

A resource pack for Secondary teachers



SUSTAINABLE WORLD HERITAGE

# Bath Preservation Trust

This pack has been produced by the Bath Preservation Trust. The Trust was set up in 1934 to safeguard the historic city of Bath.

Bath is a UNESCO World Heritage Site, and the only complete city in the UK afforded World Heritage Status. 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

This project was originally supported by MLA South West & the MLA Partnership, with funding from DCMS and DCSF.

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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# What is Sustainable World Heritage?

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Sustainable World Heritage is a project designed to engage students in Bath and North-East Somerset in the debate over the future of our heritage. The purpose is to help schools deliver the Geography, History and Citizenship curricula.

This resource can also be used for a humanities off timetable day with special reference to Spiritual, Moral, Social and Cultural education.

Relevant links to the aims of different subjects are given below.

## **Geography:**

All pupils “develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.”

## **History:**

All pupils “gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-and long-term timescales.”

## **Citizenship:**

All pupils “develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them in to adulthood; are equipped with the skills to think critically and debate political questions.”

This online resource will suggest a whole day format and it provides lesson ideas and supporting resources.

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## 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 which 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 six criteria for the selection of cultural world heritage sites.

These criteria are:

Criterion (i): Represents a masterpiece of human creative genius

Criterion (ii): Exhibits an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town planning or landscape design.

Criterion (iv): Be an outstanding example of a type of building or architectural or technological ensemble or landscape which illustrates (a) significant stage(s) 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 town.
- The Georgian city reflects the ambitions of John Wood the Elder, 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 two 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 year group off-timetable for a day (for example Year 8) in order to focus on Spiritual, Moral, Social and Cultural education.

The structure assumes a year group of 240 students divided into eight classes each with thirty students. It also assumes a typical structure of a secondary school day with 5 hours of teaching time, plus an assembly in place of registration at the start of the day.

The day will begin with an introductory assembly introducing the two separate ideas of 'World Heritage' and 'Sustainability' and asking are these compatible? Following this, each class will complete four lessons investigating different themes relating to Sustainable World Heritage. These lessons could be taught as a carousel as shown below. The day will finish with a plenary session where all the classes will come together.

Time	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
8.30 Registration	Introduction to day (Assembly)							
9.00 Lesson 1	A	B	C	D	A	B	C	D
10.00 Lesson 2	D	A	B	C	D	A	B	C
11.00 Break	Break							
11.20 Lesson 3	C	D	A	B	C	D	A	B
12.20 Lesson 4	B	C	D	A	B	C	D	A
1.10 Lunch	Lunch							
2.00 Lesson 5 1st 1/2	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep
2.30 Lesson 5 2nd 1/2	Plenary session (Question time)							
3.00	End of school day							

## Structuring your day

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### **Introduction session – What is World Heritage?**

The PowerPoint *What is World Heritage?* can be used for the introductory assembly.

### **Lesson A – World Heritage in danger**

This session involves research on the internet to find out about World Heritage Sites across the globe and the threats that they face.

### **Lesson B – What does world heritage mean to Bath?**

This session will examine students' existing views of their city and listen to a range of views expressed by local people.

### **Lesson C – Does Bath need to change?**

This session will encourage students to discuss the future of Bath by focusing on a range of key issues that the city faces in the twenty-first century.

### **Lesson D – Planning for the Future**

This session will empower students by encouraging them to plan for future development of the city.

### **Plenary session – Is World Heritage Sustainable?**

The closing session provides an opportunity to bring together all the ideas raised during the course of the day. This session could involve inviting external speakers to take part in a 'Question Time' activity, with students preparing questions beforehand.

# Lesson A

## World Heritage in danger

### Learning outcome

Students should learn why places have been put on the World Heritage Site list, what threats there are to World Heritage and how people are working to protect them.

Please note: this lesson should take place in a location where students can access the internet.

### Resources required

[World Heritage Sites](#) PowerPoint

[UNESCO Patrimoinito films](#)

[World Heritage in Danger Webquest](#) (word document)

[World Heritage in Danger Webquest – SEN version](#) (word document)

World Heritage in Danger diamond ranking exercise (Lesson A resource, page 13)

### Starter

Ask students to spend two minutes thinking of the most amazing place they have ever been to and why it was amazing. Share with class.

Show World Heritage Sites PowerPoint on whiteboard – ask students to think what makes each place so special, then show the values identified by UNESCO.

#### Step 1 World Heritage in Danger

Using IWB, list class ideas for what could threaten world heritage sites (pollution, development, earthquakes, wars, litter, neglect etc).

Using these ideas, ask students to complete a diamond ranking exercise – see page 13 for details.

#### Step 2 Web Research

In pairs, students complete the Webquest to find out more about which world heritage sites are in danger and the threats they face.

#### Step 3 Persuading People

Either: Create a poster or front page of a website to show why we need to protect our heritage.

Or: Work in groups to create a short play demonstrating the need to protect world heritage. This could be based on the Patrimoinito films

### Extension

Students could create a PowerPoint presentation on the theme of world heritage in danger and what we should do to protect it.

### Plenary

Show posters, pages and plays to the rest of the class.

How could this class persuade more people about the need to protect our heritage?

## Lesson B

# What does World Heritage mean to Bath?

### Learning outcome

Students should consider what makes Bath special and how different people view the city in different ways. Students should be able to put forward their own view and justify it.

### Resources required

*What does World Heritage mean to Bath?* PowerPoint

Audio recording equipment if available

Paper, pens or pencils

### Starter

As students to list what makes Bath special for five minutes. Share ideas and create a definitive class list on the board.

#### Step 1 What do other people think?

Look at the PowerPoint. Listen to the interviews with local residents and look at the images of Bath. As students are listening they should note down what each interviewee thinks makes Bath special. Why do different people have different opinions?

#### Step 2 What does UNESCO think?

Do these Outstanding Universal Values match the class list? What does World Heritage mean to some people who live in Bath? Listen to the second half of the interviews to find out! As students are listening they should make notes.

#### Step 3 Spreading the message

Why is it important for people to think about what makes their town special? In groups, plan a two minute podcast to explain why Bath is a World Heritage Site and answer the question 'What does World Heritage mean to Bath?' Show additional images of Bath online to help students make their argument.

### Extension

Is one city more special than another? How could you decide this?

### Plenary

Each group should either record their podcast (where facilities are available) and play it to the class or else perform it. Ask the class to identify what each group did well. How might the school raise awareness of Bath's World Heritage status?

# Lesson C

## Does Bath need to change?

### Learning outcome

Students should actively participate in a discussion about the future of Bath. In doing so, they should consider a range of viewpoints and arguments, and be able to discuss constructively in a way that shows respect for the views of others.

### Resources required

8 Discussion cards (Lesson C resource, pages 14-17)

[Lesson C Record sheet](#) (word document)

### Starter

Is there anything you don't like about Bath? – list ideas.

Can you think of things other people might not like about Bath?

What about...

- commuters driving to work?
- people trying to buy a house?
- people trying to set up businesses?
- visitors to Bath?

### Step 1 Setting up the Information market

Split class into 8 groups and allocate a discussion card to each group. Each group will spend 15 minutes reading the argument, adding their own ideas and producing a teaching resource poster for their point of view. Words, images and diagrams can all be used on the poster. Each group will prepare an argument either yes or no in answer to the following questions. 8 posters will be created:

- Should we build more houses in Bath?
- Should we introduce a congestion charge?
- Should we knock down outdated buildings and create new purpose built offices?
- Should we encourage more tourists to visit Bath?

### Step 2 Learners teach the groups

The teacher should appoint a lead learner to stay with the resource and teach the ideas on it to the other members of the class who will circulate in their groups for a given period of time to gather information on each argument. Use the Record sheet to make notes.

### Step 3 Groups teach the learners

The circulating groups reunite with the lead learners and teach them everything they have discovered about the 7 other arguments.

### Extension

Is change inevitable?

### Plenary

Carry out a class vote or ballot to decide which argument is the most important to Bath.

# Lesson D

## Planning for the future

### Learning outcome

Students should work in pairs to plan a specific development that will help address the challenges faced by Bath in the twenty-first century.

### Resources required

*Bath in 2026* PowerPoint

Lesson D Summary of Statement of Outstanding Universal Values for the World Heritage City of Bath (word document)

Large pieces of paper or card

Coloured pencils / pens

### Starter

Show the PowerPoint and ask students whether they agree with the challenges set by the government for the development of Bath. This session works by inviting the students to accept the challenges in order to identify possible solutions in relation to a specific site.

#### Step 1 Discussing needs

In pairs look at the six challenges facing Bath shown in the PowerPoint.

Brainstorm ideas for how they might address some of these challenges (not all!) through a new development at Western Riverside.

Decide which challenges they want to focus on by developing this site.

#### Step 2 Planning in Pairs

give each pair a large piece of paper or card plus pens and pencils.

Each pair will decide how they would develop the site by creating a clear plan with text, images and diagrams to explain their ideas.

#### Step 3 Comparing ideas

Each pair should present their plan to the class and explain their reasons behind their designs.

### Extension

Look at the Summary of Statement of Outstanding Universal Values for the World Heritage City of Bath. Will these be threatened by your plans?

### Plenary

How well has each plan addressed the challenges identified at the beginning of the lesson?

# Plenary

## Is world heritage sustainable?

### Learning outcome

Students should listen to and contribute to a debate over the future of the City of Bath in relation to its World Heritage status.

### Resources required

A group of speakers to form a 'panel of experts' for a Question Time event with the whole school – see links section for ideas for who you might contact.

One teacher should act as the 'chair' of the Question Time. This could be the Head Teacher or the Chair of Governors, or another well known person invited for the session.

### Starter

Remind students of the assembly held at the beginning of the day which introduced the concepts of world heritage and sustainability. Is it possible for us to preserve the past AND develop the city for a sustainable future? Have a class vote and ask students to justify their views. (This could involve a 'vote with your feet' exercise where students go to one corner of the room if they answer 'yes' and another corner of the room if they answer 'no')

#### Step 1 Preparing your class questions

Inform students that the school has invited a panel of experts to answer questions from the students. Give details of who will be on the panel and their background.

Each student should come up with one question to ask and then working in groups of 4 they should share their questions and decide on the best one to put forward. The groups should then share their questions and the class should vote to choose the best two questions to take to the Question Time meeting and the names of the students who came up with them / or who will ask the questions.

#### Step 2 Question Time

Before the students gather for the Question Time event, all the questions generated by the classes should be gathered together and 5-6 questions should be selected (by teachers) to put to the panel of experts. The selected questions should be representative of all the questions.

The Question Time session should be run to a strict format:

- The expert panel are introduced by the chair.
- The first student whose question has been selected will be announced by the chair and they will then ask their question.
- Each member of the panel will answer the question and any subsequent debate will be managed by the chair.
- Repeat steps 2 and 3 for all questions.
- Conclude the session by thanking the speakers.

### Plenary

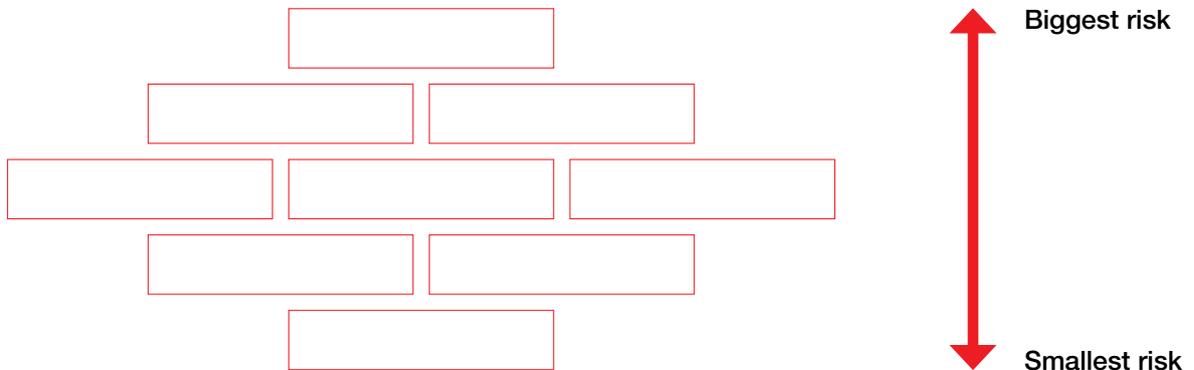
Ask students to think about steps they could take to raise awareness of world heritage and the need to adapt for a sustainable future.

# Resources

## World heritage in danger

What are the biggest risks to our heritage?

War	Natural disasters (flood / earthquake)	Development (building nearby)
Litter	Too many visitors	People not knowing about it
Neglect (no one looking after it)	Pollution	Theft



This activity should be completed in groups of four and you will need one set of cards per group. To complete this activity, rank each factor above in order of risk to our heritage. Each group should be prepared to show the class their ranking and the reasons for doing so.

## Resources

### Does Bath need to change? Discussion cards

#### **YES** we should build more houses in Bath

Think about the following points and see if you can think of any examples where building more houses might **help** the local community.

- Bath and North-East Somerset has one of the highest average house prices in the country at £398,000 compared to the national average of £192,000 (source: Land Registry 2016)
- in Bath the average price of a semi-detached house is £379,000 and the average price of a terraced house is £423,000.
- in England and Wales the average price of a semi-detached house is £181,000 and the average price of a terraced house is £144,000.
- Bath needs more houses to make it more affordable for people to live and work here.

#### **NO** we should not build more houses in Bath

Think about the following points and see if you can think of any examples where building more houses might **not help** the local community.

- Bath is already overcrowded and has a serious traffic congestion problem and the city cannot cope with a larger population.
- There are a large number of second homes in Bath. The council could look at ways of discouraging second home ownership to free up houses for local residents.
- Building more houses could damage Bath's status as a World Heritage City – particularly if the design is not the highest quality. The World Heritage status is very important to Bath as the city relies on tourism.
- There are other locations nearby that are better suited to building more houses and regeneration.

## Resources

### Does Bath need to change? Discussion cards

#### **YES** we should introduce a congestion charge

(a congestion charge is where traffic has to pay a fixed charge to travel into the centre of the city)

Think about the following points and see if you can think of any examples where introducing a congestion charge might **help** the local community.

- The centre of Bath is very congested during peak periods (8am-9am, 5pm-6pm). Introducing a congestion charge would encourage commuters to avoid the historic centre of Bath and make it a more pleasant and safer environment.
- Removing cars from the city centre would encourage more people to cycle to work, resulting in a reduction in pollution and improvement in people's health.
- The congestion charge in London has been largely successful.

#### **NO** we should not introduce a congestion charge

(a congestion charge is where traffic has to pay a fixed charge to travel into the centre of the city)

Think about the following points and see if you can think of any examples where introducing a congestion charge might **not help** the local community.

- A congestion charge for the centre of Bath would only force more traffic onto other very congested roads (London Road, Lower Bristol Road).
- A congestion charge would penalise people who have to drive to the centre of Bath because they live or work there.
- Setting up a congestion charge system would be very expensive for such a small area and might result in an increase in council taxes.

## Resources

### Does Bath need to change? Discussion cards

#### **YES** we should knock down old buildings and create new purpose built offices

Think about the following points and see if you can think of any examples where demolishing old buildings might **help** the local community.

- Old buildings were not designed to house modern businesses – in particular it is quite difficult to put offices that require lots of cables for computer networks into old buildings.
- Businesses based in old buildings (particularly ‘listed’ buildings – those that are protected by law) have lots of additional costs and so might be reluctant to set up in Bath.
- Bath needs more businesses because it is too reliant on the tourist trade. Building new purpose built offices might encourage new businesses to set up in Bath.

#### **NO** we should not knock down old buildings and create new purpose built offices

Think about the following points and see if you can think of any examples where demolishing old buildings might **not help** the local community.

- Bath is famous because of its old buildings. If you start knocking down any of the old buildings, then it might make Bath a less attractive place to tourists and businesses.
- It is sometimes more environmentally friendly to adapt old buildings rather than knock them down and build new ones.
- The local community is often very attached to old buildings as they form part of the local heritage.
- Demolishing old buildings could potentially threaten Bath’s world heritage status.

## Resources

### Does Bath need to change? Discussion cards

#### **YES** we should encourage more tourists to visit Bath

Think about the following points and see if you can think of any examples where encouraging more tourists might **help** the local community.

- A large number of jobs in Bath are dependent on the tourism trade. Over 6 million tourists come to Bath every year and we need to keep that number growing to secure jobs for local people.
- The income from the Roman Baths (the main tourist attraction) is used by the local council to improve services for local residents.
- Improved facilities for tourists can also benefit local residents – for example, improvements in public transport would help attract more tourists and benefit the local community.

#### **NO** we should not encourage more tourists to visit Bath

Think about the following points and see if you can think of any examples where encouraging more tourists **might not** help the local community.

- 6 million tourists a year already puts a lot of strain on a city that has a population of 84,000.
- Tourists contribute significantly to the city's problems of congestion and parking.
- The centre of the city often feels like it belongs to the tourists rather than the local community.

## Further information

### List of resources and useful links:

To download all resources, [click here](#)

*Introduction Assembly:*

What is World Heritage? PowerPoint

*Lesson A World Heritage in Danger:*

World Heritage Sites PowerPoint

Diamond ranking exercise

UNESCO Patrimoinito films

World Heritage in Danger Webquest

World Heritage in Danger Webquest – SEN version

*Lesson B What does world heritage mean to Bath:*

What does World Heritage mean to Bath? PowerPoint

*Lesson C Does Bath need to change?:*

Discussion cards

Record sheet

*Lesson D Planning for the future:*

Bath in 2026 PowerPoint

Summary of statement of Outstanding Universal Values of the City of Bath

### Links

The following websites provide useful information:

Bath Preservation Trust Education	<a href="http://www.bath-preservation-trust.org.uk/education">www.bath-preservation-trust.org.uk/education</a>
City of Bath World Heritage Site documents	<a href="http://www.bathworldheritage.org.uk/documents">http://www.bathworldheritage.org.uk/documents</a>
UNESCO World Heritage Website	<a href="http://whc.unesco.org/en/">http://whc.unesco.org/en/</a>
Department for Culture,Media and Sport	<a href="https://www.gov.uk/government/organisations/department-for-culture-media-sport">https://www.gov.uk/government/organisations/department-for-culture-media-sport</a>
English Heritage	<a href="http://www.english-heritage.org.uk/">http://www.english-heritage.org.uk/</a>
National Trust	<a href="http://www.nationaltrust.org.uk/">http://www.nationaltrust.org.uk/</a>
Bath and North East Somerset major projects	<a href="http://www.bathnes.gov.uk/services/planning-and-building-control/major-projects">http://www.bathnes.gov.uk/services/planning-and-building-control/major-projects</a>
Bath in Time (historical images of the city)	<a href="http://www.bathintime.co.uk">www.bathintime.co.uk</a>

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