



Exploring the pros and cons of new development proposals

Overview



Lead Subject: Geography

Introduction: In this geography enquiry activity (that includes strong links to PSHEE and literacy), children will be introduced to a Morecambe Bay-related suggestion for a new development or a local land use change. Children will investigate the possible benefits and negative connotations and the various potential consequences of such an action.

Rationale: Children will develop their ability to recognise and understand that any new development or 'change' will have many subsequent consequences, with effects that will vary in significance to people and the environment.



Impact and Outcomes



Outcomes: to group create an agreed version of a design proposal that they feel is the 'best' solution for all.

Impact: Increased awareness of and interest in the nature of and consequences of land use change and that tensions exist regarding change, plus awareness of the job of an architect.

Development of map reading skills, thinking skills, listening skills and increased confidence in formulating and expressing opinions regarding the environment.

Curriculum Links, Prior Learning & Key Vocabulary



Geography

- 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.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

PSHEE: Community and responsibility

Literacy: To be able to use discussion in order to learn, to be able to elaborate and explain clearly understanding and ideas and to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Prior Learning

Prior to the site visit the teacher will introduce the idea of a new development proposal through the use of the Mantle of the Expert learning approach where children are cast in the role of architects who are tasked with designing a new 'thing', which will be introduced as a new development proposal scenario by the teacher. They will learn what it is, where it will be located and what its purpose is intended to be.

Children will be introduced to a selection of learning resources to explore the idea e.g photographs, a mock-up of the change suggestion, a mock-up of a news article, a mock-up headline or article etc, in order to introduce the idea and gain a sense of the reality of this suggestion. Children will use large paper and pens to mind map what they think about this proposal at the moment.

Key Vocabulary: new development, consequences, land use change, perspectives, opinions, environmental impact, architect.

Locality-Based Experience



- Children (acting in the role of environmentally friendly architects) will visit the site of the new development proposal (or change) and will consider how the new development might impact on the immediate environment.
- Children will work on-site to make notes and discuss design suggestions and engage in a thinking hat activity.
- Scenario suggestions could include such things as a bridge or road across the bay, a tower for Morecambe, a new hotel, a theme park, a new shop, a wind farm, a factory, a new car park, a tourist attraction, an entertainment complex, a community garden or vegetable plot, a road closed to traffic, the demolition or closure of something, the water levels rising etc.

Suggested Learning Opportunities



“In the Locality”



Children will:

- identify where the new proposal will be located
- revisit prior classroom learning materials provided previously by the teacher to further their appreciation of what this new proposal is and what it intends to achieve.
- be put into 5 colour groups to use Edward De Bono’s Thinking Hats as a strategy to think about the proposal in greater depth from one perspective per group. Children should be encouraged to think ‘widely’ and to consider as many perspectives as possible, including that of nature and the planet in general. Note that the teacher takes the role of the **blue hat** which is about all the associated thinking and making sure the thinking rules are adhered to.
- **Red** hats will explore emotions
- **Yellow** hats will explore the positives and benefits of the proposal
- **White** hats will consider all the associated knowledge and data that needs to be considered: how high, how long, how many, how much, etc)
- **Black** hats will consider the dark clouds of negativity and see only problems
- **Green** hats will think apply creative thinking to the idea to explore possibilities.

“In the Classroom”



Children will:

- appoint a spokesperson to share the results of their on-site thinking hat discussions
- discuss how they (as more informed architects) might go forward with the new development idea in an environmentally friendly manner.
- create an annotated diagram illustrating their improved version of the new design proposal
- share their design proposal with the group explaining the rationale for their design decisions and amendments to original idea introduced by the teacher.
- Children’s design suggestions could be displayed, and members of the wider school community invited to view them and offer comments. A council planning officer (or other relevant official) could be approached to visit comment on their proposals.

Additional

An extension could be to make models of the proposal or to create an advert informing people of this exciting new thing.

The teacher could arrange for an architect, a planning offer or a councillor to visit the class and explain their job and what must be considered when new development proposals are aired.

Further Links



The Mantle of the Expert learning approach <https://www.mantleoftheexpert.com/>

Edward De Bono’s Thinking Hats <https://www.southampton.ac.uk/~assets/doc/hr/Six%20thinking%20hats.pdf>

