



## Pre and post visit activities

To help embed your visit to Tower Bridge into your pupils' learning, here are some suggestions of pre- and post-visit activities which complement our onsite workshops and tour. If you would like more ideas on how to link your visit to specific topics please speak to a member of the Tower Bridge learning team at [learning@towerbridge.org.uk](mailto:learning@towerbridge.org.uk) and we'll be happy to advise.

### Pre-visit activity ideas

#### Local history/Geography/IT

Have a search online for the tallest buildings in London with your class; what do they look like? Your pupils could make a list of tall buildings to bring along when you visit and see how many of them you can see from the walkway during your **facilitated tour** or the **Design the Skyline** workshop.

*Teacher note: you'll definitely see the Shard, City Hall, the London Eye, the BT Tower, the Monument, St Paul's Cathedral, the Gherkin (30 St. Mary Axe), the Cheese Grater (The Leadenhall Building), the Walkie Talkie (20 Fenchurch Street), the Tower of London and London Bridge. If there is time you'll also see the view from the East Walkway towards Canary Wharf and the o2 arena.*

#### Geography/History

The River Thames has greatly contributed to the development of London. Research with your class how the River Thames has been used in the past – has its use changed? What is the River Thames used for today? Think about who uses the Thames today and see how many different ways of using the Thames you can see on the day of your visit during your **facilitated tour** or learn about in the **Open for Business** workshop.

*Teacher note: The Thames was originally used for transporting people and trade, as transporting by water was much cheaper than overland. Nowadays the Thames is used by boats transporting people mostly (tourists and commuters) and to a lesser extent goods using barges and tug boats.*

#### DT/Art/Maths

In the **Crunching Codes and Raising Roads** session, your students will have the opportunity to put together a model of a Tower Bridge bascule (the part of the bridge that raises) and raise it using a coded computer. Have a competition in your class to design and make a model boat and bring the winning boat along with you to sail under a raised bascule. You could build your boat out of wood, recycled materials or even origami (boats must be a maximum width of 15cm and needs to be at least 9cm tall to require the bridge to lift!), please only bring one boat per workshop.

*Teacher note: A good set of origami instructions can be found on this website <http://www.origami-instructions.com/origami-boat.html>. You could add a flag pole to make it tall enough for the bridge to lift.*

#### Geography/Maths/English



How are you going to be traveling to and from Tower Bridge on your school trip? Set your pupils the challenge of working it out! Can you use public transport? Which buses or trains will get you from school to Tower Bridge? What time do you need to leave? If you need do any walking, are there any landmarks you'll walk past to help you find your way?

*Teacher note: Access to TFL journey planner website, maps of your local area and maps of central London would be helpful with this activity.*

### Geography/DT/Maths

The **Design the Skyline** workshop focuses on landmark design and the different 3D shapes which create them. Do some research into different buildings (from around the world) with your class and think about what shapes they are made from. What buildings do your pupils like or dislike? Why?

*Teacher note: Pupils will be working with cubes, cuboids, triangular and hexagonal prisms, square based pyramids and cylinders in the workshop, so these would be good shapes to focus on.*

## Post-visit activity ideas

### DT/History/Geography

The UK is hugely reliant on imports to feed the population, and the Pool of London, where Tower Bridge is situated, was once known as the 'larder of London'. Perhaps your class could have a look at their weekly school lunch menu to discover where the food they eat comes from. Maybe a member of your catering team could come and speak to your class to tell them about the different ingredients which go into favourite dishes. You could do a map display to share your learning with the rest of the school or even cook some dishes which include ingredients your class learned about during their visit. Could you cook a dish that includes at least one ingredient from every continent? This activity links particularly well to the **"Open for Business"** workshop.

*Teacher note: if you would like a list of the different foodstuffs your group will work with in the workshop in advance of your visit please contact the learning team.*

### History/English

Perhaps your class could do a creative writing piece imagining they are one of the following people:

- A lighterman like Harry Harris
- A sailor
- Someone who helped to construct Tower Bridge
- A Bridge worker in the Engine Rooms

What do they see in a typical day? What is their favourite part of their job? What is their least favourite? This activity links particularly well to the **'Open for Business'** workshop and the **facilitated tour**. If your class are writing from a lighterman's perspective, they may also want to include some lighterman language! Some words they changed were kellick (meaning anchor), ditch (meaning river), chimer (hitting another river vessel). They also spoke in backslang (reversing words, e.g. 'cabin' becomes 'nibac').



*Teacher note: You could use the **Toil, Glitter, Grime and Wealth on a Flowing Tide** painting from the session for inspiration. It's available on the Tate website <http://www.tate.org.uk/art/artworks/wyllie-toil-glitter-grime-and-wealth-on-a-flowing-tide-n01580>. Ask your facilitator for a copy of our 'Talk like a lighterman' resource sheet if you would like to write from a lighterman's perspective.*

### Art

Using the **Toil, Glitter, Grime and Wealth on a Flowing Tide** painting from the '**Open for Business**' workshop for inspiration, ask your class to create their own piece of art showing what the Thames looks like today. What are the similarities and differences? What title would they give to their painting?

### IT/English/MFL/Geography

Tower Bridge is one of the most famous bridges in the world and attracts visitors from lots of different countries. Can you design a poster or leaflet that could be given to tourists to tell them some facts about the bridge before they visit? What information do visitors need to know? What facts will most intrigue them? Send in a photograph of your work and we'll try and include as many as possible on the learning blog on our website.

### Science/DT

Tower Bridge is made of different types of material and each material was chosen for its individual properties. Discuss the properties of these materials with your class and think about why these materials were chosen. As an extension activity, you could also have a think about what would happen to Tower Bridge if it were made out of different materials, would it be better or worse? Or your pupils could have a go at designing their own bridges: what materials would they use for their bridge? This activity links particularly well with the **Crunching Codes, Raising Roads** workshop and the **facilitated tour**.

*Teacher note: The materials used in the construction of Tower Bridge were Portland stone, Cornish granite, glass, steel, wood, iron and brick.*

### Geography/DT

Using the 3D models created in the **Design the Skyline** workshop, create a display of your new East London skyline to show the rest of your school. Hold a vote with the pupils in your school, do they think your class have met the brief of making the east London skyline as interesting as the west?

*Teacher note: When you are sent your pupils 3D printed models, you will also receive a panoramic photo of the East London skyline. If you stick this on the edge of a shelf, you can display your pupils models behind it to show your new and improved skyline.*