Are we being taken for a ride? (key stage 3)

A unit of work based upon the geography in this image of the Cycleurope bicycle factory in France.

Links with the main sections of *A different view* are indicated in this table.

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**Topic 1 – Me and my bike**

Using the image as a stimulus, explore students’ personal experiences of cycling in their own localities. Are there places where they feel comfortable/vulnerable when cycling? Map the extent of their travel using basic maps/Google Earth. How do their experiences compare with others in the class/group/school? Compare these to Mark Beaumont’s exploits (http://www.pedallaround.com/start). How does your area cater for cyclists (traffic management)? Are there safety/crime issues?

**Topic 2 – Get into the picture**

Students put themselves into the photograph (literally – using a post-it note?) What can they see, feel, hear, smell? What jobs are being done? What skills are being used? Would they have the skills to do it? How would they learn the skills? What is being made? Does the work look varied/repetitive? Would the students want to want to work here? Are these types of jobs found in our locality? If so why? If not, why not? (location factors?) Would they buy a bike like this? Who might buy this sort of bike? What sort of bike might they buy?

**Topic 3 – Chain reactions**

How is this image connected to distant places? What raw materials are used in this factory, and where do they come from?

This picture http://www.dkimages.com/discover/DKIMAGES/Discover/Home/Sports-Games-Recreation/Outdoor-Adventure/Mountain-Biking/Mountain-Bikes/General/General-189.html shows the components of a bike. Where does the energy come from? Where might the bikes be sold?

Investigate the changing location of Raleigh (UK bicycle company – see http://www.bbc.co.uk/insideout/eastmidlands/series2/raleigh_bikes_cycling.shtml). What are the impacts (positive and negative) of changing the location of production to the Far East?
**Topic 4 – Impacts and bike tracks**
What are the potential impacts (environmental, social and economic) of factory, suppliers, repairers, at any stage in the manufacture of bikes? What are the potential impacts of buying a bike? Does a bike have a zero carbon footprint/track? Debate – ‘this class believes that the benefits outweigh the costs when manufacturing bikes’.

**Topic 5 – Re-cycle for the future?**
What if the only form of transport was the bike? How would the students’ lives be different (e.g. places visited, shopping habits, health and fitness)? What would encourage them to cycle more/less? How could reluctant cyclists be persuaded to get on a bike? Plan and carry out a field trip in the local area to investigate a safe route to school. Students create a travel plan to encourage their friends to cycle to school. Where would they locate the school bike racks? (Issues of microclimate, security, safety, access.)

**Curriculum opportunities**

**Global dimension**: Links to distant countries.

**Sustainable development**: Sustainable transport, production, energy use/conservation.

**Personal, learning and thinking skills**: Visual literacy (using mediated images).

**Citizenship**: Playing their own part in sustainable development.

**Cross-curricular links**: PE, D&T, science.

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