

A new development for Swaythling (2016 onwards)

Key Stage 2 subject: Geography (Exploring changing land uses)		
Learning objectives: <ol style="list-style-type: none"> 1. Pupils will learn the term ‘redevelopment’ and apply this to the Wide Lane industrial site 2. Pupils will consider how the redevelopment can affect the lives of local people. 3. Pupils will consider what aspects attracted the property developer to the Swaythling site. 4. Pupils will express their own ideas about how they would develop a piece of land in Swaythling. 		
Key vocabulary: Redevelopment, Transport infrastructure, national, international, warehouse, logistics park, environmental, construction, eco-construction.		Key questions: How does redevelopment affect people’s lives? Challenges and opportunities does it bring? Why is Swaythling a good site for a logistics park?
Time	Activity (and learning objective)	Resources
00:00	Starter activity <ul style="list-style-type: none"> ➤ Ask each pupil to think of something really nice that they want for their birthday and tell their partner. ➤ Invite pupils to state where they would purchase their gifts from. This should elicit ‘Amazon’ or ‘The Internet’ from at least one pupil. ➤ Discuss as a class where items from Amazon or ‘the internet’ come from. Has anyone seen an Amazon ‘shop’? What buildings do internet stores need? This should elicit warehouses. ➤ Discuss where warehouses are usually situated and why? 	
00:10	Teacher-led introduction <ul style="list-style-type: none"> ➤ Use the starter task as an introduction to the next chapter in the development of the Wide Lane site: the Mountpark redevelopment into a Logistics park. ➤ Use Chapter 3 of booklet to introduce the period from 2015 onwards when the Mountpark bought the Wide Lane site. ➤ Watch final section of film: From fields to Ford and beyond. ➤ Discuss why Mountpark chose this site to build a logistics park (e.g. Land, Sea, Air connections). ➤ Emphasise the fact that Mountpark is a <i>national</i> company and the site will attract <i>international</i> businesses who will ship products <i>worldwide</i>. 	- Handout 5 – 2018 map of area showing demolished site -Booklet-Ch.3 (The Future) -Film-from fields to Ford and beyond (from 13:20)
00:20	Exploring sources <ul style="list-style-type: none"> • Listen to the audio montage of the redevelopment team talking about how they have built the new logistics park (Stories section: Changes in technology). Look at accompanying photographs. • Jot down any reasons why might to be a good idea to knock down the old factory and start again with new buildings. • Discuss what benefits the redevelopment might bring for the local community (construction jobs, jobs in the new businesses, more efficient 	-Audio of redevelopment team -Images of new development in construction -Time-lapse footage of

	<p>buildings etc).</p> <ul style="list-style-type: none"> Look at the pop-up museum time-lapse footage of the site being demolished and rebuilt. Discuss why the community might not be happy about the new development. 	redevelopment
00:40	<p>Activity: Redevelopment</p> <ul style="list-style-type: none"> ➤ In pairs or on your own, look at the handout showing the strip of land across the road from the Mountpark site. Imagine you are developer and you have purchased this piece of land. Sketch / note down your own ideas for how the land could be redeveloped. ➤ Share your ideas with the class and vote on a 'winner'. 	-Handout 6 – Redevelopment activity
01:20	<p>Plenary:</p> <ol style="list-style-type: none"> Recap on key vocabulary and learning. Poll the class on who is 'for' the redevelopment and who is 'against' and discuss why (based on evidence explored in class). 	
/	<p>Further activities / differentiation</p> <p>Use the remaining suggested activities at the end of Chapter 3 in the booklet to create further sessions, or to provide more challenge for more able pupils.</p>	-Booklet (Chapter 3)