brixton** with space around picture to write on
- **Photos of Brixton details/patterns**
- **I-Spy Detective Trail** on whiteboard and 30 x print-outs
- **Separate PDF's**
- **Brixton Maps slideshow**

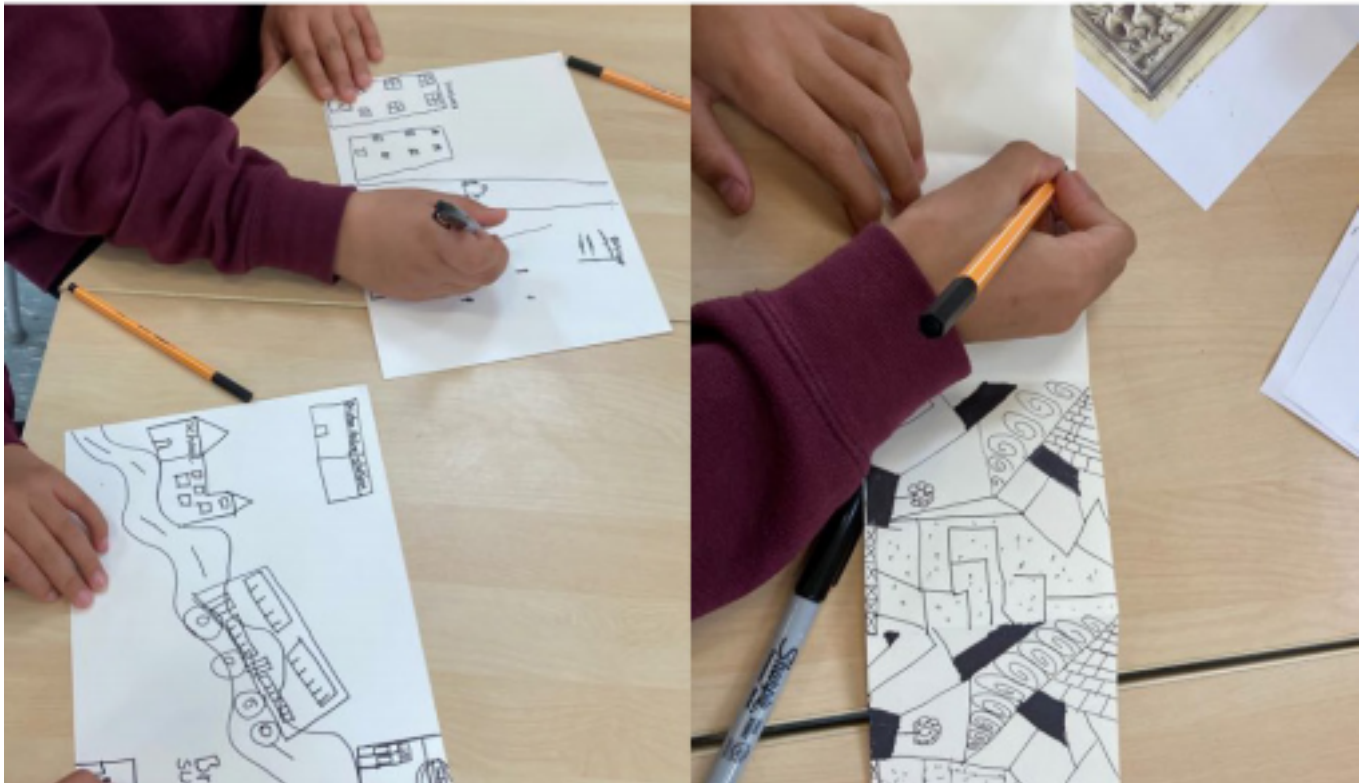
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## Session 1:

Drawing maps of journey to school and pattern making inspired by Brixton architecture







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## Session 2:

### Historical analysis, Drawing activities

- to explore the history of Brixton
- to learn about famous people who have lived in or visited Brixton
- to investigate buildings through drawing

**Objectives**

**Activities**

### **Introduction (10 minutes)**

- engage in a range of activities to explore the history of Brixton
- create drawings of Brixton buildings

### **Outcomes/Outputs**

- Explain that we're going to start by looking more at the history of Brixton - what did we discover from the historic maps?
- Now we're going to look at historic photos of Brixton to see how things have changed and to understand more about its heritage

### **Then and Now Activity (30 minutes)**

- Show picture of Electric Avenue from when it was first built and nowadays (Slideshow) – where is this? How is it different now from when it was first built? Electric Avenue was built in 1888
- Explain that children are going to work in teams of 3 and each team will have two pictures (from Slideshow) – one as Electric Avenue/Brixton Town centre is now and one from the past, they are going to work as detectives again to work out what has changed and what has stayed the same
- When they find what has changed and what has stayed the same they should write the points around the pictures
- Feed back showing pictures on whiteboard

### **Mapping Brixton People (45 minutes)**

- Explain that many famous and important people have come from or visited Brixton and we're going to find out a bit about some of them
- First we're going to watch Ty's *Brixton Baby* video (see Appendix B) • Introduce the people and explain that we'd like the children to work in teams and use clues in the text to decide where to place each of the people on the map • Give out the document Brixton People Information (Appendix B), a sheet of pictures of the people (from Brixton People Slideshow) and a map (Appendix B) to each team • Children work in teams of 3 to decide where to put each of the people on the map and then cut them out and stick them on

### **Carbon paper drawings (60 minutes)**

- Drawing a building from past or present or building detail – demonstrate how to use

the carbon paper 'sandwich' to create a drawing of a Brixton building (See Carbon Copy Sandwich Instructions)

- Ask children to choose a picture – either a building or a person (Appendix B) - to work on and give out biros
- When children finish the first one they can do another carbon paper drawing or they can draw a landmark building from one of the pictures

## Resources:

### Materials

- Ty's Brixton baby video  
[https://www.youtube.com/watch?v=hydrv80v\\_u0](https://www.youtube.com/watch?v=hydrv80v_u0)
- Pens
- Pencils
- Scissors
- Pritt sticks
- Drawing paper
- Carbon paper

### Appendix B

- **Brixton people information** x 10
- **Brixton map** A3 x 10
- Carbon copy sandwiches – see **Carbon copy sandwich instructions**
- Photocopies of **Brixton buildings (portrait)**
- Photocopies of **Brixton buildings (landscape)**

### Separate PDF's

- **Then and Now slideshow** - Slide of Electric Avenue now and when first built
- Pairs of pictures of Brixton Then and Now (from **Then and Now slide show**)
- **Brixton people (small pictures) slideshow** x 10 photocopies



## Creating carbon copy drawings of Brixton landmarks



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## Session 3: Creating artwork for illustrated Brixton map

## Brixton

### Activities

#### Objectives

- understand how their work will be used to celebrate Brixton
- create drawings and prints for the Brixton map
- reflect on what they have learnt about

#### Introduction (10 minutes)

##### Outcomes/Outputs

- create drawings of Brixton buildings, patterns and people
- create prints of patterns

• In this final session we're going to concentrate on getting the artwork together for our illustrated Brixton map. Remind children that this will be the legacy of a big project that has been going on to improve the built environment in Brixton and we want to celebrate all the great things about it. Explain that the map will use the children's work – drawings of landmarks, Brixton inspired patterns and Brixton people as well as writing about people and landmarks.

- We are going to have 3 activities and everyone will be able to do each of them:

#### Activities (2 hours)

- The class will be split into 3 groups to do the activities as a carousel:
  - Drawing landmark buildings (40 minutes): copy a building from the photos (Appendix B) onto drawing paper with black pen and coloured pencils if they would like
  - Drawing and writing about Brixton people (40 minutes): Using the larger pictures of Brixton people (Appendix C) to copy and write a bit about them
  - Printing patterns (40 minutes): Draw a pattern inspired by a detail from the Brixton built environment onto piece of paper the same size as their piece of polystyrene printing sheet – looking at photocopies of details (Appendix C). Draw it so it can be used as a repeating pattern – i.e. lines will join up with the next repeat if appropriate – show children how to do this. Once they are happy with the pattern they can transfer it to polystyrene printing sheet with a biro and then print on to a strip of paper several times to create a repeating pattern. When it is printed or when waiting to print they can also draw it as a repeating pattern in black pen and coloured pencils

### Creating the final Illustrated Map (30 mins)

All artwork created during Session 3 can be used to make your illustrated map of Brixton. Putting the map together can be done by staff or a small group of supported children.

- Using the A0 Illustrated map template make your map by collaging the artworks together.
- Cut around the drawings of landmarks, people and patterns.
- Place landmark artworks in relevant positions on the map. Where there is a space you can be creative and play around with the placing of patterns and people.
- Patterns may also be used to create a border around the map.
- Ensure sure all cut-outs are well stuck down.
- The map itself can be coloured and decorated as you choose.
- Additional detail can be added by asking children to draw their own houses, and adding these.

If you cannot fit all your artworks onto the map, create a wall display, placing artworks around the map and use string to link them to locations on the map.

### Plenary (15 minutes)

- Discuss the map with the class
- What have we learnt about Brixton?

### Resources:

#### Materials

- Drawing paper in different sizes – A4, A5 and strips for prints
- Pencils
- Black pens – waterproof – thin and thick
- Coloured pencils
- Polystyrene printing sheet cut into small pieces – A5 and A6
- A5 and A6 paper for creating design for print
- Biro
- Black printing ink
- Ink rolling plates
- Ink rollers
- Scissors
- Pritt stick
- Paints & brushes

#### Appendix C

- Photocopies of **Brixton**

**buildings (portrait)** - see Appendix B

• Photocopies of **Brixton buildings (landscape)** - see Appendix B

• Photocopies of **Brixton details/patterns (small)**

• Photocopies of **Brixton**

**people (large)**

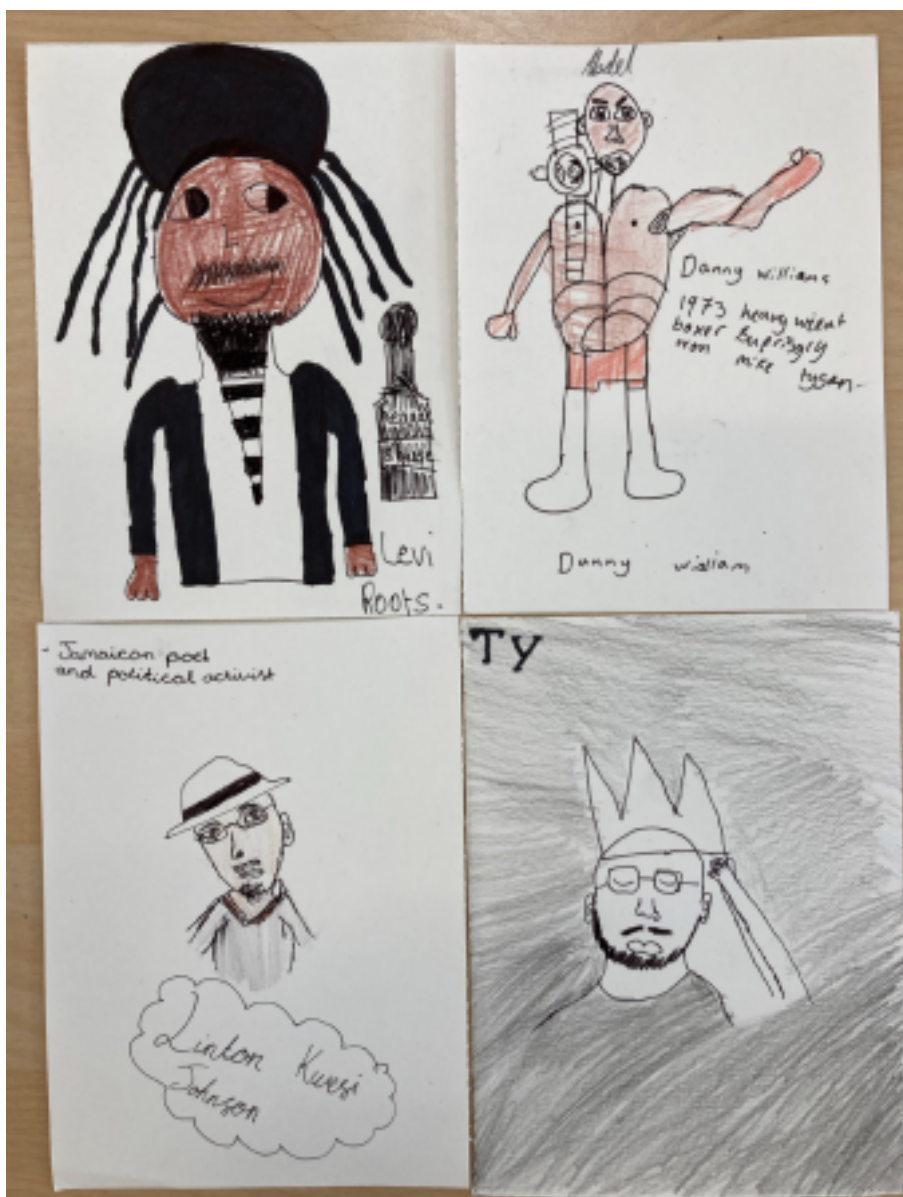
**Separate PDF's**

• **Illustrated map template (A0)**

Session 3:  
Drawing Brixton  
buildings and people







### Session 3:

Creating prints inspired by Brixton buildings and details using press print





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Final Outcome:  
Creating an illustrated Brixton map

