Journey through Clayton Vale, Manchester

History, Geography and Citizenship through fieldwork and classroom activities at Key Stage 2
CONTENTS

Welcome to the pack 2

Fieldwork 3

Geography at Clayton Vale 5
- Geography map 1: The River Medlock 5
- Compass and scale teacher notes 6
- Compass and scale worksheet 7
- The water cycle teacher notes 8
- Water cycle worksheet 9
- Erosion and deposition teacher activity ideas 10
- Human impact on the environment teacher activity ideas 11
- Measuring river speed teacher notes 12
- Measuring river speed worksheet 13
- Geography map 2: Geography Trail 14

History at Clayton Vale 15
- The History evidence game teacher notes 16
- History evidence game worksheet 17
- History map 1: History Trail 18
- History map 2: Old Map 1932 19
- Map detective teacher notes 20
- Map detective worksheet 21
- Photo detective teacher notes 22
- Photo detective worksheet 23
- Voices from the past teacher notes 24
- Voices from the past worksheet 25
- Time line on a washing line teacher notes 26
- Table 1: Summary of features on OS maps 1848-1993 27

Citizenship at Clayton Vale 29
- Human impact on Clayton Vale teacher notes 30
- Human impact on Clayton Vale worksheet 31
- Role play teacher notes 32
- Role play 33
- Waste teacher notes 34
- Waste worksheet 35
- Pollution teacher notes 36
- Pollution worksheet 37
- Community action teacher activity ideas 38
- Future visions teacher activity ideas 39

Contacts and Resources 40

Location map back cover
Journey through Clayton Vale, Manchester

History, Geography and Citizenship through fieldwork and classroom activities at Key Stage 2
INTRODUCTION

Welcome to the new Clayton Vale education pack for KS 2 Humanities!

Clayton Vale is an attractive area of urban countryside on the River Medlock in east Manchester. It is within easy reach of schools in Manchester, Oldham and Tameside (see the location map on the back cover), and provides a wealth of opportunities for curriculum related studies.

This easy to use pack will help you deliver

- Local History
- Geography
- Citizenship
- Sustainable development issues

as well as enjoy field trips at a nearby, accessible and fascinating river valley.

The pack is for

- Classroom preparation
- Self-guided field visits
- Follow up work

The pack includes

- Information on how to organise a field trip
- Teachers' notes
- Fieldwork activities
- Classroom activities
- Maps and photos

How to use this pack

The pack is in four main sections

- Fieldwork information
- Geography
- History
- Citizenship

All of the pack is relevant to the National Curriculum, and specific curriculum and QCA links are noted in each section. Teachers' notes give the background to the topics, classroom activity sheets give teachers ideas for activities and photocopiable worksheets set out classroom and fieldwork activities for pupils. The pack allows maximum teaching and learning with minimum preparation time.

The pack provides a range of activities. You can use the whole pack as a programme of work, or pick and choose the activities that most match the themes you want to cover.

Cross-curricular links are identified to offer even more opportunities for fulfilling the National Curriculum.
The benefits of fieldwork

- The National Curriculum identifies fieldwork as being important
- It increases the awe and wonder aspect of learning
- It can bring subjects alive
- It enables children to gain valuable fieldwork skills (observing, recording, measuring, interpreting, drawing, mapping, describing etc)
- It is a great way of exploring citizenship, for example through appreciating local issues around an urban countryside area.

The benefits of fieldwork at Clayton Vale

Clayton Vale is full of exciting things to study, has a range of physical features and a fascinating history. Its location on the border of Manchester, Tameside and Oldham makes it easily accessible to a large number of schools. The Vale has gone through enormous changes over the years, and as urban countryside it presents a number of challenging issues that are relevant to living in today’s society. As an outdoor classroom it offers a wealth of opportunities for studies across the curriculum.

Organising a field trip

There is plenty of information and advice available to help you organise a field trip. Consult your school or LEA guidelines. All you need to remember is to follow a few common sense procedures to make your field trip safe and enjoyable. Remember, many local schools have enjoyed trips to Clayton Vale in the last couple of years and all have enjoyed completely trouble free visits.

Health and Safety

The most important aspect is, of course, Health and Safety (H&S). In addition to standard H&S issues there are some that are particular to Clayton Vale:

1. The river
   Managing children near any body of water requires particular care and attention. Unless specifically needed for an activity, pupils should stay away from the river at all times. The river level can rise very quickly after prolonged and heavy rainfall, even in the summer months. You should visit the site the day before to assess the water level and be prepared to postpone the trip if the river is high. It is imperative that every caution is taken when taking children near the edge of the river for any activity.

2. Sharp and hazardous objects
   It is possible that glass or other sharp litter objects may be present on the site, as well as plants such as brambles and nettles that can scratch or sting. Dog dirt brings a risk of disease, as does stagnant water. A simple safety-talk in the classroom and as you arrive on site will ensure that awareness is raised and pupils know how to avoid such hazards. All hands should be washed before eating or drinking and at the end of the visit.

TIP:
Places to sit - you can sit on the grass in very dry weather (check for sharp objects as usual), or on picnic benches over the footbridge from the Visitors’ Centre.

HEALTH AND SAFETY
The recommended guide to which you should refer is the Government document Health and Safety of Pupils on Educational Visits - a good practice guide. Phone the DfES Publications Centre for a free copy. 0845 6022260. Ask about DfES guidance leaflets also.

RIVER INFORMATION
Phone the Manchester Leisure Wardens at Philips Park for advice on river levels on the day. 0161 223 1209

There are three pools near footpaths on the Vale. Ensure that pupils are kept at a safe distance.
3 Traffic
Ensure the driver of your bus stops so that the children can get off and on the bus by the pavement on the side of the Vale so they do not have to cross the road. Once inside the Vale, there are no roads. The only vehicles will be official maintenance or patrol vehicles that will be aware of your visit when you book.

4 Anti-social behaviour
As in any urban green spaces, there are occasionally people who visit Clayton Vale and behave in an anti-social manner. Motorcycling is illegal on the Vale, but occurs occasionally. If you see any such anti-social behaviour whilst on your visit, please contact the Parks Patrol immediately, who will attend the scene as soon as possible.

The Parks Patrol number and other contact numbers will be given to you when you book your visit.

Transport
You may need to book and pay for a coach to take your class to and from the site, so you need to discuss your school's ability to do this with your head teacher. Some grants are available for transport from the Mersey Basin Trust. To find out more contact the Education Officer at the Trust - their details are listed under Contacts on page 40.

Check list
It is a good idea to create your own checklist, but here's one to get you started.

☐ Check your school or LEA guidelines for field visits
☐ Check the DfES good practice guide and guidance booklets
☐ Book your visit with the Clayton Vale Project Officer
   (see Contacts on page 40)
☐ Prepare on-site safety, e.g. risk assessment, safety talk
☐ Arrange and book transport
☐ Check insurances
☐ Plan time for classroom preparation and follow-up work
☐ Plan activities and organise materials and equipment needed
☐ Arrange supervision with the correct ratio of adults to children
   (water hazard = more adults needed)
☐ Organise parental consents
☐ Have emergency procedures in place
☐ Visit Clayton Vale to familiarise and for last minute Health and Safety checks
Geography

Introduction to Geography at Clayton Vale

River valleys offer plenty of scope for studying geography. This section looks at map work, the water cycle, river studies and human impact on the environment.

Where is Clayton Vale?

Clayton Vale is a 45-hectare area of urban countryside. It is part of the Medlock Valley and is located in east Manchester, between the towns of Clayton to the south and Newton Heath to the north. The eastern boundary of the Vale is alongside the boundary between Manchester and Tameside, with Droylsden being the neighbouring town. To the west, the Vale leads into Philips Park and then to Sports City, the site of the 2002 Commonwealth Games.

A location map can be seen on the back cover of the pack.

The River Medlock

The River Medlock is one of many rivers that flow from surrounding hills into the Manchester basin. It begins just above Strinesdale Reservoir near Grains Bar up in the hills of Oldham, and flows down through Tameside, east Manchester and the city centre. It flows into the River Irwell which becomes Manchester Ship Canal at Salford Quays, then into the River Mersey to the sea. From its source to its end, the river is 35 km long.

Geography map 1: The River Medlock

The Mersey Basin

The River Mersey and all its tributaries forms one of the main river systems in the north west region of England, reaching into areas as wide as Cheshire, Greater Manchester, Merseyside, Lancashire and Derbyshire. The River Medlock and therefore Clayton Vale, form part of this river system.
TEACHERS’ NOTES

CLASSROOM ACTIVITY

Curriculum links

Numeracy: calculations, understanding measures.

Geography: geographical enquiry and skills.

Geography worksheet 1: compass and scale

Learning objectives

- To gain an understanding of basic map work using compass directions and scale.
- To familiarise pupils with the geography of Clayton Vale.

You will need

For each pupil you will need one photocopy of the Geography Trail on page 14 and a length of string of approximately 90 cm. For the class you will also need one OS map or fold out Manchester A-Z map for locating your school in relation to the Vale. You may find the location map on the back cover useful for this.

Notes

Question 7 requires pupils to measure a length on the map and then translate this into metres. The easiest way to do this is to measure the string against the scale bar e.g. 5 x scale bar = 1,000m = 1km.

Answers

1 Valley
2 River Medlock
3 Newton Heath
4 Clayton
5 Use an OS map or road map to help you identify your school in relation to Clayton Vale.
6 1 cm = 50 m
7 a approximately 1600 m or 1.6 km
    b approximately 4725 m or 4.7 km
    c approximately 600 m or 0.6 km
Compass and scale

1. What does the word Vale mean?

2. Which river runs through Clayton Vale?

3. Which town is to the north of Clayton Vale?

4. Which town is to the south of Clayton Vale?

5. Approximately which direction is your school from Clayton Vale?

6. What scale is the Clayton Vale Geography Trail map (Map 2) drawn in?

7. Using the Clayton Vale map and a piece of string, work out the following:
   a. the length of the river in Clayton Vale: ________ m  or  ________ km
   b. the length of the boundary of Clayton Vale: ________ m  or  ________ km
   c. the distance between the entrances of Culcheth Lane in the north and Vale Street to the south (as the crow flies): ________ m  or  ________ km

Name: ___________________________  Class: _________  Date: _________
TEACHERS’ NOTES

CLASSROOM OR FIELD ACTIVITY

Curriculum links

Geography: knowledge and understanding of patterns and processes.

TIP:
This may be a useful activity for pupils to do if you are splitting into small groups for other activities.

Geography worksheet 2: the water cycle

Learning objectives

- To understand the water cycle.

You will need

For each pupil you will need a photocopy of Geography worksheet 2: the water cycle. Clipboards and pens or pencils. Copies of the location map on the back cover will be useful for pupils to answer location related questions.

Classroom topics for preparation

Discuss and understand the water cycle and familiarise with the following terms: evaporation, condensation, precipitation, through flow, upstream, downstream.

Notes

At Clayton Vale, the water cycle can be explored by discussing where the water in the river comes from and goes to.

Where does the water come from?

a. The river upstream.

b. Rainfall (precipitation).

c. Throughflow from the land around. This has significance to citizenship and sustainability issues as the through flow at Clayton Vale travels through landfill, transporting toxins to the river.

Where will the water go?

a. Most of it will go downstream into the River Irwell, then the Manchester Ship Canal at Salford Quays, then into the River Mersey and then the sea.

b. Some of it will evaporate into the atmosphere and be carried by the wind until it falls as rainfall / precipitation and eventually ends up in a river again.

As a classroom activity

The worksheet can be completed in the classroom although it may have greater significance if completed in the field.

As a field trip activity

Using Geography worksheet 2: The water cycle, with clipboards and pens or pencils, the pupils can complete this worksheet in the field.

Precipitation means all types of moisture that falls from the atmosphere, i.e. rain, snow, sleet, hail etc.
The water cycle

Fill in each box on the water cycle diagram above with one of the following terms:

condensation  downstream  evaporation  precipitation
runoff  throughflow  upstream

Name: ___________________________ Class: _________ Date: _________
**FIELD ACTIVITY**

**Curriculum links**

**Geography:** geographical enquiry and skills; knowledge and understanding of patterns and processes.

**Geography activity ideas 1: erosion, transportation and deposition**

**Learning objectives**

- To be able to identify river erosion and deposition and both natural and human measures that affect them.
- To identify land erosion and its causes.

**You will need**

For each pupil you will need a copy of the Geography Trail on page 14, plus pens, pencils, rulers, clipboards.

**Notes**

The processes of erosion and deposition can both be seen in the river at Clayton Vale. Erosion usually occurs on the outside of bends where the water flow is faster and the energy is higher. Deposition occurs where the water speed drops (for example, on the inside of bends), the particles become too heavy for the water to carry and are deposited on the river bed.

**Classroom topics for preparation**

Discuss and understand erosion, transportation and deposition and how water speed and energy affect them. Photocopy map 2 and discuss with the children where they would expect to see evidence of these processes (see above). If you wish to use grid lines, draw them on the map before photocopying.

**Field trip activities**

Use the Geography Trail on page 14 to guide your walk.
Annotate the map used in the classroom to add on any signs of erosion and deposition, and any signs of where human influence is protecting the banks from erosion.
Annotate the map to show any signs of human made erosion on the land, and possible causes (motorbikes, walkers, horses).

**Follow up activities**

1. Discuss the field observations made on erosion and deposition, and any human influence on these processes.
2. In what weather conditions does the land erode more quickly?
3. What problems are caused by erosion?
4. Put these in order of causing most to least erosion: horses walkers cyclists motor cyclists
FIELD ACTIVITY

Geography activity ideas 2: human impact on the environment

Learning objectives

- To be able to identify human measures that affect river erosion.
- To identify land erosion and its causes.

You will need

For each pupil you will need a copy of the Geography Trail on page 14, the Old History map on page 19, clipboards, pens, pencils.

Notes: Natural river versus canalisation

The course of a river in its middle to lower reaches will naturally be winding and irregular. At Clayton Vale you can see where human influence has changed the natural course of the river. Old maps (see the 1932 map on page 19) show a large bend in the river at the east of the Vale, which has been straightened and canalised to remove the bend. As the river leaves the Vale to flow into Philips Park the river channel is lined with red brick work. Both of these measures act to reduce erosion of the river banks.

Erosion of the land

The land in the valley around the river also shows signs of human damage, mainly through erosion by walkers, cyclists, horses and motorbikes. A good example of this is on the hill to the south of Clayton Vale bridge, where there is a large scar caused by motorbikes* and children running up and down. In other areas vehicle tracks may be seen, as well as sometimes cycle and horse tracks.

Classroom topics for preparation

Discuss the characteristics of a natural windy river and how human influence can affect a river. Discuss land erosion caused by nature and by humans.

Field trip activities

1. Label the map to add any signs of where human influence is protecting the banks from erosion.
2. Label the parts of the river that are canalised and brick lined.
3. Label parts of the river that have no signs of human influence.
4. Annotate the map to show any signs of human made erosion on the land, and possible causes (motorbikes, walkers, horses).

**Motorcycling is illegal on the Vale.

DISCUSSION POINT:
Why is erosion a form of damage?
If vegetation is worn away, the soil is exposed. If soil is worn away, nothing can grow there.

TIP:
For help and advice on river dipping ask the Education Officer at the Mersey Basin Trust. See Contacts on page 40.
TEACHERS’ NOTES

FIELD ACTIVITY

Curriculum links
Numeracy: calculations, understanding measures, handling data.
Geography: geographical enquiry and skills.

DISCUSSION POINT:
Dog biscuits are used as they float well and biodegrade quickly, without polluting the river.

!! WARNING !!
Please note all water safety guidelines and take extra care with this activity, as children will need to stand near the river to observe the floats.

Geography worksheet 3: measuring river speed

Learning objectives
- To understand the variations in river speed and possible causes.
- To measure river water speed.

You will need
Floats (dog biscuits), one long 10m tape measure, a marker and a stopwatch.

Notes: river speed
One of the factors that affects erosion is river water speed (velocity). Water speed will be affected by the amount or volume of water, the channel shape, gradient of the river and obstacles in the river, which can all be discussed during the following field test at Clayton Vale.

Pooh Sticks
Measure 20 or 30m of river down from the footbridge near the Picnic Area and place your marker on the riverbank at the end point. One child drops the dog biscuit into the river from the middle of the bridge and shouts ‘go’ when it hits the water. A second child shouts ‘stop’ when it crosses the marker point. A third child starts the stopwatch on ‘go’ and stops it on ‘stop’, to measure the time taken. Split the class into three groups and let everyone take a turn. If you have enough adult supervision, you can measure two stretches of river.

A greater number of measurements will help reduce inaccuracies. You can take an average or use the fastest time. Discuss why the measurements would be different; is there a time delay in shouting ‘stop’ and ‘go’ and the stopwatch being operated? How accurate are the observers? Are there any obstacles (rocks, plants, rubbish) in the river that will slow the float down? Does the water flow at the same speed in every place in the river? Is the float thrown into the same place every time?

Results
Work out the river water speed in metres per second by dividing the distance by the time (number of seconds) taken.

Classroom preparation
Discuss the key elements of the test and how it will be carried out.

Follow up activities
Draw a diagram of how the test was carried out. Draw a table recording the different readings. Discuss possible inaccuracies and their causes (e.g. did the observers shout ‘stop’ and ‘go’ on time? Did the floats follow the same route each time?).
Measuring river speed

Date: 

Equipment used for this test:
1 
2 
3 
4 

Distance measured: _______ metres

Results
Time taken (seconds)
1 
2 
3 
4 
5 

Chose either the average or the fastest time for the calculation below.

How to calculate water speed:
Distance _______ metres divided by time taken _______ seconds

Therefore, the River Medlock at Clayton Vale travelled at _______ metres per second today.

What three factors might affect the different speeds of the water in the river?
1 
2 
3 

How much rainfall has there been in the last two days?

Name: ___________________________ Class: _________ Date: __________
History

Introduction to local history at Clayton Vale

Background

Clayton Vale is a green area of urban countryside and home to a wealth of wildlife. Today’s pleasant landscape hides a story that is only revealed by enquiry, research and questioning. It is an ideal place for children to experience the excitement of delving into the mysteries of local history.

Clayton Vale was once a quiet river valley surrounded by a patchwork of fields and woodlands with little but an ancient salt road that crossed the valley at Clayton Vale Bridge. In the first half of the nineteenth century, the first signs of industry began to encroach on the natural valley. For the next 100 years or so, Clayton Vale was transformed into a man made built industrial landscape, obliterating any natural character of the valley. Maps tell us that industrial operations included a print and bleach works, a dye works, an isolation hospital and many other buildings (see Table 1 on page 27).

It wasn’t only the land in the valley that changed. The character and course of the river itself has changed in two different phases. In the early 1900’s the river was subject to substantial engineering, as work was carried out to culvert and brick line the western stretch. Maps indicate that the eastern meander was straightened (canalised) between 1956 and 1968. Both of these changes are still in evidence today.

From the early 1900’s the site was being used as a tip for industrial waste, and in the 1960’s and 1970’s the valley was bulldozed to be used as a landfill site for domestic waste, demolishing all that remained of any buildings in Clayton Vale.

This process of industrialisation and landfill left Clayton Vale damaged and polluted. In the 1980’s, Manchester City Council reclaimed the area, to turn it into an area of urban countryside for wildlife and recreation. This involved ‘capping’ the landfill with soil, landscaping and planting thousands of trees.

Today, at the beginning of the 21st Century, Clayton Vale is now a green river valley again, for people and wildlife to enjoy. However, the impact of industry and landfill has left its mark on today’s landscape.

The challenge for pupils studying local history at Clayton Vale is to piece together the jigsaw of evidence (from maps, photos, written evidence, oral evidence and fieldwork), to unearth and discover the story of the Vale.
History worksheet 1: History evidence game

Learning objectives

- To appreciate that different historical sources give different evidence, which is not always accurate.
- To compare the advantages and disadvantages of different types of historical source.

You will need

For each pupil you will need a copy of Worksheet 1: History evidence game, scissors, glue stick, pens, pencils.

Notes

The aim of this classroom activity is to promote discussion and understanding of different types of historical source and the information they give us. Pupils can discuss in groups what each source tells them, then cut out the cards and put them (use glue sticks if you like) in the table. There are some blank cards to add more ideas. Pupils may decide to put one type of information next to more than one source.

Suggested questions

- What sources of evidence can we use to find out about local history?
- Are they all 100% accurate?
- Are they affected by bias or subjectivity e.g. newspaper articles and personal stories?
- Do different sources have any advantages or disadvantages?

Answers

<table>
<thead>
<tr>
<th>Historical source</th>
<th>What they tell you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td>Dates, where/location, size from plan view only</td>
</tr>
<tr>
<td>Photos</td>
<td>Size from one aspect only and relative to other items on the photo only, what buildings / things looked like, what people dressed like</td>
</tr>
<tr>
<td>Written accounts</td>
<td>May describe dates, where / location, size, who worked there, importance, how much people were paid, why, what things look like, what people dressed like</td>
</tr>
<tr>
<td>Personal stories</td>
<td>Peoples’ thoughts and feelings, how important it was to the writer, other anecdotal facts. (How do we check the accuracy of people’s memories?)</td>
</tr>
</tbody>
</table>
The History evidence game

What historical information can you find out from different sources?

An example would be old photos. What do they tell us now? If you think we can find out *what people dressed like* from photos, put that next to ‘Photos’ on the table below.

<table>
<thead>
<tr>
<th>Historical source</th>
<th>What does it tell us now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td></td>
</tr>
<tr>
<td>Photos</td>
<td></td>
</tr>
<tr>
<td>Written accounts</td>
<td></td>
</tr>
<tr>
<td>Personal stories</td>
<td></td>
</tr>
</tbody>
</table>

What does each source tell you? Put your own ideas on the blank cards.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Where</th>
<th>Size</th>
<th>Who worked there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance</td>
<td>How much people earned</td>
<td>Why?</td>
<td>People/s thoughts and feelings</td>
</tr>
<tr>
<td>What buildings look like</td>
<td>What people dressed like</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ______________________  Class: _________  Date: _________
A 1932 map of the area
**FIELD ACTIVITY**

**Curriculum links**

**Geography:** geographical enquiry and skills.

**History:** chronological understanding.

**History worksheet 2: map detective**

**Learning objectives**

- To use maps as an historical source to interpret change.
- To observe and record change in the landscape.

**You will need**

For each pupil you will need one copy of the History Trail on page 18 and the 1932 map on page 19, History worksheet 2, and clipboards, pens and pencils. Use the History Trail to guide you round the Vale.

**Notes**

The purpose of this map reading exercise is to work out what historical change can be deduced from maps alone. The activity gives pupils experience of real historical enquiry, comparing a 1932 map to present day, and observing on site what features have survived, not survived or changed. A discussion point is what has happened to the buildings that are no longer there? (They have all been demolished as tipping on the Vale increased in the second half of the last century.) What can we find out from this activity and what gaps in our knowledge are left? What other sources can help us fill in those gaps and complete the jigsaw?

**Classroom preparation**

It may help pupils to set the map and recognise where they are in the field if they colour the river and ponds blue on both maps before their visit. It may also be useful for pupils to study both maps to familiarise themselves with the fact that they illustrate the same place at different points in time.

**Follow up activities**

Discuss the findings in the field and ask pupils to write a summary of the map detective activity. Ask them to include what they found difficult and what extra information could make it easier (e.g. photographs, written information).

**Answers**

<table>
<thead>
<tr>
<th>Survived</th>
<th>Not survived</th>
<th>Changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clayton Mill Bridge</td>
<td>Clayton Mount</td>
<td>The eastern meander of the River Medlock - it has been straightened or 'canalised'</td>
</tr>
<tr>
<td>Clayton Vale Bridge</td>
<td>Infectious diseases hospital</td>
<td></td>
</tr>
<tr>
<td>Railway viaduct over Clayton</td>
<td>Pumping station</td>
<td></td>
</tr>
<tr>
<td>Vale Lane</td>
<td>Dye Works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reservoirs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andrews Brow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapel</td>
<td></td>
</tr>
</tbody>
</table>
Map detective

Your task as history detective is to find out what has changed in Clayton Vale since 1932, using two maps as your clues.

During your visit to Clayton Vale, decide whether the features listed in the box below have survived, not survived, or changed.

<table>
<thead>
<tr>
<th>Clayton Mill Bridge</th>
<th>Clayton Vale House</th>
<th>Clayton Mount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infectious Diseases Hospital</td>
<td>Clayton Vale Bridge</td>
<td></td>
</tr>
<tr>
<td>Pumping station</td>
<td>Railway viaduct over Clayton Vale Lane</td>
<td></td>
</tr>
<tr>
<td>Dye Works</td>
<td>Reservoirs</td>
<td>Andrews Brow</td>
</tr>
<tr>
<td>Eastern meander of the River Medlock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write your answers in the table below.

<table>
<thead>
<tr>
<th>Survived</th>
<th>Not survived</th>
<th>Changed (how?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: __________________________ Class: _______ Date: __________
FIELD ACTIVITY

Curriculum links
History: historical enquiry.

History worksheet 3: photo detective

Learning objectives

- To use different historical sources to interpret change.
- To observe and record change in the landscape.
- To compare the advantages and disadvantages of different types of historical source.

You will need

For each pupil you will need a copy of the photo detective worksheet, clipboards, pens, pencils and copies of the 1932 map and the History Trail.

Notes

This fieldwork Photo detective activity gives another source of evidence (photographs) for historical detectives to piece together the clues of the past. Pupils can tick the features they spot during their walk around the History Trail.

Classroom preparation

Discuss whether this exercise can be done without a map, and which map(s) would make this exercise easier (the Old History map and the History Trail). Discuss what photos tell us that the maps do not (what things look like), and also talk about what the photos don’t tell us (where they are).

Follow up activities

Ask pupils to write about what they found easy and difficult about this activity. Ask them to describe why they needed a second historical source (i.e. a map) to help them find the places where the features were or are.

Answers

Still exist: Clayton Vale Bridge, Brick lining on the River Medlock, Clayton Vale Viaduct, the weir by Clayton Vale Bridge.

No longer exist: Clayton Vale House, Old Naylor’s Pub.
Photo detective

Brick lining on the River Medlock

Clayton Vale Bridge

Clayton Vale House

The weir by Clayton Vale Bridge

Clayton Vale Viaduct

Old Naylor’s pub

Name: ____________________  Class: ________  Date: ________

P History worksheet 3
CLASSROOM ACTIVITY

History worksheet 4: voices from the past

Learning objectives
- To appreciate that different historical sources give different evidence, which is not always accurate.
- To use different historical sources to interpret change.
- To compare the advantages and disadvantages of different types of historical source.

You will need
For each pupil you will need a copy of History worksheet 4: voices from the past, plus pens, pencils and rulers.

Notes
This classroom activity looks at people’s memories and written accounts as another historical source. Questions to ask are:
- Do newspapers report everything accurately?
- Are people’s memories always accurate?
- Do peoples’ own views have an affect on how they experience and remember things (i.e. subjectivity)?

Follow up activity
Ask children to collect stories from their own families and friends, or invite an older resident into school to talk about their memories of the Vale. Discuss how far back in time pupils can find stories and memories from in this way (i.e. the notion of ‘in living memory’). Ask pupils to decide how they will record people’s stories. Pupils can write their own stories that will become part of an archive for the future.

Further research can be done by visiting the Manchester Archives and Local Studies Unit website. See Contacts on page 40.
Voices from the past

People's memories are another source of historical information. Here is part of a newspaper article from the Manchester Evening News, published in 1964.

My lost valley

Clayton Vale Valley... is a massive piece of wasteland... Once upon a time it fully deserved its lovely name, as William Dutson of Chorlton-cum-Hardy remembers:

"To me that valley holds precious memories and I have tried to make a picture which some of our present day Mancunians and some in the future would like to see. It would be tragic if history did not record the passing of a place which filled with joy so many of those who suffered the hardships and misery that the building of Manchester brought.

"Millions of tons of refuse from houses and factories lie in what, when I was a boy, was a valley which could compare with any situated miles and miles from anywhere.

"... Reaching the arches which were built to carry a railway to the electricity works, the vale proper was entered... On the opposite side of the lane were fields of hay as high as we boys, and farms stretched as far as the eye could see, the view broken by few buildings.

"... go under the arches where we can see ahead the smallpox hospital, and above, on the slope to the right, the consumption hospital, with the nurses' home lying between the two. Behind this was a lake on which were swans and waterfowl. What a picture these grounds made when the different plants were in bloom, and what vicious devils those swans were when they had eggs or young!

"... when past the smallpox hospital one entered a winding path between the railway and the river until a waterfall was reached and the vale opened in its splendour. Above the waterfall was a bridge over which ran a path leading past the nurses' home and the consumption hospital to Clayton. This was known as Vale Lane, and was without buildings of any kind. Now it is Vale Street and houses cover what were fields.

"Beyond the bridge, on the left below the 'Nunnery', was a small whitewashed inn within its grounds, a track on which races were run, the contestants being whippets or men, or anything that could be induced to move, and on which a bet could be laid. I believe the name of the inn was the Vale Inn, though it was always known as 'Old Naylor's', that being the name of the people who kept it... The inn was closed shortly after the 1914-18 war.

"Across the river from the inn could be seen the golf links, which reached back almost to North Road, Clayton, and over which ran a path which on Sundays was colourful with the dresses of the young ladies who paraded with their boys around the vale."

1 What sort of things does William remember? List five things overleaf.

2 What things do William's memories tell us that the maps and photos don't?
   Underline ten new pieces of information that William's story tells us.

Name: __________________________ Class: _________ Date: __________

History worksheet 4
**CLASSROOM ACTIVITY**

**History activity 1: time line on a washing line**

**Learning objectives**

- To piece together all the evidence of the changes in Clayton Vale to form a chronology or time line (refer to Table 1 on page 27 for guidance).

**You will need**

A washing line and somewhere to tie it, clothes pegs, A4 or A5 pieces of card, a photocopy (enlarged) of the table below, plus pens, pencils and crayons.

**Notes**

This classroom activity is where pupils will piece together all the evidence to create a picture of the past. Communication and deduction skills can be developed as pupils discuss different sources of evidence and where to place them on the time line. The game is best played after your visits and historical studies of the Vale (as explored in History worksheets 1 - 4). In this activity, children create a 'washing line' of evidence to hang up in the classroom.

**Method**

Photocopy and enlarge the table below. Cut out the boxes, which have clues to times in history, and give each to a pupil or group of pupils. Ask the children to make cards (A5 or A4) and write the information on it, perhaps adding their own comments/questions or illustrations. Make your own cards with any information you have found from your own research (library, newspaper cuttings, stories and memories from local people/friends/relatives, or your own experiences). Each child in turn can explain their card to the class and hang it on the line in the right place in time.

<table>
<thead>
<tr>
<th>Clayton Vale is a quiet river valley before people were around.</th>
<th>Clayton Vale Bridge is on the 1848 map.</th>
<th>No buildings are on the 1956 map.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clayton Vale is used to tip household rubbish in.</td>
<td>Clayton Vale is landscaped and trees planted.</td>
<td>School children visit to study geography, history and citizenship.</td>
</tr>
<tr>
<td>Clayton Vale is an area of urban countryside. A nature area enjoyed by local people and visitors.</td>
<td>People with infectious diseases are sent to a hospital on Clayton Vale.</td>
<td>Residents enjoy a game of golf to the south of Clayton Vale.</td>
</tr>
</tbody>
</table>
### Table 1: summary of features on OS maps 1848 - 1993

**Purpose**

This table lists the main features that are present on a series of maps, thus giving one historical source of information about change in Clayton Vale. It is not possible to derive an exact chronology, as we cannot tell what happened between the dates the maps were published. It is also valuable to discuss the accuracy of maps, as it cannot be guaranteed that the maps were always fully updated or even updated the same year they were published.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Railway</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clayton Bridge / Clayton Mill Bridge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clayton Vale Bridge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Viaduct over Clayton Vale Lane (western edge of Vale)</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clayton Print Works / Clayton Vale Works</td>
<td>✓</td>
<td></td>
<td>disused</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dye and Bleach Works / Culcheth Dye Works / Failsworth Dye Works</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Clayton Mount (house)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Clayton Vale House</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meander in river from Clayton Bridge to Clayton Vale Bridge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Andrews Brow (track / road)</td>
<td>not labelled</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Infectious Diseases / Smallpox Hospital</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clayton Bridge Factory</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Golf Course</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reservoirs</td>
<td>not labelled</td>
<td>not labelled</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pumping Station</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pond by iron bridge</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tip (disused)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Paths</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Trees</td>
<td>✓</td>
<td>✓</td>
<td>v. few trees</td>
<td>v. few trees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>few trees</td>
<td>✓</td>
</tr>
<tr>
<td>Pond by Culcheth entrance</td>
<td>reservoir</td>
<td>reservoir</td>
<td>reservoir</td>
<td>reservoir</td>
<td>reservoir</td>
<td>reservoir</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>
The River Medlock
Citizenship

Introduction to Citizenship at Clayton Vale

The issues
Clayton Vale is a great place to put citizenship in context. Environmental and community issues abound, from past events affecting today’s decisions, to rights, responsibilities and freedoms of using the Vale.

Background information
Economic factors have affected land use in the Vale and therefore its neighbouring communities.

In the first half of the 20th Century when the Vale was heavily industrialised, houses were not very close by. In the 1950’s and 60’s, the towns of Clayton and Newton Heath expanded greatly (along with most other urban areas), and houses were built much closer to the Vale which was then being used as a tip. At one point, Manchester City Council had to make a choice between further tipping and reclamation. Providing a resource for the community was put above other benefits of continued tipping. If this decision had not been taken, reclamation could have been delayed by two or more decades, and the Vale might still have been an eyesore at the beginning of this century.

Manchester City Council not only needed commitment to reclaiming the site, but to managing and maintaining it in the future. The amount of resources available to do this has a direct effect on the quality of the environment of this resource. Currently the council and it’s partners are working to bring in extra resources from grants and regeneration funding, and are constantly seeking to improve the service provided from its current resources.

The Vale is now an area of urban countryside in the inner city. There are often conflicts of interest and a minority of people choose to use the Vale in ways that do not respect the Vale or other users (e.g. anti social behaviour, breaking bye-laws). This gives an excellent real life example for pupils to discuss and debate a range of citizenship issues.

The following worksheets and activities explore a range of issues, such as choices and responsibilities of local citizens, and how these might affect Clayton Vale in positive and negative ways. Sustainability is also looked at in relation to waste and pollution, how past actions have affected the Vale and how future actions could reduce waste and pollution and improve the Vale. Pupils are also given the opportunity to express their views as tomorrow’s decision-makers.
TEACHERS' NOTES

CLASSROOM ACTIVITY

Citizenship worksheet 1: human impact on Clayton Vale

Learning objective

- To understand how different behaviours may have a positive or negative effect on Clayton Vale’s wildlife, environment and local community.

You will need

For each pupil you will need copies of Citizenship Worksheet 1: human impact on Clayton Vale; pens and pencils.

Notes

All urban green spaces have laws and bye-laws that govern how they can be used. These laws aim to ensure positive use for the community and to protect wildlife. Some people use the Vale in a way that conflicts with these laws.

Suggested questions

- What are the motivations of people who break the laws and use the Vale in a negative (destructive) way?
- What effect does their behaviour have on other visitors and local residents?
- What effect does it have on Clayton Vale and the staff who look after it?
- What are the possible solutions?
- How can communities help deal with this problem?

Examples of negative effects

It is illegal to ride motorbikes on Clayton Vale. Motorcycling (sometimes on stolen bikes) has the most negative impact, followed by youth aggression (gang fighting). These have the effect of intimidating other users who may be afraid to visit again. This may prevent people who respect the Vale and use it in a positive way from enjoying the area. Picking flowers deprives insects of pollen, kills the flower and means the flowers are not there for others to enjoy seeing. Dropping litter can be a danger to wildlife as well as making the area look a mess.

Examples of positive effects

Volunteer litter pickers help to keep the Vale looking tidy and cared for. This discourages litter dropping and shows that local residents care about the area. Taking litter home to recycle keeps the environment clean and helps save energy, which reduces pollution. Less litter also reduces the risk to wildlife and cleans up the environment. Health walkers who walk regularly in the Vale increase the positive use of the Vale as well as improving their health.
Human impact on Clayton Vale

Here are some of the ways people use and have used the Vale:

- Walking  • Horse riding
- Dropping litter • Bird watching
- Motorcycling • Following a history trail
- Picking flowers • Following a nature trail
- Jogging • Vandalism
- Health walking • Dog walking
- Rubbish tip • Gangs of young people being aggressive
- Cycling
- Picnicking
- Taking litter home to recycle
- Disturbing wildlife
- Volunteer litter picking
- Fishing

How do these different behaviours affect the Vale?

Discuss into which boxes below each one should go. You may think of both positive and negative effects for some things. If you do, write them in both boxes.

<table>
<thead>
<tr>
<th>Effect on</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wildlife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose one use and write about how it affects the community, wildlife and environment at Clayton Vale.

Name: __________________________ Class: ________ Date: __________
Citizenship worksheet 2: role play

Learning objectives
- To see other people's points of view and consider different values.
- To understand why rules and laws exist for the use of the Vale, and who
  and what they benefit.
- To explore conflicts and possible solutions.

You will need
For each pupil or group of pupils you will need a copy of Citizenship
worksheet 2: role play.

Notes
This role play exercise helps children explore the issues raised in Citizenship
worksheet 1: Human impact on Clayton Vale, and relates them to rights,
responsibilities and freedoms, democracy, anti-social behaviours and
community action.

The aim is to act out a scene that explores the issue of motorcycling on Clayton
Vale. Set the scene by talking about motorcycling on the Vale, and explain that
it is illegal and breaks the bye-laws. Split the class into groups and allocate each
group a role from the worksheet. Make up extra roles if you wish. Ask pupils
to talk about the character - how they think and why they might do certain things.
One person from each group can act the character in a class role play.

After the role-play talk about the problems and invite pupils to suggest some
possible solutions.

Suggested questions
- Can the community help to look after the Vale? How?
- Can every resident do what he or she wants? Can every visitor?
- How are residents that live next to the Vale affected by visitors?
- Why is it important for wildlife to have a place to live?

Alternatives
Choose another 'negative behaviour' from the list on Citizenship worksheet 1.
Have a formal debate with a chair and those 'for' and 'against' the motion that
'Motorcycling should be allowed on Clayton Vale', or a motion of your choice.

Follow up work
Ask pupils to write about their views on the issue of motorcycling on the Vale,
and if the role play changed their views in any way, or helped them to see other
people's points of view.
Role play

Motorcyclist
“I’ve been riding here for years. I like going fast and down the tracks and hills.”

Older resident
“I haven’t been to the Vale for years. I’m afraid of the motorbikes and gangs of youths.”

Nature lover
“Clayton Vale is very important for wildlife. In such an urban area there are not many other places for wildlife to live.”

Picnicker
“I love going with my friends and family for picnics by the river. We always take our litter home.”

Park Manager
“We would like more people to visit and enjoy the Vale, and are working hard to improve it, by making it safer and more attractive.”

Parent of young children
“I would like to take my children to the Vale more, because it is fun and free to use. I am worried about motorbikes knocking us over.”

Walker
“I love walking on the Vale. It’s quiet, peaceful and I enjoy seeing different sorts of wildlife. I don’t go on my own or in the evenings.”

Horse rider
“I like riding my horse through the Vale, but I’m worried about motorbikes scaring my horse.”

Dog owner
“It’s a great place to walk the dog as there is plenty of space and no cars.”

Jogger
“I like jogging through the Vale as there is no traffic so it is safer. Also, the air seems cleaner. I try to jog in the mornings when it is quieter.”
TEACHERS’ NOTES

CLASSROOM ACTIVITY

Curriculum links

Geography: knowledge and understanding of environmental change and sustainable development.

Citizenship worksheet 3: waste

Learning objectives

- To be able to identify the effects that landfill has had on Clayton Vale.
- To understand the problems of waste and landfill for society.
- To understand how individual action can help.

You will need

For each pupil you will need copies of Citizenship worksheet 3: waste, plus pens, pencils and plain paper.

Notes

This is an important issue for society and the environment, and is an excellent topic for children to look at positive solutions and personal and collective action.

Suggested questions

- What was it like living near Clayton Vale when it was a tip?
- Would children prefer to live next to a tip or a nature area?
- What should society do with all of its waste?
- If we don’t want to create tips or landfill sites, what can we do to reduce the amount of waste we produce?

Answers

1 REDUCING is most important, then RE-USING, then RECYCLING.
   The importance of these actions is often looked at back to front, i.e. lots of emphasis on recycling and least on reducing (we live in a consumerist society so this is an interesting issue).

   a Reduce: buy less, buy items that can be repaired.
   b Re-use: choose re-usable bottles instead of throw away cans and cartons.
   c Recycle: take your newspapers to the paper bank, take unwanted belongings to a charity shop, reuse items for different purposes.

2 a better.
   b because they quickly decompose, do not take up landfill space or need incinerating.
   c It can easily be composted.

3 a apple cores, tree leaves
   b crisp packets, drink cans.

4 E.g. wrapped biscuits or cereal bars vs home made biscuits or flapjacks, wrapped confectionery vs fruit.

TIP:
This worksheet can be done in the field if you are splitting your group and want an activity for part of the group.

All of our waste, domestic and industrial, has to go somewhere.
For a few decades Clayton Vale was one of those places. The rubbish and industrial waste is STILL THERE under the soil. Glass and sharp objects are often exposed by erosion or maintenance works.
Generally people don’t want to live next to a tip, but it has to go somewhere.

NIMBY syndrome - Not in My Back Yard, is often used to describe community’s attitudes to landfill and other waste disposal facilities.

There is only enough space in the north west of England to bury our rubbish for a few more years. What then?
Waste

1 There are three main ways to make less rubbish: **RECYCLE, REDUCE, RE-USE**. Put them in order of importance:

Most important \(\rightarrow\) \(\rightarrow\) least important

2 Give examples of how YOU can do each of these in every day life:

a Reduce:

b Re-use:

c Recycle:

3 a Are items of waste that biodegrade better or worse for the environment? \(\square\) better \(\square\) worse

b Why?

c What can we do with biodegradable waste?

4 Give an example of waste found at the Vale that is

a biodegradable

b non-biodegradable

5 Create a picnic menu that uses as little packaging and throw away items as possible. Overleaf make a list of common snacks and suggest alternatives for each that create less waste. For example:

Fizzy drink in a can vs juice or water in a reusable bottle

Draw and label your sustainable picnic.

Name: ______________________  Class: _________  Date: __________
Curriculum links

**Geography:** knowledge and understanding of environmental change and sustainable development.

**Classroom or Field Activity**

**Citizenship worksheet 4: pollution**

**Learning objective:**
- For children to identify sources of pollution on the Vale from observations on Field Visits and from deduction from geography and history studies.

**You will need**
For each pupil you will need a copy of Citizenship worksheet 4: pollution, plus clipboards, pens, pencils

**Notes**
This is an opportunity to link causes and effects from a range of factors past and present, and to consider if we can change any of these for the better in the future.

**Classroom preparation**
Discuss a definition of pollution and how Clayton Vale's past may cause pollution today.

**Suggested questions**
- What might happen upstream?
- How does water get to the river?
- What might water go through on its way to the river?

**Answers**

<table>
<thead>
<tr>
<th>On land:</th>
<th>In water:</th>
<th>In the air:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Litter</td>
<td>• Litter</td>
<td>• Bad odour from sewage overflows</td>
</tr>
<tr>
<td>• Dumping or fly tipping</td>
<td>• Sewage overflows</td>
<td>• Noise pollution from motorbikes</td>
</tr>
<tr>
<td>• Oil from motorbikes</td>
<td>• Industrial pollution from upstream</td>
<td>• Acid rain</td>
</tr>
<tr>
<td>• Glass from the rubbish under the soil</td>
<td>• Rainwater contaminated by seeping through landfill, and industrial waste in valley sides</td>
<td></td>
</tr>
</tbody>
</table>

2. Litter
3. Take their litter home and recycle it
4. a. soil, household rubbish and industrial waste
   b. household rubbish and industrial waste
   c. the river
   d. fish and other river creatures, plants.
Pollution

1. These types of pollution are found at Clayton Vale:

<table>
<thead>
<tr>
<th>On land</th>
<th>In water</th>
<th>In the air</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. One of these is very easy to reduce. What is it? ____________________________

3. What can visitors do to reduce this type of pollution?

________________________

________________________

4. a. Think about the Vale’s history and what it used to be used for. If rain water trickles downhill through the valley sides, what will it go through?

________________________ and ______________________ and ______________________

b. Which of these could cause the rain water to be polluted?

________________________ and ______________________

c. Where will this pollution end up? The ______________________

d. What could be affected by the pollution? ______________________

Name: ______________________ Class: _________ Date: _________
Citizenship activity ideas 1: community action

Learning objective

- To explore the role of community and voluntary action in helping to look after Clayton Vale as a local recreational resource and wildlife area.

You will need

For each pupil you will need paper, art materials, pens and pencils.

Notes

Local people have a role to play in helping to look after and develop Clayton Vale. This can benefit volunteers as well as the landowners (the council). Volunteers can learn more about their local area by getting involved, and see that their positive actions can make a difference to their community. Involving people of all ages helps them enjoy and value the area. If people don’t value wildlife and urban countryside, they won’t respect it and will not want to look after it. A good relationship with residents can help local people’s views to be taken into consideration in the development of the Vale.

Suggested questions

- What kind of things could community groups do to help look after or improve the Vale?
- What are the benefits for community members who volunteer?
- What are the benefits to the Vale managers?

Activities

Take action! Design posters and leaflets for an activity, event or campaign. Ask pupils to suggest and write about how they would involve the community and gain support for their campaign, activity or event. Suggestions include anti-fly tipping, littering and motorcycling.

Contact the Community Officer at the Mersey Basin Trust for help with organising a clean-up operation.
CLASSROOM ACTIVITY

Citizenship activity ideas 2: future visions

Learning objectives

- For children as young citizens to express their own views about Clayton Vale
- For children to express their visions for preserving and improving Clayton Vale in the future

You will need

To review other worksheets and activities you have completed in this pack. Paper, pens, pencils. Art or music resources.

Notes

This is an opportunity to evaluate how much children have learnt from their studies at Clayton Vale. Ask pupils to:

1. Write about their views on one or more of the issues explored.
2. Write about their likes and dislikes about the Vale.
3. Outline their proposed solutions to present conflicts in the Vale.
4. Write about their ideas for improving the Vale (as a nature area) for the future?

Creative ideas

For any of the above activities pupils could write poems and stories, write a rap, compose music or a song, make a video, make a photo montage or collage, draw, paint or make models, write a short play. This could be a fun and creative way of concluding your studies at Clayton Vale.

Curriculum links

Literacy: writing, speaking and listening.
Art: Exploring and developing ideas, investigating and making art, craft and design.
ICT: Exchanging and sharing information.

The Clayton Vale Project Officer at Groundwork would be pleased to see a selection of your best ideas. Consider displaying your work in a local library.
Contacts
Clayton Community Farm, Turner Street, Manchester M11 4TR. 0161 220 8851
Development Education Project, 801 Wilmslow Road, Manchester M20 2QR. 0161 445 2495
website: www.dep.org.co
Department for Education and Skills (DFES) Publications, PO Box 5050, Sudbury, Suffolk CO10 6ZQ. 0845 6222660 or 0808 100 5060
Groundwork Manchester, 61 Spear Street, Manchester M1 1DF. 0161 237 5656
website: www.groundwork.org.uk
Environment Agency, PO Box 12, Richard Fairclough House, Knutsford Road, Warrington WA4 1HG. 01925 653999
website: www.environment-agency.gov.uk
Manchester Archives and Local Studies Unit, Central Library, St Peter’s Square, Manchester M2 5PB. 0161 234 1979
www.manchester.gov.uk/libraries/arl
Manchester Leisure, East Area Parks Wardens, Debdale Park, 175 Hyde Road, Manchester M18 7LJ. 0161 223 8278
Mersey Basin Trust, Mendip Suite, 1st floor, Borough Mill, Neild Street, Oldham OL1 1QS. 0161 620 8262
website: www.merseybasintrust.org.uk
Medlock Tame River Valley Initiative, c/o Mersey Basin Campaign, Sunley Tower, Piccadilly Plaza, Manchester M1 4JT. 0161 242 8215
Medlock Tame RVI website: lbertenshaw@merseybasin.org.uk
Mersey Basin Campaign website: www.watersfornorthwest.org
Manchester Environmental Resource Centre Initiative, (MERCI), Bridge 5 Mill, 22a Beswick Street, Manchester M4 7HR. 0161 273 1736
website: www.bridge-5.org
Manchester Environmental Education Network, (MEEN), Bridge 5 Mill, 22a Beswick Street, Manchester M4 7HR. 0161 273 8881
website: www.bridge-5.org/MEEN

Resources
Faisal and Friends and the Litter. IMAN 1, £9.95
Faisal says “Don’t drop litter!” This positive storyline encourages multicultural and environmental awareness. Ultimately this book will affirm the cultural background of Muslim pupils.
High-tech Geography: ICT in primary schools. £7.50
A source of reference and inspiration for geography and ICT specialists and non-specialists from the Geographical Association.
History in the School Grounds. £8.99
This KS 1&2 book focuses on key historical skills and helps children to develop empathy with the past. Using the outdoor environment, it encourages children to imagine the past through storytelling, drama and simulation.
How Green Are You? £4.99
Can you help save the world? Yes if you’re age 6 or over. Find out from David Bellamy how to save energy, protect wildlife, join in and help clean up the water and the air. It’s fun!
It’s Your World – Don’t Waste It. £18.95
A flexible KS 1&2 resource with nine photcards, 20 slides and a 20 page teacher’s book, looking at the complex issues around waste. Aimed to focus on positive solutions rather than the negative consequences of waste disposal.

Let’s Enjoy Nature. £8.99
Over 500 ideas for activities on making things from nature, conducting experiments, growing plants, nature games, seasonal celebrations, exploring the countryside and conservation.
Literacy through the Environment. £8
Numeracy through the Environment. £6
Compilations of ideas suitable for use at KS 1 & 2 in the classroom and the outdoor environment. The articles in each book range from ideas for individual lessons, through case studies of particular situations to examples of strategies for literacy and numeracy teaching through the environment.
Making a Difference. £7.50
This KS 2 book, produced by Oxfam with RSPB, is full of activities that relate Education for Sustainable Development (ESD) to the PSHE curriculum. It aims to show how we can all make a difference through choosing a lifestyle that makes the world a more equitable and sustainable place.
Making it Happen. £6.99
This KS 2 book from WWF which looks at the background to Local Agenda 21 and the way change can happen at a local level. Through case studies and practical activities it encourages children to ask questions about how decisions are made, how they can influence change and what effect different choices will have on themselves and others.
Manchester: Creating our future. £12
A KS 2 photopack on urban environment and development issues. This pack is an excellent starting point for studying the local urban environment.
Manchester Environmental Education Network Directory. £12
This invaluable directory from MEEN (see left) is primarily aimed at Manchester teachers (and anyone else who is interested). It includes an introduction to ESD, local contacts, resource publishers, funding opportunities, places to visit, rational contacts.
Taking Action! Friends of the Earth. £5.99
The Taking Action! series looks at work being done around the world by people committed to a better future for the earth and all its inhabitants. Others in the series: Comic Relief, WWF, Oxfam, Greenpeace, Save the Children, RSPCA, NSPCC, Shelter.
Water Detectives.
This teaching pack is FREE to schools (£4.95 p&p) from Mersey Basin Trust (see under Contacts).
What a Country Without Birds! ABC 27, £3.95
One of a set of four story books from Uganda about environmental degradation. Each of the stories revolves around Kazoora, a young man interested in environmental issues, who learns by talking to his grandfather. Other titles in the series: What a Country without Grasslands! ... Trees! ... Wetlands!
Where Have all the Rivers Gone? £1.95
This Ghanian story follows the adventures of Aku and Serwa who go on holiday to Zimbabwe. They learn about the crucial importance of rivers for clean drinking water, about fish conservation and the proper use of rivers and water sources.

More websites
www.ecologicalfootprint.com Find out how green you are.
www.wwflearning.co.uk WWF’s excellent site with activities, resources, support, background information, debate and more.
www.nc.uk.net/esd QCA’s useful site on Education for Sustainable Development for teachers in all subjects.
Acknowledgements

This pack was devised and written by Liz Harris, Groundwork Manchester.

The author wishes to thank the following:

- The Teacher Advisory Group for contributing their time, commitment and enthusiasm to the project:
  - Tom Culleton St Brigt’s Primary School, Beswick
  - Sue Eastwood St Barnabas Primary School, Openshaw
  - Spencer Keagh All Saints Primary School, Newton Heath
  - Andrew Longworth Briscoe Lane Primary School, Newton Heath
  - Jonathan Lord South Fallowfield Primary School, Fallowfield
  - Caroline Nugent Ravensbury Primary School, Clayton
  - Stacey Patterson Greenfield Lane Primary School, Droylsden
  - Ann Spence St Wilfrid’s Primary School, Clayton

And further thanks to all the staff in these schools who took part in the trialing of the pack, for their time and valuable feedback.

- Development Education Project: Thanks to Anne Strachan for advice and guidance on educational resource development, and to Jane Angel for design and production of the pack.
- The Environment Agency for funding.
- Val Cooper of The Mersey Basin Trust.
- Lucy Bertenshaw of Medlock Tame River Valley Initiative.
- Gustav Dobrzynski for maps and diagram.

Historical photographs are reproduced with the kind permission of Manchester Archives and Local Studies Unit, Central Library. Cover photographs: Liz Harris, taken on a trip to Clayton Vale with a participating school.

© Groundwork Manchester, 2003

Published by Groundwork Manchester, 61 Spear Street, Manchester M1 1DF
Registered charity number 1046299
Website: www.groundwork.org.uk

Groundwork is a leading environmental regeneration charity making sustainable development a reality in the UK’s poorest neighbourhoods. We work in partnership with local people, local authorities and businesses to bring about economic and social regeneration by improving the local environment.

Printed by Chapel Press, Stockport
Journey through Clayton Vale, Manchester

History, Geography and Citizenship through fieldwork and classroom activities at Key Stage 2

“This is an excellent pack that includes many well thought out historical and geographical tasks and experiences. The activities illustrate how local environmental and geographical issues almost always have a strong citizenship strand. I hope that in the future groups of teachers are able to use the ideas and structure of the pack as a model for outward looking cross-curricular work in their own local area. I commend the pack to all teachers without reservation and look forward to joining a visit to Clayton Vale with a class of children from Tameside, my own local authority.”

Maurice Smith, General Adviser, Humanities, Tameside MBC, January 2003

“Clayton Vale and the River Medlock are excellent field study sites and this pack will help all educators to further explore and investigate what has been a neglected and underused resource. The use of this stimulating pack, in conjunction with the restoration works, will hopefully give this river valley a new lease of life.”

Caroline Downey, Executive Director, Mersey Basin Trust, January 2003

The location of Clayton Vale in Manchester

Published by Groundwork Manchester
61 Spear Street, Manchester M1 1DF
Registered charity number 1046299
Website: www.groundwork.org.uk

Environment Agency Manchester