

A resource pack for Primary teachers



WORLD HERITAGE SITE

Bath Preservation Trust

The Trust was set up in 1934 to safeguard the historic city of Bath. The purposes of the Trust are:

- to encourage and support the conservation, evolution and enhancement of Bath and its environs within a framework appropriate both to its historic setting and its sustainable future;
- and to provide educational resources which focus on the architectural and historic importance of the city.

The Trust receives no statutory funding and is supported by donations, grants, and income from visitors to its museums, as well as 1400 members who share a passion for their city.

As well as being a campaigning organisation, the Trust runs four museums: No 1 Royal Crescent, the Museum of Bath Architecture, the Herschel Museum of Astronomy and Beckford's Tower.

Education activities at the Bath Preservation Trust are supported by the Medlock Charitable Trust and the Ernest Cook Trust, the Heritage Lottery Fund and Arts Council England.

Medlock Charitable Trust



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**ARTS COUNCIL
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**BATH
PRESERVATION
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What is a World Heritage Day?

The City of Bath was inscribed on the UNESCO World Heritage List in 1987 in recognition of the importance of the Roman remains and the Georgian architecture. This pack is designed to enable your students to learn about world heritage through holding a World Heritage Day at your school. This could coincide with international World Heritage Day which is held every year on April 18th.

The bulk of the pack is made up of lesson ideas and supporting resources (photocopiable and digital). The pack also contains ideas for how to structure your World Heritage Day; links to other available resources; and background information.

Together, the lessons will allow students to explore ideas of personal heritage, local heritage and world heritage and its importance to people.

Completing a world heritage day at your school will also provide sufficient evidence to enable your school to become a UNESCO Associated School. More information can be found here: <http://www.unesco.org.uk/designation/unesco-schools/>.

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Click [here](#) for all downloadable resources

Background information

The City of Bath World Heritage Site

In 1972 UNESCO (the United Nations Educational, Scientific and Cultural Organisation) adopted the Convention concerning the Protection of the World Cultural and Natural Heritage. This allowed for the creation of a list of natural and cultural sites, which are of outstanding universal value.

The City of Bath was inscribed on the World Heritage List in 1987 because it met three of the criteria for the selection of cultural world heritage sites. It was judged that the City:

- represents a masterpiece of human genius;
- exhibits an important interchange of human values on developments in architecture, town planning and landscape design;
- is an outstanding example of an architectural ensemble which illustrates a significant stage in human history.



The City of Bath World Heritage Site

The City of Bath is of outstanding universal value for the following cultural attributes:

- The Roman remains, especially the Temple of Sulis Minerva and the baths complex (based around the hot springs at the heart of the Roman city of Aquae Sulis, which have remained at the heart of the City's development ever since) are amongst the most famous and important Roman remains north of the Alps, and marked the beginning of Bath's history as a spa city.
- The Georgian city reflects the ambitions of John Wood Senior, Ralph Allen and Richard "Beau" Nash to make Bath into one of the most beautiful cities in Europe, with architecture and landscape combined harmoniously for the enjoyment of the spa town's cure takers.
- The Neo-classical style of the public buildings (such as the Assembly Rooms and the Pump Room) harmonises with the grandiose proportions of the monumental ensembles (such as Queen Square, Circus and Royal Crescent) and collectively reflects the ambitions, particularly social, of the spa city in the 18th century.
- The individual Georgian buildings reflect the profound influence of Palladio, and their collective scale, style and the organisation of the spaces between buildings epitomises the success of architects such as the John Woods, Robert Adam, Thomas Baldwin and John Palmer in transposing Palladio's ideas to the scale of a complete city, situated in a hollow in the hills and built to a Picturesque landscape aestheticism creating a strong garden city feel, more akin to the 19th century garden cities than the 17th century Renaissance cities.



Structuring your day

This pack provides a number of different resources that can be taken and adapted in any way you choose. The following structure is based on taking a primary school off timetable for one day in order for every student to participate. Alternatively, you could make World Heritage a focus for study over a week or even a term!

The following structure assumes a primary school with one class per year group, however it can be easily adapted to suit any school. It also assumes a typical structure of a school day with 4 hours of direct teaching time, plus an assembly in place of registration at the start of the day and a plenary session at the end of the day.

The day will begin with an introductory assembly introducing the concept of world heritage. The classes will then carry out a range of activities, coming together at the end with a final plenary session. Classes could remain as normal or be mixed up into 'vertical' classes within each key stage.

[illegible]

Structuring your day

Summary of Activities

The lessons have been differentiated by key stage with each lesson plan offering differentiation for different abilities within each key stage. Most activities will require access to an interactive whiteboard or the use of a laptop and projector.

Key stage one activities are as follows:

My Heritage

This session invites students to consider what things are special to them and to share one object that is part of their heritage. (NOTE: this session requires some preparation before the world heritage day – see p. 10 for details)

Special Places

This session involves students looking at world heritage sites and then looking at places near your school to decide what makes a place special. At the end of the session, students will vote to choose a site that deserves special protection.

Bath Time

This session allows students to explore what has made Bath special – the history of the hot springs. It features the Romans and the Georgians and will result in students creating an advertisement for the spa waters.

Story of Bladud

This session features a specially commissioned film of the Story of Bladud as told by the Barefoot Storyteller. Students will watch the story and use this as the stimulus for creative responses.

Key stage two activities are as follows:

Planning the City

It is 1700 and Bath urgently needs updating to cope with the needs of its visitors. Together students will redesign the city to meet the various demands placed upon it.

Grand Designs

This session focuses on Bath's architectural heritage and encourages students to try out their own designs.

Celebrating Bath

This session looks at images of Bath and then encourages students to write their own poetry in celebration of the city.

Structuring your day

Cross-curricular Links

	KS1 & 2 English	KS1 & 2 Mathematics	KS1 & 2 History	KS1 & 2 Geography	KS1 & 2 Citizenship	KS1 & 2 Art & Design	KS1 & 2 Design & Technology	KS1 & 2 Science	KS1 & 2 Computing	KS1 & 2 Spiritual, Moral, Social & Cultural Development
My Heritage	✓				✓	✓		✓		✓
Special Places	✓	✓	✓	✓	✓			✓		✓
Bath Time	✓		✓	✓	✓					✓
Story of Bladud	✓		✓	✓		✓				
Planning the City		✓	✓	✓	✓	✓				✓
Grand Designs			✓			✓	✓		✓	
Celebrating Bath	✓		✓	✓	✓	✓				✓

Lesson ideas

Introduction Assembly – What is World Heritage?

Use the PowerPoint [What is World Heritage?](#) as the introduction to the day. At the end of the PowerPoint you might like to include some practical information to explain how the day will be run. The slides from the PowerPoint are copied here:



1. Ask students what they think World Heritage means? Explain the idea of 'heritage' as something that is handed down from generation to generation.



2. Ask students to choose one of these pictures and explain why they think it is a World Heritage Site. (They are all WHS sites, see PowerPoint for details)



This is partly designed to test whether anyone knows that the City of Bath is a World Heritage Site. It is also an opportunity to share experiences.



The features of Bath that make it a WHS are:

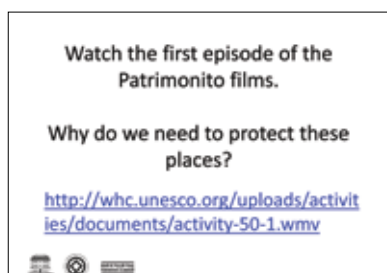
- Roman Baths
- Georgian architecture
- Hot springs
- Landscape setting



Emphasise that the World Heritage List was primarily designed to protect World Heritage Sites.



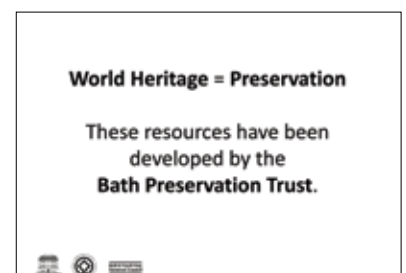
Has anyone seen the World Heritage Logo? It is by the Stall Street entrance to the Pump Rooms. By the end of today, everyone should be Patrimonitos!



This film can be seen [here](#).



Ask students to think of anything else that we could do to protect World Heritage Sites.



After this slide you could include details of how the rest of the day will work.

Lesson ideas

My Heritage

Learning outcome

Students should consider why some things are important to them and what makes them special. This will provide the opportunity to think about why we should look after our heritage and respect the heritage of others.

Curriculum links

English, Art and Design, SMSC, Citizenship, Science

Special preparation for this session

Teacher should introduce concept of heritage objects (special things) prior to this lesson using the Heritage Objects PowerPoint and completing the activity described on page 17-18. Following this activity, teachers should ask students to bring in their own heritage object (something that is important to them – a family heirloom, a treasured gift, hand-me-down clothes etc).

Resources required

Heritage objects (p 17-18) Pens / pencils etc for colouring
 Heritage objects PowerPoint Digital camera
 Label template (p 19)

Starter

Introduce concept of 'My Heritage' as things that have been passed down to me. Teacher should show their special thing to the class and explain why it is important to them. Discuss why different things will be important to different people and why we should respect those differences.

Step 1 Sharing our heritage

Show and tell with all the objects brought in by students.
 What is your object made from?
 How could we group the objects (to have similar things together)?
 Why is your object special?

Step 2 Describing our heritage

Draw your object on a label template (p19) and describe it.
 Write one sentence to describe how you came to have your object.
 Explain how you look after your object and where you keep it.

Step 3 Make a museum!

Display objects alongside their labels
 Photograph each object and label to make a slideshow and permanent record of the school's shared heritage – or make a joint display of all the labels produced in the school.

Extension

Write a short story where your special thing was lost and then found again. How did you feel when it went missing? How did you feel when you found it again? (This could draw inspiration from Shirley Hughes's story 'Dogger')

Plenary

Allow children time to look at each other's objects in the class museum. Has anyone found out something new about any of their friends? How would you feel if you lost your special thing? And then found it again?

Lesson ideas

Special Places

Learning outcome

Students should think about places that are special to them and consider why some places are recognised as being very special (World Heritage Site). They will have the opportunity to work in groups to prepare a persuasive presentation and then participate in a democratic vote.

Curriculum links

English, Mathematics, History, Geography, SMSC, Science, Citizenship

Special preparation for this session

Identify and photograph eight places local to the school that students will recognise. Each of these must have something special about them that would make them worth protecting (e.g. historical buildings, environmental habitats etc). Alternatively, we have included images of well known places in the city in [Special Places.pdf](#).

Resources required

[Special Places PowerPoint](#)

Printed photographs of local special places or alternatively use [Special Places.pdf](#)

Special place prompt sheet (p. 20)

Starter

Spend ten minutes drawing a place that is special to students for any reason.

Show drawings to the rest of the class and share ideas of why this place is special.

Write reasons for why places are special on the board (e.g. happy places, fun, family, holidays).

Step 1 Why are places special?

Everyone has different places that are special to them, but there are some places that everyone has recognised as being very special.

Show Special Places ppt, identify reasons why each place is special.

Step 2 Local special places

Split into groups and give each group one local place to research.

Each group should find out why that local place is special and then prepare a presentation using the prompt sheet (p. 20) to persuade the rest of the class to vote for that place. This process should be modelled by the teacher.

Step 3 Choosing somewhere to protect

Each group should present their place and persuade people to vote for it.

Carry out a secret ballot, where each student has two votes.

Count up votes (using tally charts) and announce the winner.

Extension

Write a letter to the council arguing that your special place should be protected.

Plenary

Why do we need to protect special places?

Why are some places more important to protect compared with others?

Lesson ideas

Bath Time

Learning outcome

Students should learn some of the reasons why Bath is special and a World Heritage City by looking at the role of the hot springs in bringing different people to Bath.

Curriculum links

English, History, Geography, SMSC, Citizenship

Resources required

Bath Time PowerPoint

Interactive whiteboard with internet access

Starter

Why is our city called Bath? There are no other hot springs in Britain – imagine you lived here and discovered hot water coming out of the ground, what would you think? How would you feel? What would you do?

Step 1 Who has visited Bath in the past?

Show Bath Time ppt

Look at pictures of the Roman Baths, imagine how they would have been used.

Step 2 Advertising Bath

Play promotional video from Thermae Bath Spa [A Day in the life of Thermae Bath Spa](#)

Why do people visit Bath today? For more ideas look at <http://visitbath.co.uk>

Step 3 Poster Time

Design posters to advertise the city and in particular the hot springs.

Students should try to think of exciting and persuasive advertising slogans to encourage people to visit.

Extension

Plan a script for a radio advert or a podcast that would help to advertise the city.

Plenary

Would people still come to visit Bath if there was just a hot spring and nothing else?

Lesson ideas

The Story of Bladud

Learning outcome

Students should become familiar with the founding legend of Bath and the importance of the hot springs to the development of the town. They should respond creatively to the story of Bladud and create their own interpretation in response to it.

Curriculum links

English, History, Geography, Art and Design

Resources required

[Story of Bladud](#) (a 17 minute film on vimeo.com)

Pens, pencils, paint, glitter, tissue paper, other craft materials

Starter

What is your favourite story? Who told it to you?

In pairs, students should tell each other their favourite story.

Step 1 Story of Bladud

Sometimes we tell stories to explain things. There is a story that explains why the first people decided to settle in Bath – does anyone know it?

Watch Story of Bladud. As students are watching, they should try to remember the main points of the story.

Step 2 Characters in the story

As a class, try to recall the main elements of the story and write these on the board.

What are the turning points in the story?

Each student should pick a key moment (e.g. when Bladud discovers the healing power of the water) and create an illustration to show what is happening at that moment

Step 3 Retelling the story

Display illustrations by students.

Groups or individuals can retell the story of Bladud (see extension).

Extension

Students who finish early can work alone or in groups to act out the story of Bladud.

Plenary

Why is this story important for the City of Bath?

Lesson ideas

City Planning

Learning outcome

Students should learn about one of the main reasons for Bath's world heritage status – Georgian town planning. By working in teams and in role play to plan the Georgian spa town, students will gain an understanding of some factors that led to the development of the world heritage city.

Curriculum links

Mathematics, History, Geography, SMSC, Art and Design, Citizenship

Resources required

[City Planning.pdf](#)

Interactive whiteboard

Sugar paper and marker pens

Labels to show which quarter each student will be working on and their profession – these can be prepared by writing or printing 2 complete sets of 16 labels e.g 'North Quarter – Builder'

Planning Bath templates (p 21-24) (could be photocopied to A3 and mounted on paper for each group)

Starter

The year is 1700 and the city of Bath urgently needs updating to meet the needs of the new century. Everyone recognises this but there are a number of different people with different interests who together must plan the new town.

Work through City Planning Powerpoint (how many houses, how many shops etc does this town need) and introduce the different groups.

Step 1 The Professions

Divide class into four groups: builders, merchants, engineers, entertainers.

Each group should be told what profession they are and spend ten minutes discussing what is most important to them in terms of town planning.

Each person should be given a label with their profession written on it and the quarter they will be working on (see step 2) e.g. 'Builder - South Quarter'

Step 2 Planning Process

The town has been divided into quarters for development (North, North-West, South-West, South) – each quarter will be developed by people of each professions (ie. 2 of each).

Students should get into teams to plan each quarter (their labels will tell them which quarter to go to).

New teams work together to plan out their quarter (roads, streets, houses, shops, concert halls, parks etc). You could compare this process to computer games such as SimCity.

Step 3 Presentation

Each quarter should elect a spokesperson to present their plan to the class.

Extension / Differentiation

Students could devise their own complete plan for the town. Younger groups could complete a simpler version of this activity by missing out Step 1 (ie. not dividing the class into professions, but still working in groups to plan the development of the city).

Plenary

Would this town actually work? Has it got enough of each type of building to cope with a population increase from 3,000 in 1700 to 30,000 in 1800?

Lesson ideas

Grand Designs

Learning outcome

Students should learn to recognise the basic features of Palladian architecture and use their creativity to design a new Georgian house.

Curriculum links

History, Art and Design, Design and Technology

Resources required

Interactive whiteboard

Building No. 1 activity for interactive whiteboard

Grand Designs PowerPoint

Photocopies of Georgian Features template (p. 25) - this should be enlarged to A3

Picturesque Bath Worksheet (p. 26)

Scissors, glue, pens, pencils

Starter

Spend ten minutes drawing their house and labelling all the features (roof, chimney, window, door, bricks, etc)

Step 1 Building No. 1 together

Show Building No. 1 activity on interactive whiteboard – look at different architectural features and ask individual students to put the pieces together to make No. 1 Royal Crescent.

Step 2 Georgian Features

Show Grand Designs powerpoint and ask students to look at the differences between the orders of architecture.

Look at houses in Bath. Ask students to spot different architectural features.

Step 3 Get designing!

Design individual Georgian houses using some Georgian Features (p. 25). (Students could either cut out some of the features and use these to make a house by adding a roof etc. or alternatively they could draw a house but include some Georgian architectural features).

Alternatively, students can complete 'Picturesque Bath' worksheet (p 26).

Extension

Students can extend their house and make a Georgian terrace, either by using additional Georgian Features, or by drawing their own extension.

Plenary

Make a long Georgian terrace by putting all the drawings in a line (on the floor or on the wall).

Do you prefer streets where all the houses look the same or where they are all different?

Lesson ideas

Celebrating Bath

Learning outcome

Students should learn the reasons why Bath has been recognised as a World Heritage Site and compare this to what Bath means to them. Students will be encouraged to express themselves creatively by writing poems to celebrate the city.

Curriculum links

English, History, Geography, SMSC, Art and Design, Citizenship

Resources required

[Celebrating Bath PowerPoint](#)

Acrostic poems writing frame (p 27)

Mesostic poems writing frame (p 28)

White A4 paper

Mini whiteboards or rough paper to make notes

Starter

What do you like about Bath? – list ideas on board

Show Celebrating Bath ppt – this is what UNESCO has said about Bath, do you agree with them?

Step 1 Words from pictures

Show pictures of Bath to class and ask students to note down words that describe Bath while looking at the pictures on the whiteboard.

Explain how acrostic / mesostic poems work and model an acrostic poem with the class.

Step 2 Writing poetry

Students to complete their own acrostic or mesostic poem – (writing frames are available on p27-28).

Copy poem onto white A4 paper and illustrate.

Step 3 Performance time

Hold a poetry 'slam' where each student reads their poem aloud and instead of scoring, other students have to identify the part of the poem that was the most effective and why.

Extension

Students could write other celebratory poems using different forms – rhyming verse, haiku, ballads etc.

Plenary

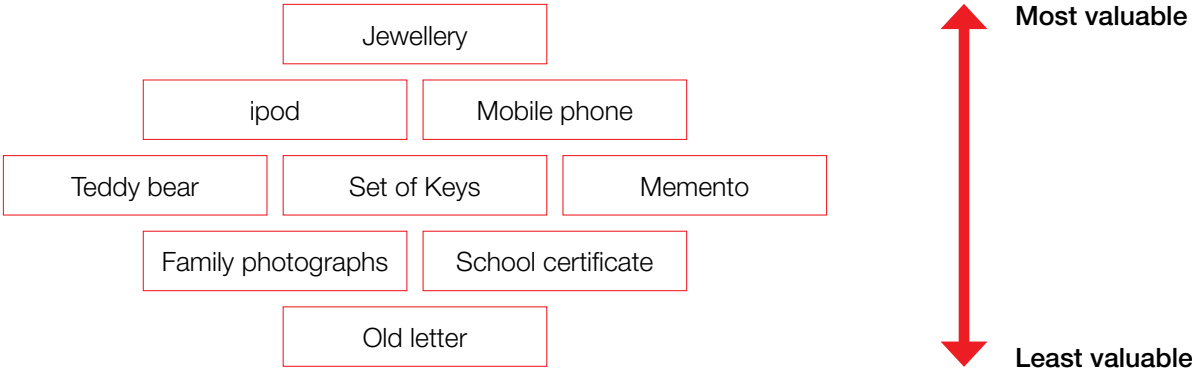
Why should we celebrate our city?

Resources

Heritage Object Cards

ipod	Mobile phone	Family photographs
Teddy bear	School certificate	Set of keys
Old letter	Memento	Jewellery

Example of a completed diamond sort activity



Resources

Heritage Object Cards Sort Activity

This activity is designed to introduce students to the idea of Heritage Objects or objects that are special and important to us. Ideally, this activity would be carried out before the World Heritage Day so that all students can bring in an object that is special to them on the World Heritage Day.

Resources Required

9 objects that relate to the teacher's life – or a hypothetical person's life

For example:

1. ipod
2. Mobile phone
3. Family photograph
4. Teddy bear that belonged to person as a child
5. School certificate (A-levels/GCSEs etc)
6. Set of keys
7. Old letter
8. Memento from a holiday
9. Jewellery

8 sets of cards that have the name of each object on each card

Activity

Show objects to whole class (images of these are available in Heritage Objects PowerPoint) and explain what they are (without explaining the potential significance of the object).

Give a set of cards to each group of four and ask them to rank the objects according to how valuable they are. Encourage discussion around the idea of value (ie. are we talking about how much they would cost? How valuable they are to me? How valuable they are to the person?). Please note, there is no right answer to this activity!

Feedback results from each group and then give them some more contextual information about each object and why they are special. Repeat the ranking exercise, but this time they must do it from the point of view of the person who owns the objects.

Feedback results and discuss, what makes a heritage object. What would students choose as their heritage objects? Ask them to bring one object for the World Heritage Day.

Resources

Heritage Object Label Template

Name:

Class:

My object:

The history of my object:

The place I keep my object:

Name:

Class:

My object:

The history of my object:

The place I keep my object:

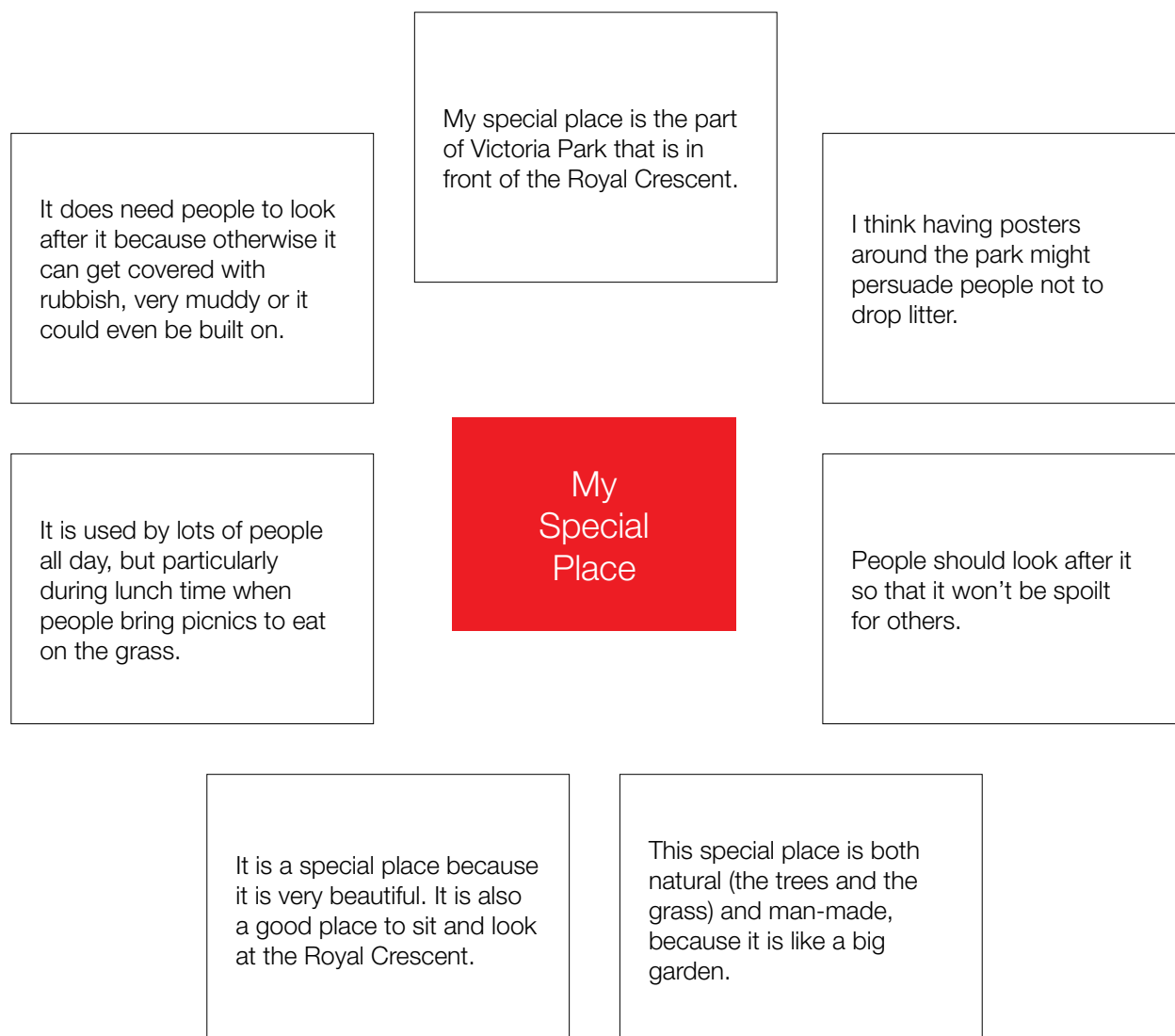
Resources

Special Places Prompt Sheet

Some questions to think about:

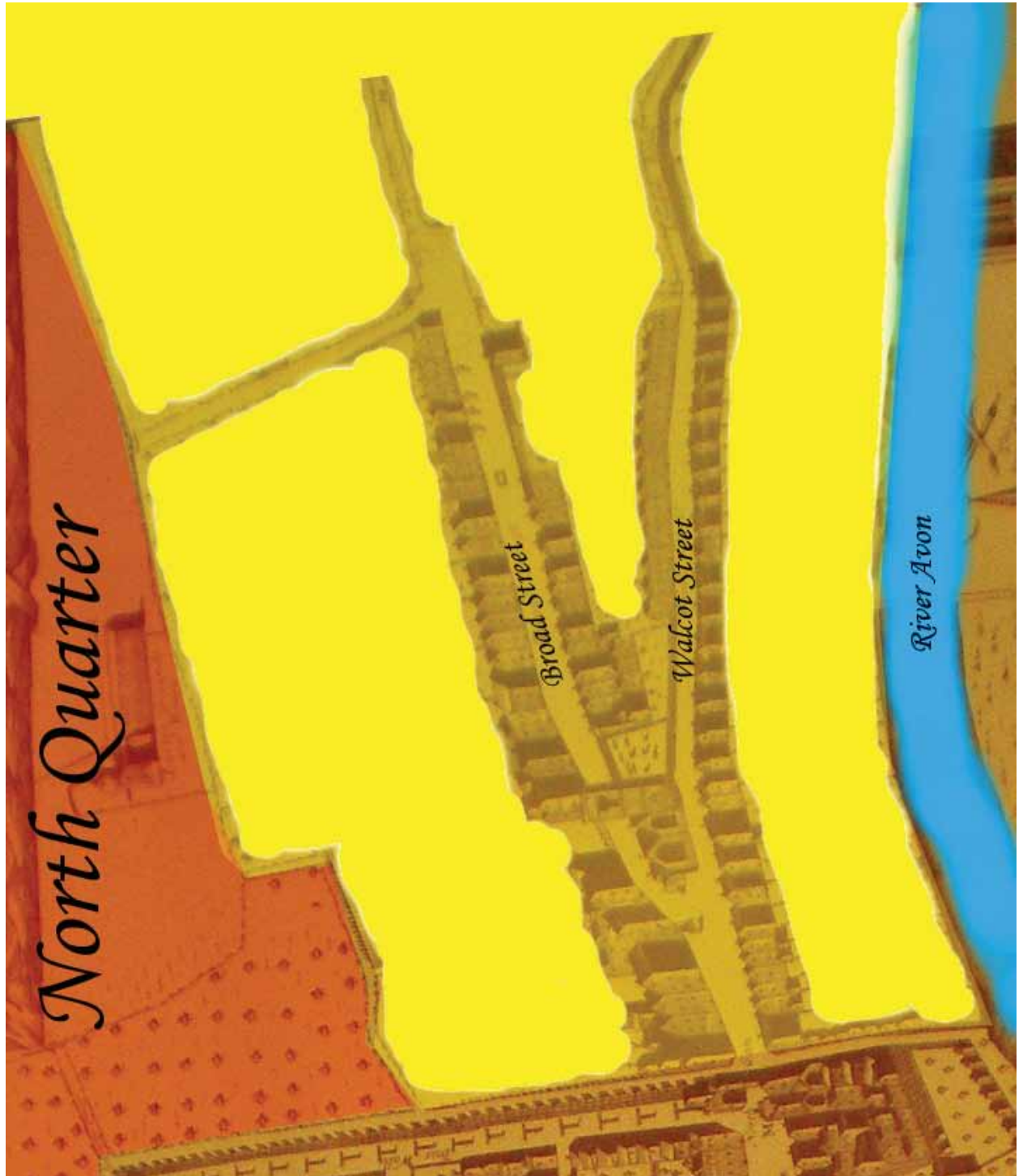
1. How would you describe your place?
2. Where is your place?
3. Who uses your place?
4. How do they use it?
5. What makes your place special?
6. Is it natural or man-made?
7. Does it need people to look after it?
8. Why should people look after your place?
9. How can you persuade people to look after your place?

Example of thinking about a special place:



Resources

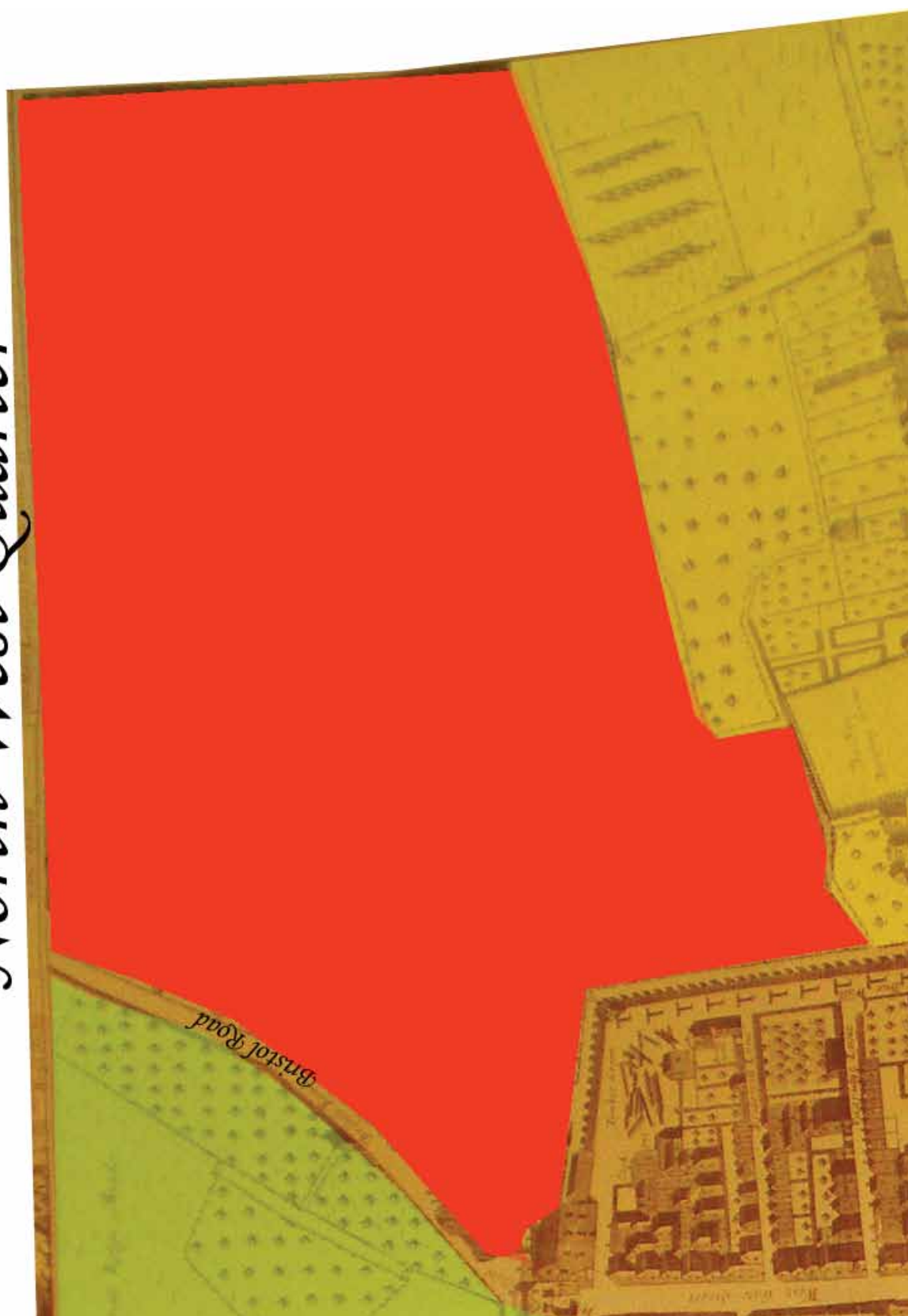
City Planning Template



Resources

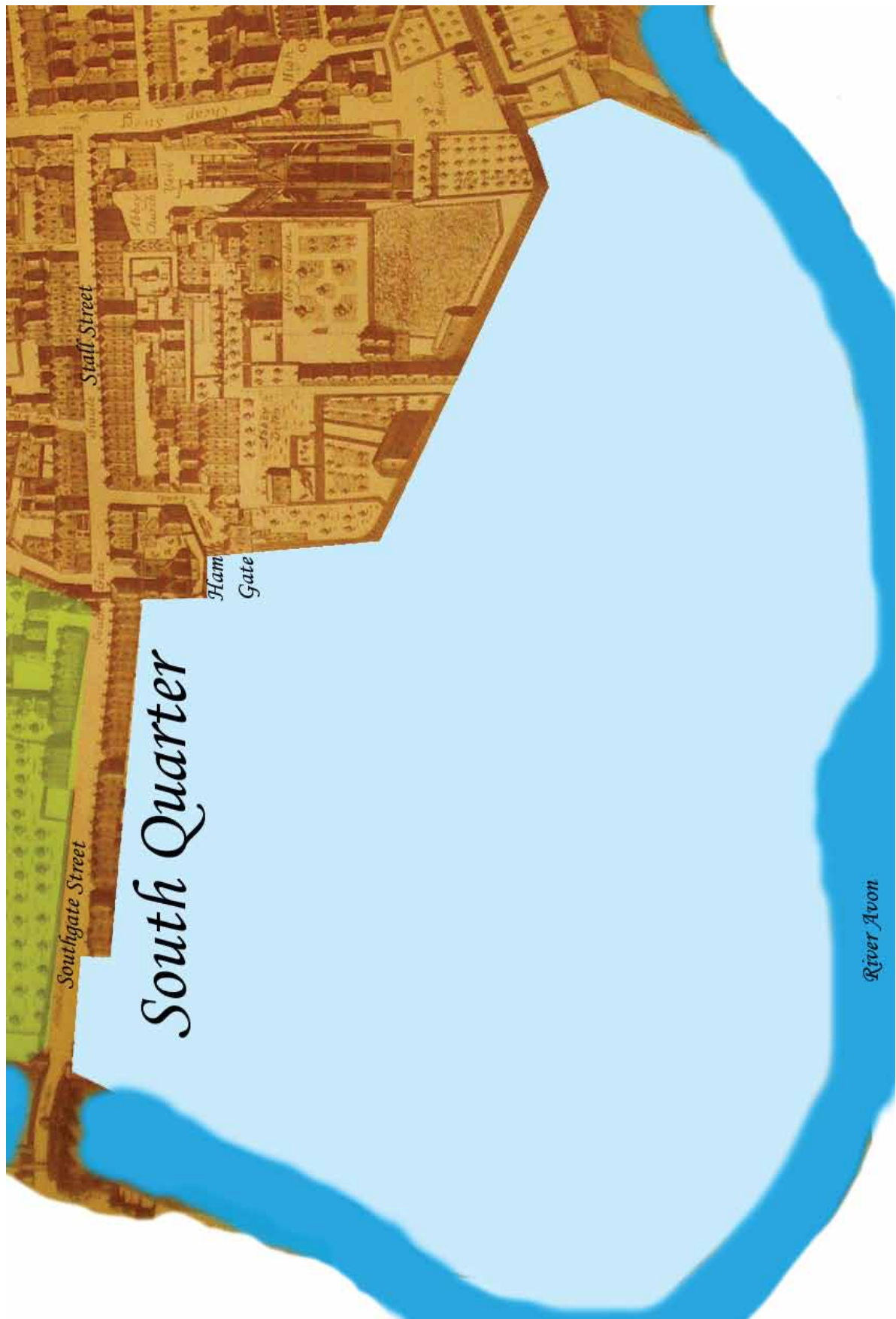
City Planning Template

North-West Quarter



Resources

City Planning Template



Resources

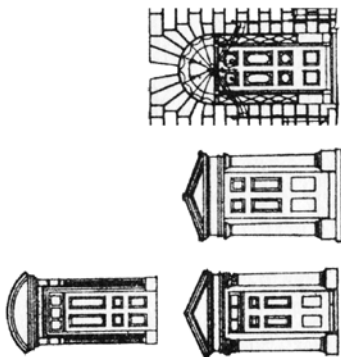
City Planning Template



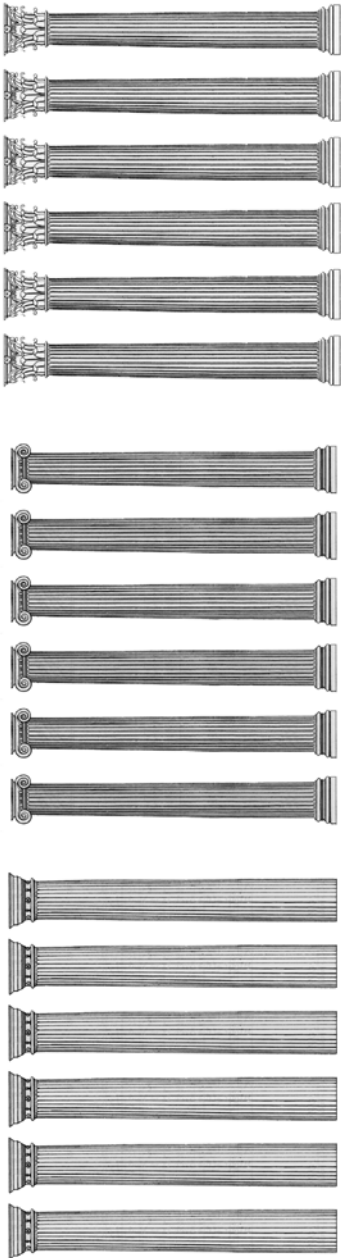
Resources

Georgian Features

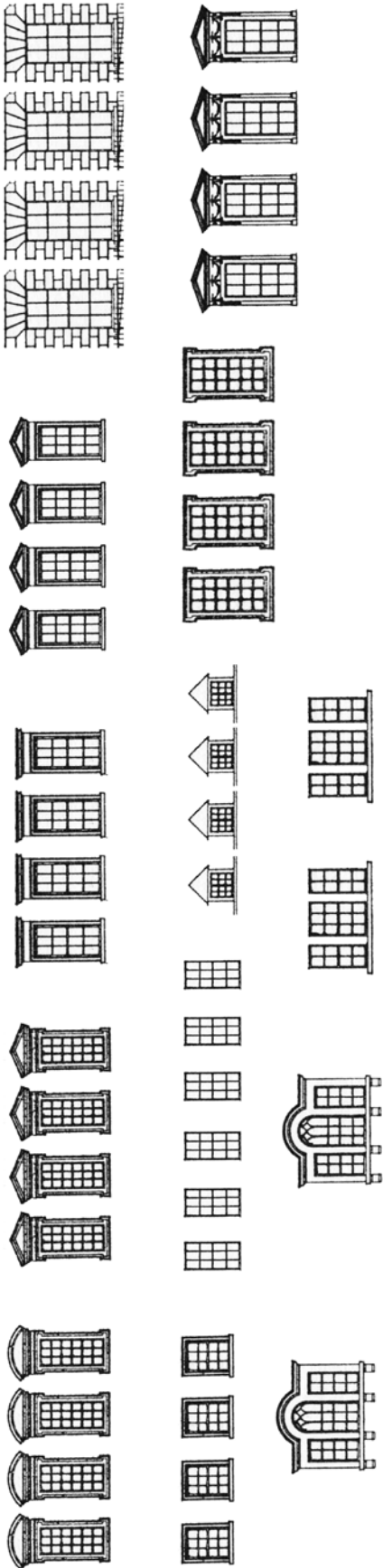
Doors



Columns



Windows

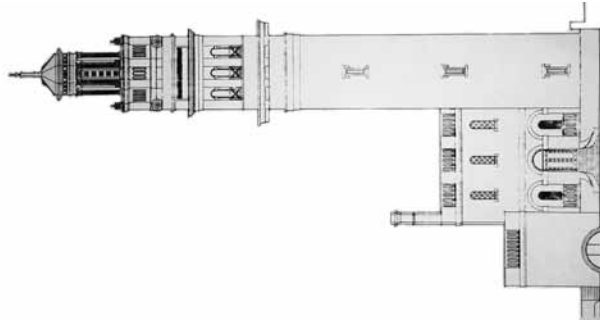


Resources

Picturesque Bath

The Picturesque movement tried to match buildings to fit in with the surrounding countryside.

Complete this drawing to show how Beckford's Tower could fit into the countryside.



Resources

Bath in Verse – Acrostic

B

A

T

H

Resources

Bath in Verse – Mesostic

B

A

T

H

Further information

Links

Bath Preservation Trust Education	http://www.bath-preservation-trust.org.uk/education
City of Bath World Heritage Site	http://www.bathworldheritage.org.uk/
UNESCO World Heritage Website	http://whc.unesco.org/en/
UNESCO Patrimoinito films	http://whc.unesco.org/en/patrimoinito/
UNESCO Associate Schools Network	http://www.unesco.org.uk/designation/unesco-schools/
Department for Culture, Media and Sport	https://www.gov.uk/government/organisations/department-for-culture-media-sport
ICOMOS – International council on monuments and sites	http://www.icomos.org/en/
English Heritage	http://www.english-heritage.org.uk/
National Trust	http://www.nationaltrust.org.uk/
Roman Baths Children's Pages	http://www.romanbaths.co.uk/children%E2%80%99s-pages
Bath in Time (historical images of the city)	www.bathintime.co.uk
Charter Trustees website	http://www.mayorofbath.co.uk/the-charter-trustees-of-the-city-of-bath

Acknowledgments

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The resources drew inspiration from the UNESCO Education Kit, [World Heritage in Young Hands.pdf](#) and the work of Dr Anjana Ford, Jurassic Coast WHS Education Co-ordinator. We are particularly grateful to Anjana for allowing us to incorporate her ideas for the activity 'My Heritage'.



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