

Embedding fieldwork into the curriculum

The geography of sport is an excellent way to make studying your local area relevant to your pupils' everyday lives and passions. Most large towns and cities have at least one football stadium or some kind of arena or concert venue. These stadiums and the areas they are found in are ideal for the study of your local area in terms of:

- Understanding where places are located and why
- Investigating changes in your local area, both positive and negative, and their impacts on the local people, economy, tourism, employment etc
- Looking at environmental issues and their management
- Urban development, inner city renewal and the use of brownfield sites
- Transport issues and their management
- Conflicts between local groups of people
- How sport can impact a local area

This topic provides an excellent opportunity for fieldwork, during which the following skills can be developed:

- Map skills, including reading maps, understanding symbols and using the maps during fieldwork to show data etc
- Asking geographical questions, investigating and enquiry
- Collecting primary data, analysing this data then presenting it effectively
- Collecting relevant secondary data to support and enhance fieldwork findings

There are several cross curricular themes such as:

- Links to other geography units such as unit 24 'Passport to the world'
- Mathematics links including using and understanding scale, calculations
- ICT links such as using internet search engines and spreadsheets
- Key skills developed include working with others, improving own learning and performance
- Citizenship links including responsibilities of local government, justice issues, conflicts of interest
- Economic and industrial understanding
- Career education and guidance in terms of the 'jobs in sport' section of the scheme

Unit 24: Passport to the World

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo24/?view=get

QCA unit schemes available to download for Geography:

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/?view=get

Accompanying scheme of work

Unit 6: World Sport

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo06/?view=get

The scheme of work below is found on the DfES Standards site, at the address above. It can be downloaded as a pdf or word file, so can be adapted for an individual department's KS3 scheme of work

Please note: This scheme has been adapted slightly for this resource. Several sections have been removed; please use the link above for the original unit scheme.

Unit 6 World sport

About the unit

This unit uses the context of association football to develop pupils' locational knowledge, their understanding of patterns and processes in relation to economic activities, environmental changes/issues, as well as developing their enquiry and geographical skills. There is a strong location element in the unit and pupils extend their locational knowledge at national and global scales. This requires them to use an atlas independently.

Although the unit focuses on association football, any major sport that operates at regional, national and global scales may be substituted.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- suggest investigation sequences
- collect/record/present evidence
- analyse evidence and draw conclusions
- communicate appropriately
- use atlases/globes/maps
- draw maps, plans and graphs
- communicate, including using ICT
- experience decision making

Knowledge and understanding of places

Pupils will:

- locate places and environments
- investigate change in places
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- economic activity
- development
- environmental issues

Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- environmental change and management

Expectations

At the end of this unit

most pupils will: describe and begin to explain the distribution pattern of Premiership Clubs in England; begin to explore the relationship between success in World Cup football and a country's gross domestic product (GDP); describe and begin to explain location factors of football stadia and how changes in location may affect different groups of people; begin to suggest relevant geographical questions for study and begin to use a range of skills and secondary sources to investigate this economic activity; begin to reach plausible conclusions to their investigations and present their findings both graphically and in writing

some pupils will not have made so much progress and will: begin to describe the distribution pattern of Premiership Clubs in England and have some understanding of how to equate success in football and a country's wealth; identify some factors which affect the location of football stadia and describe how changes in location might affect different groups of people; begin to suggest suitable geographical questions for study and use some skills and secondary sources to investigate this economic activity; communicate their findings using appropriate vocabulary

some pupils will have progressed further and will: describe and explain the geographical patterns associated with the location of Premiership Clubs and those successful in the recent World Cup Championships; make appropriate comments about links between success in football and a country's GDP; describe and explain the factors favourable to the location of football stadia and appreciate the problems for different groups of people when there is a change of location; explain the links between a football club and other economic activities and appreciate the implications of its activities to be a profitable organisation; suggest relevant geographical questions for study and use effectively a range of skills and secondary sources of evidence to investigate this economic activity; present their findings in a coherent way and begin to reach conclusions that are consistent with the evidence

Prior learning

It is helpful if pupils have:

- prior knowledge and understanding of environmental relationships and issues from key stage 2
- undertaken and practised geographical enquiries, asked and answered questions, developed their research skills
- developed their map skills, especially in relation to the use of OS maps
- knowledge of accessing a website on the internet

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- economic activities, eg *gross domestic product (GDP)*, *job security*, *market*, *migrate*, *tertiary employment*, *working conditions*

Reading – through the activities pupils could:

- find information using contents, index, key words, links, etc

Writing – through the activities pupils could:

- develop ideas and lines of thinking into continuous text (250 words minimum)

Resources

Resources include:

- atlases, local and OS maps
- photographs and video footage of sports stadia and the range of jobs associated with a sports club
- newspaper articles about the location or relocation of stadia
- textbook and other book resources
- local experts to provide information and advice on sports club location, organisation and management
- ICT and internet access
- 'World cup geography', *Teaching geography*, Vol 24, No 1, January 1999 (Geographical Association)

Future learning

This unit provides a base for further enquiries and decision-making exercises later in the key stage 3 programme of study. It may provide a foundation for designing coursework enquiries at GCSE level and for examining issues where people have different viewpoints. It provides a reference point for further work on environmental issues and facilitates better understanding of the democratic process in the local community, in relation to planning permission and how residents can object to planning proposals which may be applied in different contexts.

Links

The activities in this unit link with:

- other geography units – unit 24 'Passport to the world'
- mathematics – using and understanding scale, calculations
- ICT – using internet search engines and spreadsheets
- key skills – working with others, improving own learning and performance
- citizenship – responsibilities of local government, justice issues
- economic and industrial understanding
- career education and guidance

| What do we know about Premiership teams? | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> • to use an atlas • to locate places on maps • to describe and explain geographical patterns | <p><i>What are they, where are they and who plays for them?</i></p> <ul style="list-style-type: none"> • Conduct a brainstorming activity to discover what pupils know about Premiership football. <i>Why is it called the Premier League? Can they give examples?</i> • Provide pupils with a current list of Premiership teams, an outline map of the UK and an atlas and ask them to map the location of the teams currently in the league. • Divide the teams among the class and ask the pairs/groups to find out the names of team members and where they were born. Ask pupils to record this information on the map. <p><i>Which are the most successful teams? Are they in the most wealthy countries? (only use this question if you are studying the World Cup)</i></p> <ul style="list-style-type: none"> • Consider with pupils how success is judged in football, <i>eg top of the league, FA Cup, European Cup, club assets</i>. Ask them to find out which countries' teams reached the quarter-finals of the 1998 World Cup in France. Consider how success is judged in playing at this level. • Ask pupils to suggest how we judge the wealth of countries, <i>eg living standards, possessions, salary, health care</i>. Introduce pupils to the idea of GDP. Ask them to compare success in football and a country's wealth, using GDP. The location of the most successful teams may be mapped, together with some of the world's wealthiest countries and any patterns noted. | <ul style="list-style-type: none"> • map the location of Premiership teams and birthplaces of players • relate GDP with success in sport | <ul style="list-style-type: none"> • ICT: this activity provides pupils with an opportunity to use a search engine on the internet. • Language for learning: if pupils are directed to a range of sources this activity will provide them with the opportunity to find information using contents, index, key words, links, etc. • Links to unit 24 'Passport to the world' (see activity 'Places linked to events'). |
| How do I get to the match? | | | |
| <ul style="list-style-type: none"> • to plan journeys using maps of different scales • to plan different journeys based on shortest linear route, cost and time distance • to obtain information from the internet | <ul style="list-style-type: none"> • Ask pupils to select a team they follow/support/have some interest in and, using a variety of information sources, <i>eg a road atlas, timetables, brochures</i>, to plan a journey to the team's next home game and/or a series of journeys to an away match – the shortest in linear distance, in time distance and the cheapest. An extension task would be to repeat the exercise for a team in the Champions' League (Europe). • The internet can provide access to a range of sites for route planning and bus timetables, which are interactive and enable pupils to search for options more quickly. Although pupils should develop the skills for route planning manually, route planning software can enable them to investigate more alternatives and gather more evidence for analysis and decision making. | <ul style="list-style-type: none"> • produce plans of journeys to different destinations • exemplify the differences between actual, time and cost distance | <ul style="list-style-type: none"> • Mathematics: understand and use scales, perform calculations in the context of money, distance and time, and, if appropriate, to use a calculator. • ICT: it is possible to set up a simple spreadsheet which pupils could use to compare routes. |

Where is the stadium located?

- to ask geographical questions
- to suggest sequences of investigation
- to collect, record and present evidence
- to use local and OS maps of different scales
- to annotate a sketch map
- to communicate in ways appropriate to task and audience
- about factors influencing the choice of location for a stadium
- how location decisions are made
- to analyse the effect of planning decisions, leading to changes in places, on different groups of people
- to plan and develop ideas and lines of thinking in continuous text

What impact does a stadium have on an area?

- Discuss with pupils the idea of location requirements, *eg for a secondary school.*
- Brainstorm the question *What are the location requirements of a football stadium today?* Ask pupils to locate their local team's stadium on a 1:50,000 OS map, draw a sketch map and add notes about its particular location. They can then assess its suitability in the future.
- Ask pupils to investigate the impact the stadium has on the local area and on those people who live close to it. Divide pupils into groups and ask them to identify what questions they would need to ask, who they would try to talk to (age/sex), how they would collect and record the information before visiting the area in which the stadium is located, if this is appropriate or possible.
- After the visit, help pupils to collate, transform and represent the data.

How and why has the location of a stadium changed?

- Compare the old and new proposed stadium locations for a club which has moved in recent years or proposes to move by drawing up a table showing the characteristics of the new and old locations.
- Discuss with pupils the impact that changing the location has had or will have on different groups of people. This may be developed as a research activity by arranging for pupils to contact different interest groups, *eg financial director of the football club, local police, coach operator, local residents (different age range/sex), local shopkeepers/publicans.* Contact can be made by formal letter on school notepaper, or by e-mail or fax.
- When responses are received arrange pupils, in groups, to read and summarise responses from the different groups contacted. Views may be presented orally, in the form of a public meeting, as part of the preparation for a more formal piece of writing, and for pupils to make notes on the views of others about the move/proposed move. Ask the pupils to write a structured report, divided into paragraphs and using subheadings, presenting the main arguments of their findings, and the outcome (if in retrospect) or their considered proposal (if as yet undecided). The audience for this report could be the local authority planning department.

- draw an annotated sketch of the location of a football stadium
- explain how a sports stadium can have both positive and negative impact on local people and the environment
- exemplify the factors affecting the choice of location for a sports stadium
- interpret information from a variety of resources
- write in an appropriately formal style, possibly for audiences outside the school
- compare historical and modern maps of the area to see what the area was like when the stadium was first built with what it is like now.

- Citizenship: this activity provides pupils with the opportunity to consider the responsibilities of local government and how decisions are made at a local level.
- If there is no local stadium available, this section may have to be omitted.
- Language for learning: this activity provides the opportunity for writing a letter in a formal, objective and impersonal way. Pupils will need reminding of the layout style and structure of formal letters and will need to draft their letters first. Less able writers may need a more detailed structure to support their writing.
- Key skills: links with working with others, where pupils work on a one-to-one or group basis and plan with others what needs to be done, confirm their understanding of the objectives, their responsibilities and working arrangements, carry out tasks and review progress.

What jobs are there in football?

| | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • about employment related to a specific economic activity • which economic activities are linked with one another • how places are connected with other places in the world | <p><i>Is football big business, and if so why?</i></p> <ul style="list-style-type: none"> • Ask pupils to identify the different jobs associated with a football club – players, manager, caterers, cleaners. Discuss with pupils how their employment is different from primary and secondary employment and how football is linked to other work sectors, <i>eg football strip design and manufacture, transport, emergency services</i>, and other places. Ask pupils to identify links with other places by accessing football club pages on the internet, to find the branches of supporters' clubs/retail outlets of two or three football teams. Ask pupils to make a list of the products for sale at a retail outlet, where these are manufactured and how this generates income for the club. • Look at how clubs interact with the local community i.e events, workshops, working with disadvantaged children etc. | <ul style="list-style-type: none"> • identify a range of jobs associated with a sports club • understand how a football club is linked to other economic activities and places • understand the issues of fair trade and wage rates in the manufacture of sportswear and equipment | <ul style="list-style-type: none"> • Link to careers education. • Link to economic and industrial understanding (EIU) and the work-related curriculum. • Citizenship: this activity provides opportunities to make links with quality-of-life and justice issues, <i>eg the ethics of frequent strip changes and the pressure this puts on families</i>. These aspects could be explored in a PSHE lesson. <p>Safety</p> <ul style="list-style-type: none"> – all off-site school visits must be carried out in accordance with LEA and school guidelines |
|--|---|---|--|

Potential fieldwork locations

The Bristol and Bath area has various football stadiums and sports venues which could be used as a focus for your fieldwork

Bristol Rovers Football Club

The Memorial Stadium
Filton Avenue
Horfield
Bristol
BS7 0BF

Tel Community Department: 0117 9522581

Email feedback@bristolrovers.co.uk

Website: <http://www.bristolrovers.premiumtv.co.uk/page/Home/0..10328.00.html>



Bristol Rovers Memorial stadium is a good choice for fieldwork as it is located in a densely populated area that is ideal for assessing the impact of a stadium on a community and its environment. You will need to contact the Football Club if you wish to take students there for fieldwork purposes.

Next to the Stadium there is a new housing development currently being built (June 2006). This shows how close the houses are to the stadium, and the residents will obviously be affected by noise on match days. Contact the housing developer for further information, including the price of the new developments. Does the price of these properties vary against similar properties further away from the Stadium? What does new development in the area say about its desirability for new buyers?



As you can see from the picture, several roads run very close to the football pitch. How might these houses be affected by noise, traffic and people during match days? Think about crime, litter, parking, narrow roads, noise, facilities for football supporters, types of housing, environmental quality around and away from the Stadium and how and why it may differ.



The streets around the Stadium in Horfield are very narrow and are mainly residential. This road leads directly to the stadium car park, and is a good example of an area in which students can look at parking problems, type and appearance of houses, graffiti and crime and environmental quality.

Bristol City Football Club

Ashton Gate Stadium
Ashton Road
Bristol
BS3 2EJ

Tel Community: 0117 9630636

Email: media@bcfc.co.uk

Website: <http://www.bcfc.premiumtv.co.uk/page/Home/0,,10327,00.html>

Bath City Football Club

Twerton Park
Twerton
Bath
BA2 1DB

Tel: (01225) 423087 / 313247

Email: mail@bathcityfootballclub.co.uk

Website: <http://www.bathcityfc.com/index1.htm>

Bristol Lawn Tennis & Squash Club

Redland Green
Redland
Bristol BS6 7HF

UK Phone: 0117 973 1139 Fax: 0117 923 9304 Email: info@bltsc.co.uk

<http://www.bltsc.co.uk>

Kings Tennis Club

Maplemeade
Kings Drive
Bishopston
Bristol

Avon
BS7 8JG

<http://www.kings-tennis.co.uk/>

New developments in the area include:

New Bristol Arena (to be completed in 2008)

Situated next to Temple Meads railway station

<http://www.templequarter.com/>

Fieldwork activities

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Environmental surveys

Environmental surveys can be taken by individuals or groups of pupils at regular intervals throughout the day. Try and find very different positions within the area to take these surveys, including car parks, by visitor facilities, in open space, in residential areas around the stadium, by transport links etc. It is essential to scope these areas before pupils take the survey, to ensure results are sufficiently different to produce interesting bi-polar graphs.

Location:

Date:

Weather:

Observations:

| | -2 | -1 | 0 | +1 | +2 | |
|-------------------|----|----|---|----|----|------------------|
| Poor road access | | | | | | Good road access |
| Few facilities | | | | | | Many facilities |
| Limited parking | | | | | | Lots of parking |
| No room to expand | | | | | | Room to expand |
| Ordinary | | | | | | Distinctive |
| Cramped | | | | | | Spacious |
| Dirty | | | | | | Clean |
| Ugly | | | | | | Beautiful |
| Noisy | | | | | | Quiet |
| Boring | | | | | | Interesting |
| Untidy | | | | | | Tidy |
| Unattractive | | | | | | Attractive |
| Unpleasant | | | | | | Pleasant |
| Badly kept | | | | | | Well kept |
| Dangerous | | | | | | Safe |
| Unfriendly | | | | | | Friendly |
| All the same | | | | | | Varied |
| Polluted air | | | | | | Fresh air |
| Total score | | | | | | |

The results of these are transferred into a bi-polar graph, which can be analysed together to show the environmental quality of areas in the study area. These results can be mapped onto a map of the area, so that any impacts on the environmental quality can be clearly seen i.e. litter, graffiti etc

Land use survey

Students should be given an OS map showing the stadium and the surrounding area, with clear boundaries. This map should have a grid square drawn over the top of it. Students then walk around the area in groups and colour the squares of the map according to the main land use in the square they are in, for example red for stadium and associated facilities such as parking, blue for residential, green for open space, yellow for commercial. The resulting maps can then be compared to the land use in areas that do not have a stadium, to show the differences in land use within the 2 contrasting areas (ie which has more commercial squares coloured, how much land use in the area is taken up by stadium, what land use is not found by the stadium etc). Pupils could also annotate the map with any features, or perhaps with the results of their environmental survey. Two areas both with a stadium or sports facility could also be compared in this way.

Traffic count

Several sites should be selected for the traffic count, and should be surveyed at different times. If possible, you should try and collect some data before the fieldtrip, so the students have traffic counts from a match day available to them. Students can tally the total number of cars going in both directions, or can tally each side of the road separately but during the same time period.

Site number:

| Time | Count (10 mins) | Time | Count (10 mins) |
|---|--|------|-----------------|
| <i>Example</i> Monday 5 th Both sides of road 12.15 pm – 12.25-pm | Total = 75 | | |
| | | | |
| | | | |

Traffic counts can also take into consideration type of vehicle:

- Car
- Bicycle
- Motorbike
- Van / mini bus
- Bus / coach
- Taxi
- Lorry

Also look at direction i.e. to and from the stadium, and think about:

- Traffic calming measures
- Noise and pollution levels
- On street parking
- Parking measures
- Crossing points
- Speed limits
- Car occupancy rates

Ensure that students have been briefed about appropriate behavior by roads, and do not distract motorists.

Litter count

This can be done whilst walking around the site, or from a certain number of vantage points throughout the day. Each piece of litter can be individually mapped onto an outline of the local roads, or the totals from each vantage point can be logged.

Decision making exercise

Students can be given a question to investigate while they are at the stadium study site. Question: What is wrong with the location of this stadium, and (follow up question for the classroom) where should it be moved to?

Students can then investigate the current location in terms of:

Traffic

Litter

Environmental quality

Local opinions

Access for visitors and transport

Parking facilities

Congestion

How many times a week the ground is used

Size of the stadium and its capacity (available from internet or directly from sports club)

Ticket prices and season ticket prices

Percentage of seats filled during the season

Facilities available through the stadium

Residents in the area and their opinions on the stadium and problems it might bring

Using the evidence they have gathered during their fieldwork, students are then given lesson time back at school in order to decide what a stadium needs in terms of location i.e. good road, rail and bus access, plenty of open space so it is not on the residents' doorsteps, to provide facilities useful for locals, to have the capacity to make money from ticket sales etc. Students are then given a map of the local area, and they must choose a site in which to locate the new stadium. They must justify their answers and use geographical words and evidence.

A follow up activity could be for the students to design the new stadium, facilities and infrastructure (possibly showing this on a map of the chosen area), keeping in mind the road networks and residential areas that are already in place. Students should show evidence that they have thought about the results of their decision making exercise, and have applied ideas about sustainability and citizenship to their design.

Things to remember

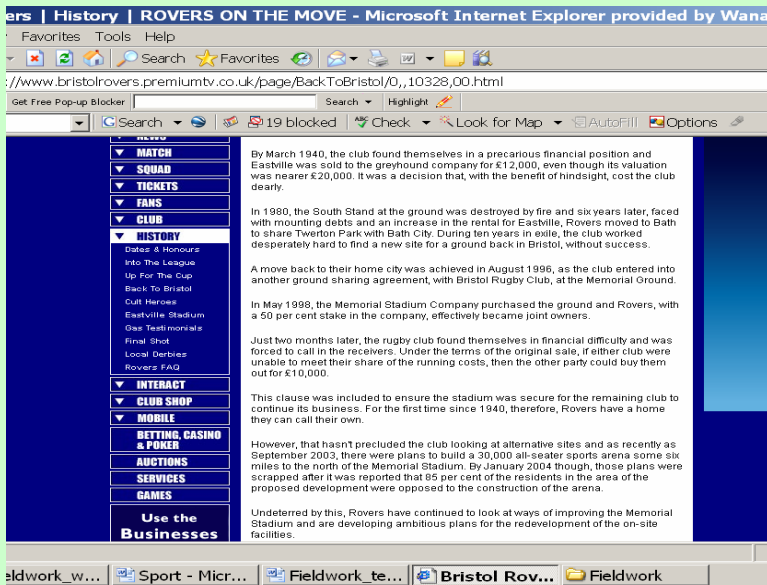
- If students are talking to local residents, ensure that they are in groups of at least 3, and that they make it clear to the resident why they are collecting information.
- You might like to let the football stadium know you will be bringing students to the area, and showing them the tasks you will be giving them. They may have some information for you to use, or even invite you and your students into the stadium for a quick visit!
- If the area has particularly high levels of traffic, ensure your students are aware that they are only to cross the road in designated areas
- If you are travelling a fair distance to the area, ensure you have organised somewhere for your coach to park, particularly if the area is extremely residential

Adding value to your fieldwork with additional data

Using football club websites

The Bristol Rovers website

<http://www.bristolrovers.premiumtv.co.uk/page/Home/0,,10328,00.html> contains a wealth of information to support your fieldwork. For example, the 'history' section of the site describes the movements in the clubs location over the years.



The screenshot shows a Microsoft Internet Explorer browser window displaying the Bristol Rovers website. The address bar shows the URL: <http://www.bristolrovers.premiumtv.co.uk/page/BackToBristol/0,,10328,00.html>. The page title is "History | ROVERS ON THE MOVE - Microsoft Internet Explorer provided by Wanadoo". The browser interface includes a search bar, navigation buttons, and a taskbar at the bottom with several open windows.

The website content is organized into a left-hand navigation menu and a main text area. The navigation menu includes sections for MATCH, SQUAD, TICKETS, FANS, CLUB, HISTORY, INTERACT, CLUB SHOP, MOBILE, BETTING, CASINO & POKER, AUCTIONS, SERVICES, and GAMES. The HISTORY section is expanded, showing a list of links: Dates & Honours, Into The League, Up For The Cup, Back To Bristol, Out Heroes, Eastville Stadium, Old Testimonials, Final Shot, Local Derbies, Rovers FAG, and Use the Businesses.

The main text area contains several paragraphs of text describing the club's history. Key events mentioned include:

- By March 1940, the club found themselves in a precarious financial position and Eastville was sold to the greyhound company for £12,000, even though its valuation was nearer £20,000. It was a decision that, with the benefit of hindsight, cost the club dearly.
- In 1980, the South Stand at the ground was destroyed by fire and six years later, faced with mounting debts and an increase in the rental for Eastville, Rovers moved to Bath to share Twerton Park with Bath City. During ten years in exile, the club worked desperately hard to find a new site for a ground back in Bristol, without success.
- A move back to their home city was achieved in August 1986, as the club entered into another ground sharing agreement with Bristol Rugby Club, at the Memorial Ground.
- In May 1998, the Memorial Stadium Company purchased the ground and Rovers, with a 50 per cent stake in the company, effectively became joint owners.
- Just two months later, the rugby club found themselves in financial difficulty and was forced to call in the receivers. Under the terms of the original sale, if either club were unable to meet their share of the running costs, then the other party could buy them out for £10,000.
- This clause was included to ensure the stadium was secure for the remaining club to continue its business. For the first time since 1940, therefore, Rovers have a home they can call their own.
- However, that hasn't precluded the club looking at alternative sites and as recently as September 2003, there were plans to build a 30,000 all-seater sports arena some six miles to the north of the Memorial Stadium. By January 2004 though, those plans were scrapped after it was reported that 85 per cent of the residents in the area of the proposed development were opposed to the construction of the arena.
- Undeterred by this, Rovers have continued to look at ways of improving the Memorial Stadium and are developing ambitious plans for the redevelopment of the on-site facilities.

The movement of the club can be mapped, or research could be done into local attitudes to the club in each position. This club is especially interesting, as local objection stopped its moving to a new location 6 mile north of the current stadium in 2004. The planning department of the local council will most certainly have further information about this <http://www.bristol-city.gov.uk/ccm/navigation/environment-and-planning/>

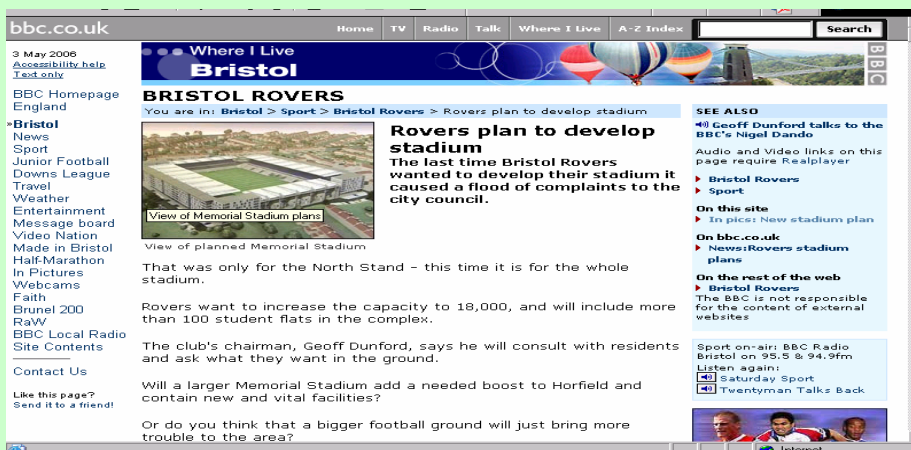
Bristol City stadium expansion information (about community consultation) can be found at http://www.bristolroverssc.co.uk/resources/downloads/Stadium_Strategy.pdf

Using local news reports

BBC Bristol gives fans of Bristol Rovers and residents of the local area a chance to speak about their opinions about the expansion plans for the Memorial Stadium

http://www.bbc.co.uk/bristol/content/articles/2005/10/20/rovers_plans.shtml

These comments can be used as part of a conflicts of interest report or investigation, and compared with comments collected in the field. Further information about the stadium proposals can be found at <http://news.bbc.co.uk/1/hi/england/bristol/4362246.stm>



The screenshot shows a BBC Bristol news report on the website. The page title is "BRISTOL ROVERS" and the sub-headline is "Rovers plan to develop stadium". The main headline is "Rovers plan to develop stadium". The article text reads: "The last time Bristol Rovers wanted to develop their stadium it caused a flood of complaints to the city council. Rovers want to increase the capacity to 18,000, and will include more than 100 student flats in the complex. The club's chairman, Geoff Dunford, says he will consult with residents and ask what they want in the ground. Will a larger Memorial Stadium add a needed boost to Horfield and contain new and vital facilities? Or do you think that a bigger football ground will just bring more trouble to the area?"

The page also features a "SEE ALSO" section with a link to "Geoff Dunford talks to the BBC's Nigel Dando" and a "Sport on-air" section with links to "BBC Radio Bristol on 95.5 & 94.9fm", "Saturday Sport", and "Twentyman Talks Back".

Being aware of local developments

It is important to keep up with regeneration and development in your local area in order to collect resources and ask councils for information as it is released etc. Temple Quarter <http://www.templequarter.com/> is a prime example of this type of regeneration, and includes plans for a new Bristol Arena laid out by The South West of England Regional Development Agency and Bristol City Council. The new Arena could be used as a study site, where surveys focusing on environmental quality, visitor perceptions, traffic and litter could be taken, These could then be compared to the areas in which a stadium is already located, and the question 'Does the building of a new stadium or arena make an area a more or less pleasant place to be?' could be investigated.

New developments also give a great opportunity for you to introduce planning restrictions, public attitudes to planning applications and the applications themselves to your students. Recent applications are often available online through your local planning department- contact your local council for more details.

www.bristol-city.gov.uk

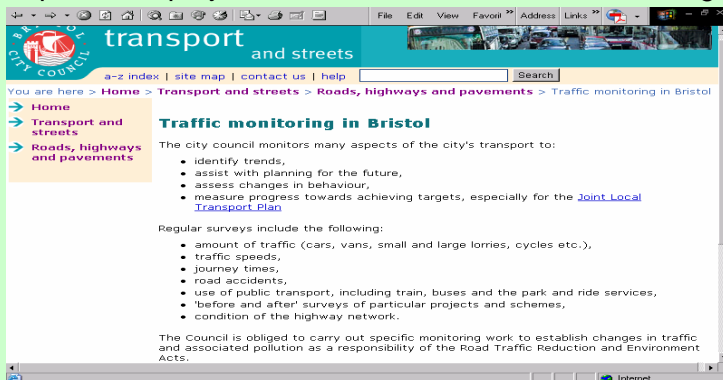
www.bathnes.gov.uk

www.somerset.gov.uk

www.n-somerset.gov.uk/

Using Traffic information

Councils will generally hold information about local traffic volumes etc. Bristol City Council Transport planning Department <http://www.bristol-city.gov.uk/ccm/content/Transport-Streets/traffic-monitoring-in-bristol.en> hold a wide range of data including amount of traffic (cars, vans, small and large lorries, cycles etc.), traffic speeds, journey times, road accidents, use of public transport, including train, buses and the park and ride services, 'before and after' surveys of particular projects and schemes, condition of the highway network.



Email transport_plan@bristol-city.gov.uk for data, but make sure you are specific about which roads / areas you will be looking at, and exactly what data you need.

This data can be compared to traffic surveys taken during field days, and used to highlight variations in traffic between match and non-match days which you may not find if you visit the stadium on a quiet day. Management plans for the stadium surrounding areas may also be included in the fieldwork, with students looking at current management schemes e.g. parking restrictions, barriers and one way roads, and then designing their own traffic management scheme for the area.

Using Residents' Associations and community groups

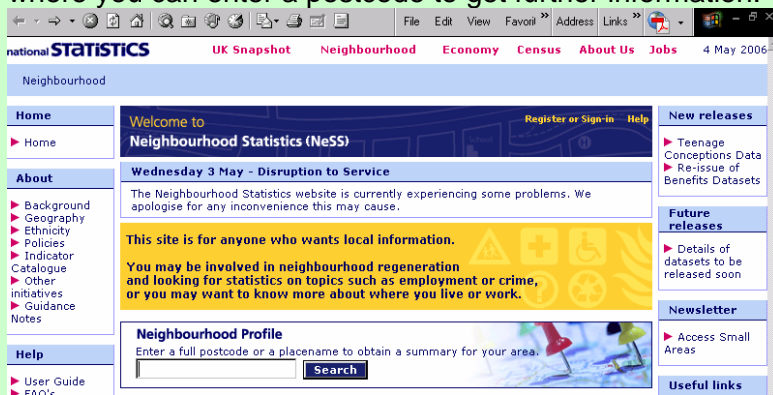
Residents' Associations and community groups are found in most areas. Groups located close to stadiums and stadium developments have probably either been consulted about the area, or will be aware of what is going on in terms of planning applications, conflicts of interest and problems with transport etc. Once you have selected your area of study, try an internet search, look on local websites, or scan the local papers for mention of relevant community action groups.

Using census data

Bristol City Council produces documents which show basic census data for wards within Bristol, including Southville, the ward in which Bristol City Football Club is located. <http://www.bristol-city.gov.uk/WardFinder/pdfs/southville-profile.pdf> . The document contains information on demographics, ethnicity, democracy, poverty and deprivation, housing, health, social services, life in the community, social services, education and crime. To find other ward information go to <http://www.bristol-city.gov.uk/ccm/content/Council-Democracy/Statistics-Census-Information/ward-finder.en>

This data can be used to compare wards within Bristol- one that has a stadium and one that doesn't. Look at crime data, poverty and deprivation and environmental quality to get an idea as to how a stadium may affect an area.

See also Neighbourhood Statistics <http://www.neighbourhood.statistics.gov.uk/dissemination/> where you can enter a postcode to get further information.



Using route planners

Part of the QCA unit 6 World Sport scheme of work contains a section about 'How do I get to the match'? This can easily be incorporated into your fieldwork by asking students to plan their way to several potential field locations, both from the school and from their house or another position in the area. Students can then decide which study area is easiest to get to and why, and which is the cheapest venue to visit. Using an online route planner such as AA Route Planner http://www.theaa.com/travelwatch/planner_main.jsp or RAC Route Planner <http://rp.rac.co.uk/rp/routeplanner> will determine the mileage and from that you can calculate petrol costs etc. Added to this can be parking restriction issues and charges (researched whilst at the location).

National Rail Enquires <http://www.nationalrail.co.uk/> will provide train times to and from local stations, as will The Train Line <http://www.thetrainline.com>. Bus timetables for the West regions can be found at <http://timetables.showbus.co.uk/avon.htm>, as well as on the website of your local bus provider.

Students will need access to OS maps of the local area. These are available online at Ordnance Survey 'Get a Map' <http://www.ordnancesurvey.co.uk/oswebsite/getamap/> and paper copies are available for your school through the OS scheme 'Free maps for schools' scheme, <http://www.ordnancesurvey.co.uk/freemapsfor11yearolds/>

Web links

BBC News

<http://news.bbc.co.uk/1/hi/england/bristol/4376615.stm>

<http://news.bbc.co.uk/1/hi/england/bristol/3837763.stm>

Information about the new Bristol Arena development

The Political economy of Football

<http://www.footballeconomy.com/statistics.htm>

Attendance, financial and TV statistics

Groundtastic

<http://www.groundtastic.ukgateway.net/>

Football grounds magazine

Soccer Association

<http://www.soccerassociation.com/>

General football information and fixtures