



Overview



Lead Subject: Geography

Introduction: This Place-Based Sequence of Learning uses a 'research and report' type enquiry. Children will explore Morecambe Bay to grasp an understanding of the area and the different methods of transports available to both visitors and locals. They will study the effects of the different transport methods on the bay, exploring the sustainability of these and how they could have a more positive impact on the environment.

Rationale: It provides opportunities compare the pros and cons of different methods of transport against the needs of local people and consider how transport in the MB area could be made more environmentally friendly. It enables children to consider how more environmentally friendly travel in the MB area might look in the future.

- How do people travel in the Morecambe Bay area?
- How can we make travel more sustainable?



Impact and Outcomes



Outcomes:

- Children learn about, further explore and analyse the different transportation methods used around Morecambe Bay
- Children create persuasive information posters that inform and persuade local people about the environmental choices they can make with regards to transport
- Children learn more about the alternative forms of transport that could be used around the bay in future
- Children create imaginative plans for more environmentally friendly transport in the MB in future – these could be shared with parents and carers, the local community and representatives of the local council, with comments collected and discussed

Impact:

- Children develop understanding of the environmental impact of different transportation types
- Children become more aware of environmentally responsible choices individuals can make
- Children evaluate the needs of local people against the environmental impact of different forms of transport

Curriculum Links, Prior Learning & Key Vocabulary



Geography

Locational knowledge

- name and locate...geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones and biomes; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Prior Learning

Geographical skills and fieldwork

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Children to mind-map previous knowledge and understanding relating to transport types, local experience of and knowledge of impact

Key Vocabulary

Sustainable, environmentally friendly, green, environmental impact, energy sources, public transport, congestion, climate change, fuel efficiency, low carbon, vehicle emissions, renewable energy, *and* review of and extension of vocabulary related to transport types.

Locality-Based Experience



After review of prior knowledge and some input on environmental impact of different forms of transport, children should visit some of the different transportation hubs in the local area (train stations, bus stations, car parks, petrol stations) as well as main roads and local roads. Whilst in these areas children should make observations, create surveys, and discuss transport types and note the possible impacts on the environment and ways in which effects on the environment *could* be reduced. Whilst conducting such fieldwork children could (if appropriate) design questions to interview members of the public as to their transport preferences and attitudes.

In a similar way children could assess the use of transport to and from school to gain 'local' knowledge and opinion and could use this data to consider ways in which this could be more environmentally friendly yet also safe.

Suggested Learning Opportunities



"In the Locality"



- Visit specific areas related to transport to develop knowledge, understanding, experiences of and attitude towards various transport types around the bay. Compare the use of private cars and parking spaces with public transportation such as buses and trains. Compare also with the use of environmentally friendly transportation methods such as cycle lanes.
- Pupils could visit different locations to observe transport 'in action' and could discuss transport uses and preferences with members of the public as a way of developing their knowledge and appreciation of attitude and issues related to travel.
- Children should observe their local area to assess transport use and gain opinions of travelling to school
- To widen children's travel experiences children could travel across the bay on a train and could experience a bus journey.

"In the Classroom"



- Use a map to explore and identify the different methods of transport, including those related to tourism and work in the bay area. Children could consider where new bike lanes, trams, car routes, bus routes etc could be created.
- To research how travel has changed within the local area specifically in the last 100 years. Compare this with the information they discovered on the travel now in the area. How has this affected the area?
- To research the bus and train timetables in the area and to see how practical these are by both looking at the timings and the cost of using these methods as well as the need, efficiency, and possible barriers to their use.
- To consider the use of cycling and walking in the area...explore the pros and cons and how each of these could be made more popular.
- Research current forms of more environmentally friendly forms of transport in the U.K and around the world – might these be adaptable and useable for travel in the MB area in future? Are there any innovative ideas in development? With the link to D.T could children offer suggestions for more environmentally friendly transport solutions around the bay in the future?
- Create an advert to promote the use of sustainable travel methods in the local area.
- Create a group plan for a vision of more sustainable travel opportunities in the bay area in the future.

Design Technology*

- There is the potential for children to research, plan, make models of (and explain) more sustainable methods of transport – this could be a project or competition to be reviewed or judged by a prominent local person or representative – there are strong science links here also.

Further Links



There are strong possible links to explore within this topic to writing, design-technology, science and history, as well as PSHEE regarding your own choices and responsibilities regarding the environment

It is important for teachers to develop their own subject knowledge – these links may help you become more aware of the environmental impact of different forms of transport. You could also contact local councillors and Lancaster and Morecambe Council for support with this topic customerservices@lancaster.gov.uk

<https://www.conserve-energy-future.com/modes-and-benefits-of-green-transportation.php>

<https://www.woojr.com/green-transportation-for-kids-lesson-plan/>

<https://www.thebridgewaterway.co.uk/teaching-resources-for-schools-sustainable-and-safe-travel/>

<https://www.visualcapitalist.com/comparing-the-carbon-footprint-of-transportation-options/>

<https://www.lancashire.gov.uk/media/899614/final-lancaster-highways-and-transport-master-plan.pdf>

