

Unit 20 Local traffic – an environmental issue

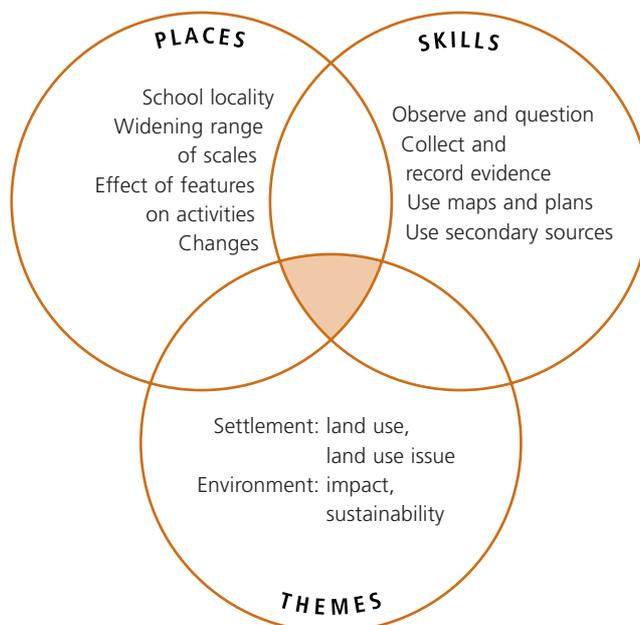
ABOUT THE UNIT

This is a 'long' unit. It deals with a local traffic improvement scheme (a by-pass) and the impact it will have on local people and the environment. **The unit has been designed so it can be adapted easily for any local issue.** The issue could be concerned with other traffic improvement schemes, eg *speed ramps, one-way streets, cycle lanes, pedestrian crossings, routes for handicapped people* or a quite different issue, eg *a proposal for quarrying, the effect of a hypermarket on existing shops, the effect of demolishing old houses to create a new site with different potential uses like a leisure centre or mosque, building a BMX track.*

The key questions for any issue are likely to be:

- What is the issue? – identify it clearly from maps, photographs, local knowledge
- Where is the issue? – how far does it extend?
- Why is it an issue? – which groups are in favour of this scheme and which against?
- What are the views of the different groups involved?
- What do the class think about the issue?
- How might the issue develop in the future?

The unit offers links with speaking and listening, citizenship and environmental education.



VOCABULARY

In this unit, children are likely to use:

- by-pass, construction, cutting, embankment, congestion, pollution, parking, detour, impact, public enquiry, traffic flow, environment, energy

They may also use:

- words associated with the issue

RESOURCES

- a range of local maps and plans
- contemporary and historical photographs (ground and aerial)
- local newspaper reports
- planning proposals
- local people and professionals, eg *residents, planners, local politicians*

PRIOR LEARNING

It is helpful if the children have:

- studied aspects of their own and other localities, as in Units 6 and 13, for example
- developed map, photograph and fieldwork skills
- been introduced to some patterns and processes relating to the physical and human landscape

EXPECTATIONS

at the end of this unit

most children will:

begin to account for their own views about the environment, recognising that other people may have reasons for thinking differently;
identifying how people affect the environment and recognise ways people try to manage it for the better

some children will not have made so much progress and will:

undertake simple tasks relating to maps, diagrams and secondary sources;
state a range of views held by people about the issue

some children will have progressed further and will also:

recognise and describe how people can improve or damage the environment;
come to a reasoned, personal view about what should happen;
begin to understand the democratic process used to make local decisions

FUTURE LEARNING

Children may build on this unit by undertaking a larger-scale issue-based enquiry in year 6. They may also reflect on the progress of traffic improvements in their area from time to time in the following year.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
What are the issues involved in constructing the by-pass?			
<ul style="list-style-type: none"> about the issues involved in a change in the local environment to locate features on a map to relate maps to photographs to carry out an interview 	<ul style="list-style-type: none"> Provide opportunities for the children to identify the key issues about the traffic by-pass scheme through looking at maps, newspapers and photographs, and carrying out local surveys and interviews with key people. If possible, take the children to visit the site of the by-pass. 	<ul style="list-style-type: none"> understand the nature of the issue 	<p>Speaking and listening: prepare children for interviewing by encouraging them to discuss the nature of the task and the amount of formality required. Ask them to consider the effect this has on the language they will use.</p>
Where is the by-pass located?			
<ul style="list-style-type: none"> to use maps at a variety of scales to identify key physical and human features how features influence the location of human activities 	<ul style="list-style-type: none"> Ask the children to locate the area of road construction using Ordnance Survey maps and relate the development to the main roads, local villages and towns and local land forms, <i>eg hills, valleys</i>. 	<ul style="list-style-type: none"> understand how human and physical features in the area affect the bypass construction 	
Why is the construction of the by-pass an issue?			
<ul style="list-style-type: none"> about recent or proposed changes in the locality about a particular issue arising from the way land is used 	<ul style="list-style-type: none"> Discuss with the children how the issue is expressed, <i>eg complaints to newspapers, local protests, meetings, accidents statistics, people's own experience</i>. 	<ul style="list-style-type: none"> summarise and categorise the range of views involved 	
How did the issue arise?			
<ul style="list-style-type: none"> to use secondary evidence to compare before and after 	<ul style="list-style-type: none"> Ask the children to investigate how the land was used and what the area was like before construction began. They could use maps, photographs, old newspapers, documents and oral history in their research. 	<ul style="list-style-type: none"> identify environmental changes arising from the construction of the by-pass 	
What are the groups involved in the issue and what are their views?			
<ul style="list-style-type: none"> how people affect their environment that different people hold different views about an issue 	<ul style="list-style-type: none"> With the children's help, devise and carry out a questionnaire survey of the main groups involved. 	<ul style="list-style-type: none"> know the views of different people about the issue know who are likely to gain and lose from the issue 	<p>Environmental education: this work links to conflict resolution.</p>
How might the issue be resolved?			
<ul style="list-style-type: none"> how and why people seek to manage and sustain their environment 	<ul style="list-style-type: none"> Divide the children into small groups and ask each group to analyse the data collected in the questionnaire survey. Ask them to use the results of their analysis to suggest ways the issue might be resolved. They could use ICT to present their suggestions. Conduct a role play of a public meeting, concluding by asking groups to decide what they think should happen next. 	<ul style="list-style-type: none"> play a role in a simulation of a public meeting suggest ways in which the issue might be resolved express and justify their own views on the issue 	<p>Citizenship: through these activities, children will begin to understand how decisions are made at the local scale.</p>
<p style="text-align: right;">SAFETY – All off-site visits must be carried out in accordance with LEA and school guidelines.</p>			