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The Cities of the Future by Didier Cornille

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Resource pack designed for Key Stage 2

Around half of the world's population lives in cities. Creative people and communities are coming together to find new ways to improve cities and promote greener living. Cities are amazing! They are full of bright lights, incredible sights and thousands of people adding to the hustle and bustle. Around half of the world's population live in cities. Creative people and communities are coming together to find new ways to improve cities and promote greener living.

This resource pack has been created to sit alongside Didier Cornille's book, **The Cities of the Future**. It takes a cross-disciplinary approach allowing many opportunities for learning and discovery both individually or as group work. The guide includes page references for the book which help to provide context for areas of learning.

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Begin by showing the book to your pupils and ask what they think it will be about. You can use their answers and the following activities to fully discuss and explore these points:

- What do pupils enjoy most about living in the area where they are based?
- Are there any improvements pupils can think of which would increase the quality of their lives or the sustainability of the local area?
- **The Cities of the Future** describes cities as being amazing, what do pupils think makes city life amazing?
- What are some of the problems that older cities can face, and what solutions can pupils come up with to improve them?
- **The Cities of the Future** looks at the emergency housing centre in Ivry-Sur-Seine. What ideas do pupils have to make cities feel welcoming and attractive for everyone?

Fact file: do you know cities only occupy around 3 percent of the earth's land, but they are responsible for between 60 and 80 percent of energy use and for around 75 percent of the earth's carbon emissions?



The book features some words pupils might not be familiar with, can they find where these words are mentioned in the book? See if they can match the words to the correct definition.



Word bank:

| | | | | |
|--------------|-----------|------------|-------------|-------|
| Biodiversity | Community | Conversion | Ecodistrict | Humus |
| Permaculture | Renewable | Responsive | Suburbs | Urban |

- | | |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(1) Energy derived from natural sources which have an endless supply and don't run out. _____</p> | <p>(7) The dark top layer of soil which is rich in nutrients, and which help to retain moisture. _____</p> |
| <p>(2) Relating to a town or city. _____</p> | <p>(8) An approach to growing produce that uses the land and its resources in a way that is sustainable and self-sufficient. It often mirrors practices from nature. _____</p> |
| <p>(3) Short for biological diversity, this refers to the variety of living things and the interactions they have. _____</p> | <p>(9) A reaction to circumstances which is quick and generally positive. _____</p> |
| <p>(4) The outer areas of towns and cities which tend to be residential. _____</p> | <p>(10) A group of people living in a particular area or who have things in common. _____</p> |
| <p>(5) The process of changing from one form to another. _____</p> | |
| <p>(6) A neighbourhood or area that is engaged in sustainable practices concerning energy use and pollution. _____</p> | |

Answers: 1: Renewable; 2: Urban; 3: Biodiversity; 4: Suburbs; 5: Conversion; 6: Ecodistrict; 7: Humus; 8: Permaculture; 9: Responsive; 10: Community



For further reading on this topic, the list below includes books which have environmental or urban themes.

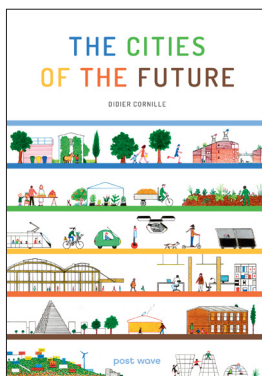
Hope Jones Saves the World by Josh Lacey

High Rise Mystery by Sharna Jackson

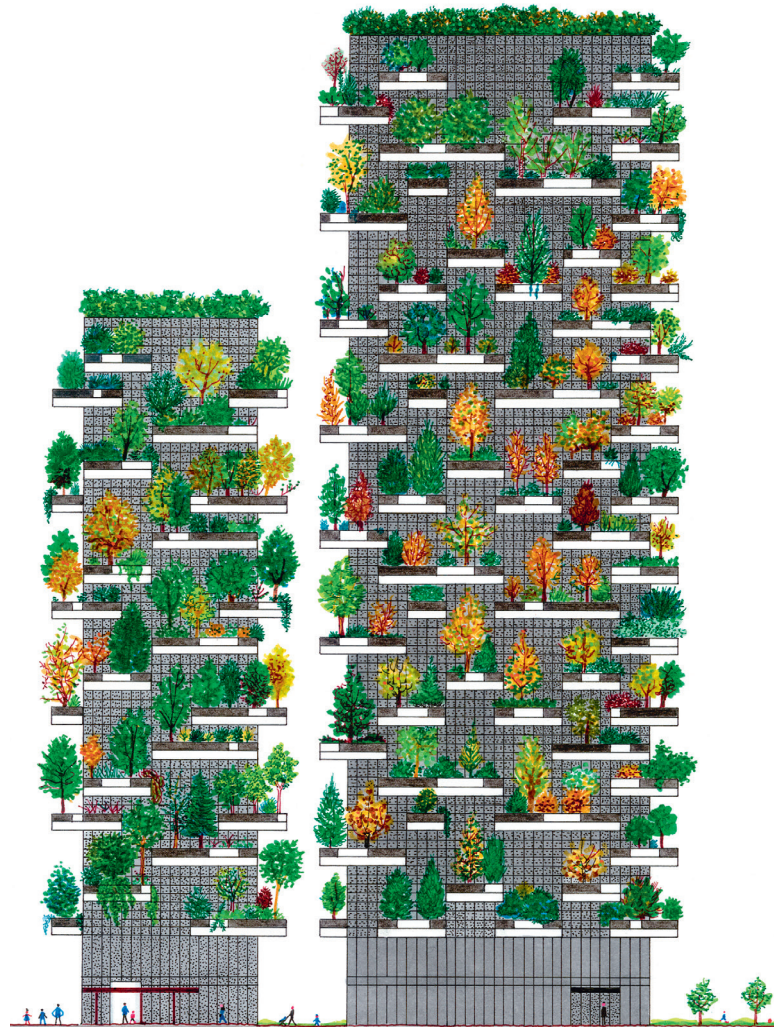
A History of the World in 25 Cities by Tracey Turner and Andrew Donkin

Global by Eoin Colfer, Andrew Donkin and illustrated by Giovanni Rigano

Overheard in a Tower Block by Joseph Coelho



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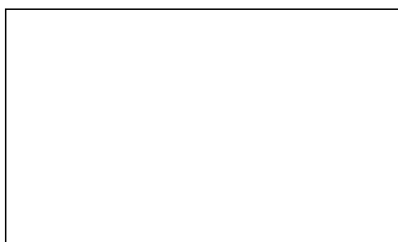
This section details how people live and the impact this can have on the environment and local area.

The book features a number of locations in the UK, Europe and across the world. Can you find these places on a map or a globe and find out the population size of the city and the country where it is located, and also the country's flag? Then, draw the country's flag in the box.

BedZED, Beddington in London
(p36-39)

Population: _____

Country: _____



The LX Factory in Lisbon
(p86)

Population: _____

Country: _____



Singapore: The Smart City
(p52-53)

Population: _____

Country: _____



For extra credit ask pupils to research Singapore's treehouse library and the materials used to build it.



Encourage pupils to carry out a sustainable check on their school or classroom. They might like to work individually focusing on one area, or as a group looking at several areas.

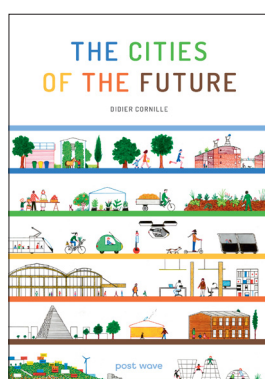
Use these questions as prompts:

- Energy use and heating – is the school insulated, are doors kept open, what are the main ways it uses energy?
- Waste produced - what items are recycled or composted? Could they be doing more?
- How do teachers and pupils get to school? Which methods have the greatest impact and which have the least?
- What kind of green spaces are there in and around the school grounds?
- Are opportunities taken to grow any produce?

Based on their findings, ask pupils to think about how the school and the area around it could become more sustainable.

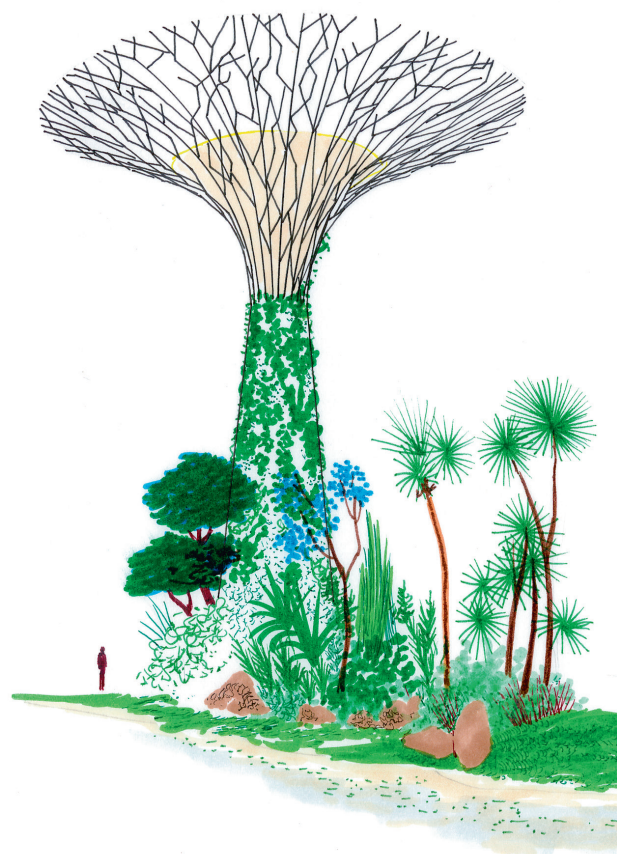
For extra credit, ask pupils to draw a map of their city and show where they would make changes and what these changes would achieve, using ideas learned in **The Cities of the Future**.

Further curriculum ties could be explored by looking at the section on BedZED (p36-39) in **The Cities of the Future**. This explains how houses in the area collect and purify rainwater. This could be tied to learning around the Water Cycle.



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Fact file: There is a movement to create urban mini woodlands, called Miyawaki Forests. The idea is to grow native trees and plants to create organic and diverse urban woodlands. The technique was developed by a Japanese botanist Dr Akira Miyawaki.



This section provides learning opportunities tied to plants and how living things grow and reproduce.

To provide context, you might find it useful to read about three growing schemes mentioned in **Can We Grow Food in Cities** (p25-33). Cities mentioned include **The Railway Farm in Paris** (p26-29), **The ECObox gardens in Paris** (p30-31), and **Saving a Struggling City in Detroit** (p32-33).

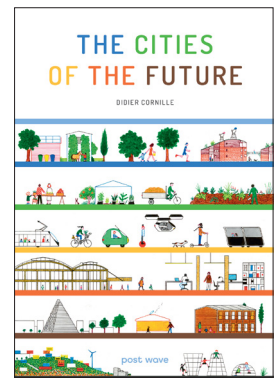
Ideas for Activity

When the car industry in Detroit, in the United States of America, was struggling, many of the areas where industry had previously been were used to create community gardens.

Find an area in the school grounds where pupils could create their own community garden. Where is the site located? What might it need to help plants grow?

If there is no space available in the school grounds, why not get creative and look at opportunities to grow herbs or tomatoes in window boxes or on a class window ledge?

Why not choose plants that can be eaten? Using plants that can be used for food could help tie this scheme with the design and technology: cooking and nutrition section below. Select some seeds and encourage pupils to nurture them to grow. You could even create your own seed library by collecting seeds from the different plants that have been grown and allowing pupils to take these and grow them in their homes and gardens.



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Design and Technology: Cooking and Nutrition

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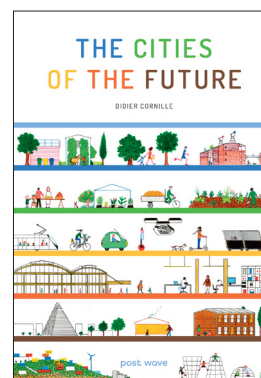
This section ties with healthy eating and nutrition. It can be used to follow on from the section above about plants and growth.

Find a healthy recipe using some of the food you've grown in the garden or on a windowsill. Encourage the class to create a balanced meal or snack incorporating the food item. This could be a salad, or a sandwich with different types of food as fillings. Pupils should create an ingredients list and step-by-step instructions for their meal.

Encourage the class to think about what the benefits of growing their own food are. How does this help to create a more sustainable way of living? You may find it useful to look at ecodistricts and the BedZED area of London which uses local materials (p36-39).

Activity

Encourage children to look at their school dinner or packed lunch and to try to work out the food miles (the distance between where something is produced and where it is eaten) for the ingredients and items that form their meals.



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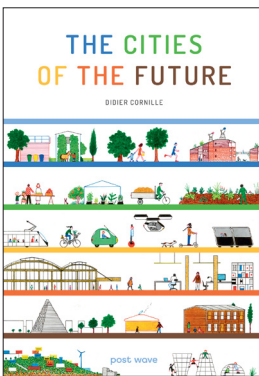
Fact file: Transporting food can have a big impact on the environment. Transporting food on planes creates around 47 percent more greenhouse emissions than using cargo ships.



This section ties with an understanding of design and architecture. Children are encouraged to use the Favelas in Brazil as inspiration (p68-69). A student project took place here where they created a model of the area. Encourage pupils to work individually to research and create a drawing of a building from one of the cities featured in **The Cities of the Future**.

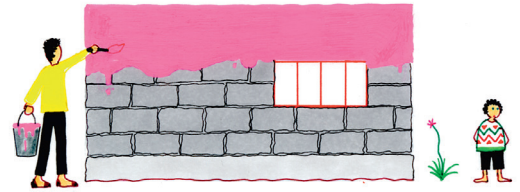
Students can then come together in groups to make a model city of the future using these buildings. Can you encourage pupils to reuse and repurpose waste packaging to create their models so that these are more sustainable themselves?

Encourage a discussion on what aspects of sustainable living are featured by the different buildings that make up the city.



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Fact File: street art is artwork which is created in public spaces. Famous street artists include Keith Haring, Banksy and Jean-Michel Basquiat. Can pupils find out more about these artists and their work?

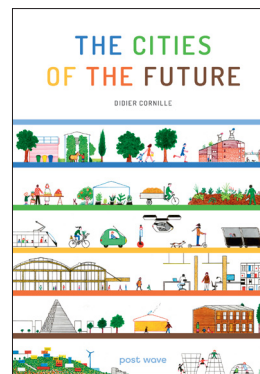


This section explores causes for change and encourages comparing one of the cities featured in **The Cities of the Future** with a British settlement from the Industrial Revolution.

What factors lead people to live in cities? During the Industrial Revolution a lot of people moved to cities and towns to help provide work in the factories.

Compare The Social Palace in Guise, France (p58-59) with either Bournville in Birmingham, or Port Sunlight near Liverpool - there is a useful website here: <https://portsunlightvillage.com/>

What led to settlements being built in these areas? What amenities were provided in the different areas to help provide quality of life for people living there?



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