



## Teacher's notes

### Introduction

Future Travel is an online resource supporting the teaching of Key Stage 3 Geography, Science and Citizenship. The program introduces Network West Midlands and the environmental benefits of sustainable travel through video, photographs, statistics and text. The program enables students to investigate the issues faced by the transport system in the West Midlands, and the role of sustainable travel in reducing levels of congestion.

Students can access a wealth of information and data covering amongst other topics:

- ➔ car ownership in the West Midlands
- ➔ CO2 emissions by different forms of transport
- ➔ numbers of passengers travelling by different forms of transport
- ➔ ways of encouraging travel by sustainable transport instead of the car
- ➔ the role of Centro in improving the quality of local bus services and customer service

Photographs of transport and local attractions are available for students to download and use in their own research projects. The program has been developed with teachers and students and can be used on interactive whiteboards, in ICT suites and on an individual computer.

Future Travel is an interactive resource on the letzgogreen.org website, which has been developed and designed to help schools and pupils to understand and learn more about sustainable travel. Letzgogreen teaches students the importance of issues such as climate change, congestion and health. It also helps to raise awareness of the importance of using sustainable transport to help the environment.

Centro's Sustainable Travel Team work in partnership with local authorities within the West Midlands to assist schools in developing their travel plan. We can help you with the public transport aspects of your travel plan and point you in the right direction for support on initiatives such as walking buses, road safety issues, park and stride and cycle training schemes.

Please contact [travelwiseschools@centro.org.uk](mailto:travelwiseschools@centro.org.uk) for more information.

### Navigating the Program

Future Travel provides teachers and students with resource material in several formats: video, text, photographs and statistics.

Users can also choose from 5 different colour options by using the Colour Picker in the top right corner.

Use the separate Topic List on the right of the Info Feed box to navigate to particular sections of text information.

To return to the Main Menu at any time, click on Future Travel in the top left corner.



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### Curriculum Links

**Future Travel** has a wide range of links across the Key Stage 3 curriculum, principally in Geography, Science and Citizenship. A number of the links to the new Programmes of Study are listed below.

#### Geography

##### 1.1 Place

- a. Understanding the physical and human characteristics of real places.

##### 1.2 Space

- a. Understanding the interactions between places and the networks created by flows of information, people and goods.
- b. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

##### 1.4 Interdependence

- a. Exploring the social, economic, environmental and political connections between places.

##### 1.6 Environmental interaction and sustainable development

- a. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- b. Exploring sustainable development and its impact on environmental interaction and climate change.

##### 2.1 Geographical enquiry

Pupils should be able to:

- a. ask geographical questions, thinking critically, constructively and creatively
- b. collect, record and display information
- c. identify bias, opinion and abuse of evidence in sources when investigating issues
- d. analyse and evaluate evidence, presenting findings to draw and justify conclusions
- e. find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space
- f. plan geographical enquiries, suggesting appropriate sequences of investigation
- g. solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.

##### 2.4 Geographical communication

Pupils should be able to:

- a. communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

#### 4. Curriculum opportunities

- a. build on and expand their personal experiences of geography
- b. explore real and relevant contemporary contexts
- c. use a range of approaches to enquiries
- d. use varied resources, including maps, visual media and geographical information systems
- g. examine geographical issues in the news
- h. investigate important issues of relevance to the UK and globally using a range of skills, including ICT
- i. make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.



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# Curriculum Links Continued

### Science

Principally:

#### 3.4 The environment, Earth and universe

- c. human activity and natural processes can lead to changes in the environment.

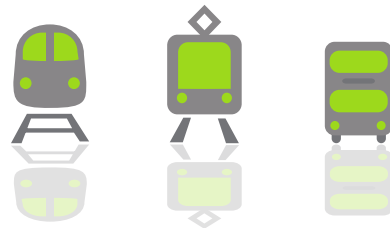
### Citizenship

Principally:

#### 2.1 Critical thinking and enquiry

Pupils should be able to:

- a. engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
- b. research, plan and undertake enquiries into issues and problems using a range of information and sources
- c. analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.



## Using Future Travel in the Classroom

### 1 Research Investigations

Future Travel is a flexible resource and can be used on an interactive whiteboard, in an ICT suite or on an individual computer.

Teachers may wish to use the program as a basis for a variety of investigations and research projects. Students can work individually or in small groups to use the information contained in Future Travel to answer a range of questions about travel in the West Midlands. Several suggested research topics are outlined below.

- 1 How does Centro and Network West Midlands support sustainable travel?
- 2 In what ways does transport affect the environment?
- 3 Why are bus, train and metro transport systems called 'sustainable travel'?
- 4 If travellers used public transport instead of their cars, how would they reduce damage to the environment?
- 5 How would you encourage travellers to use sustainable travel, instead of their cars?
- 6 How is the population of the West Midlands projected to change? How do you think this will effect the region's transport system?
- 7 What percentages of travellers (the 'modal split') used either car, bus, train or metro in Birmingham, Coventry, Walsall and Wolverhampton?
- 8 Investigate the role of bus travel in the region.
- 9 Investigate the role of train travel in the region.
- 10 Investigate the role of metro travel in the region.



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### 2 Class Debate

Particularly relevant to Citizenship classes, **Future Travel** can be used to inform a high-quality debate about the future of travel. Perhaps with the use of an interactive whiteboard, the class first gathers general information about the transport system. What is the purpose of transport? Why do some people say increasing car ownership and car travel is causing problems? What are the alternatives to travelling by car?

Students then form groups of different 'stake-holders', for example car drivers, local business owners, environmental campaigners, people without cars, bus company managers and so on.

Representing the different interest groups, the students debate whether and how the transport system should be changed.

The debate can focus on three questions:

- ➔ Should we carry on as we are? What will be the consequences in terms of increasing congestion, more travel delays and further damage to the environment?
- ➔ Should we try to encourage people to change their behaviour and choose 'sustainable travel' instead of the car? What methods could we use to encourage people to change their lifestyles?
- ➔ Should we charge people to drive on roads? How would this actually work – would we target people travelling on the busiest roads at the busiest times? How do you think people would react to road charging?

A vote can be held at the end of the debate to decide on what, if anything, should be done to improve our transport system.

### 3 Worksheets

The following worksheets can be photocopied and set as either classwork or homework.

