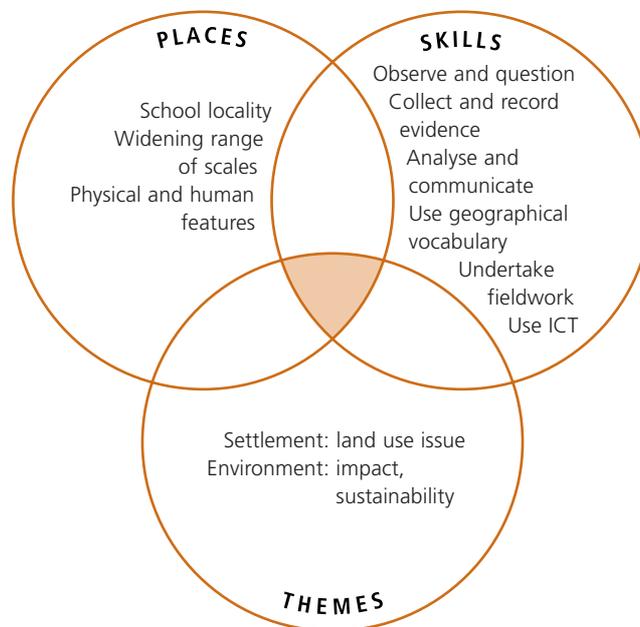


## Unit 12 Should the high street be closed to traffic?

### ABOUT THE UNIT

This is a 'medium' unit. It provides an example of a focused investigation for children who have developed fieldwork skills. It involves the children in collecting and analysing information and using this in a decision-making exercise, the results of which can be disseminated to a wider audience, including organisations like the local council.

The unit offers links to literacy, ICT, and spiritual, moral, social and cultural development.



### VOCABULARY

In this unit, children are likely to use:

- buildings, traffic, environment, volume, pedestrian precinct, diversion, benefits, shopkeepers, deliveries, senior citizens, survey, points of view, planning, issues, decisions

They may also use:

- words connected to their survey findings about people's opinions

### RESOURCES

- appropriate recording equipment for the fieldwork, *eg clipboard, tally sheets, a camera*
- local people
- database and graphing software
- local maps
- flip charts

## PRIOR LEARNING

It is helpful if the children have:

- experience of fieldwork
- some knowledge and understanding of the types of feature that make up a town centre and the services found in a high street
- acquired the skills needed to undertake a survey

## EXPECTATIONS

### at the end of this unit

<i>most children will:</i>	investigate the issue of traffic management in a specific area and use the evidence to make a reasoned decision about the outcome
<i>some children will not have made so much progress and will:</i>	carry out a more structured survey; debate the merits of a small number of provided solutions, choosing one as the best answer
<i>some children will have progressed further and will also:</i>	write a letter to the local paper or local council offering informed solutions for comment; design some elements of a plan to improve the high street

## FUTURE LEARNING

Children could build on this work by designing a plan to improve the high street, taking into consideration the needs of all the various users. They could look at the feasibility of their ideas, perhaps undertaking further fieldwork in the area.

The settlement theme will be developed further in geography at Key Stage 3.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
<b>What is the high street like?</b>			
<ul style="list-style-type: none"> <li>to investigate a place</li> </ul>	<ul style="list-style-type: none"> <li>Review what the children have learned in previous work on the town centre, <i>eg types of building, functions, numbers of people, why it is a busy place.</i></li> </ul>	<ul style="list-style-type: none"> <li>recall information about the town centre from earlier studies</li> </ul>	
<b>How big an issue is traffic?</b>			
<ul style="list-style-type: none"> <li>to undertake fieldwork</li> <li>to collect and record evidence about local traffic issues</li> </ul>	<ul style="list-style-type: none"> <li>Visit the local high street area and ask the children to look at, and collect data about, traffic issues, <i>eg volume of traffic, parking problems, varying needs of different high street users like shopkeepers, children, senior citizens, businesses.</i></li> <li>With the children's help, collate the data they have collected and ask them to record the data on a datafile and produce graphs to represent the data. These graphs could be produced using graphing software.</li> </ul>	<ul style="list-style-type: none"> <li>carry out fieldwork tasks</li> <li>record evidence in a variety of ways</li> </ul>	<p>To answer the enquiry question, focus activities on specific questions, <i>eg What are the main traffic problems? How is traffic controlled? Are these measures successful? Could a traffic-free high street help?</i></p> <p>IT: use of spreadsheets and graphing software to record data in a datafile and produce graphs (Units 4D and 5D).</p>
<b>Should the high street be closed to traffic?</b>			
<ul style="list-style-type: none"> <li>to undertake a decision-making exercise</li> <li>to look at changes in the environment</li> <li>to look at an issue arising from how land is used</li> </ul>	<ul style="list-style-type: none"> <li>With the children's help, design and carry out a survey of the views of people in the town, taking care to find out what people think are the benefits and drawbacks of closing the high street to traffic.</li> <li>In the classroom, look at the local map with the children and discuss routes the traffic could take instead of using the high street.</li> </ul>	<ul style="list-style-type: none"> <li>carry out a survey to elicit different viewpoints and feelings</li> </ul>	<p>Spiritual, moral, social and cultural development: work on the effect of environmental change on different groups of people could be extended to include spiritual, moral, social and cultural dimensions.</p>
<b>What can be done to solve the problem of traffic in the high street?</b>			
<ul style="list-style-type: none"> <li>how places can be managed and improved</li> <li>to draw up reasoned plans to identify solutions</li> <li>to propose environmental change in an area</li> </ul>	<ul style="list-style-type: none"> <li>Divide the class into groups and allocate a range of roles to each, <i>eg a shopkeeper, a young parent, a delivery driver.</i></li> <li>Ask each group to debate the issue of traffic on the high street and try to arrive at a solution.</li> <li>Ask each group to prepare a presentation of its views on traffic on the high street. When each group has made its presentation to the class, take a vote to determine the best plan for the high street.</li> </ul>	<ul style="list-style-type: none"> <li>discuss an issue in an informed way using a range of evidence</li> <li>arrive at an informed view about the issue</li> <li>are aware of the range of views that people hold about the issue</li> <li>understand the nature of compromise</li> </ul>	<p>Literacy: when children take part in role play and make a presentation, they can think about how they vary the language they use to suit the occasion. There is also the opportunity to teach presentational skills, <i>eg the importance of clarity and providing an overview when introducing a topic.</i></p>
			<p><b>SAFETY</b> – All off-site visits must be carried out in accordance with LEA and school guidelines.</p>