

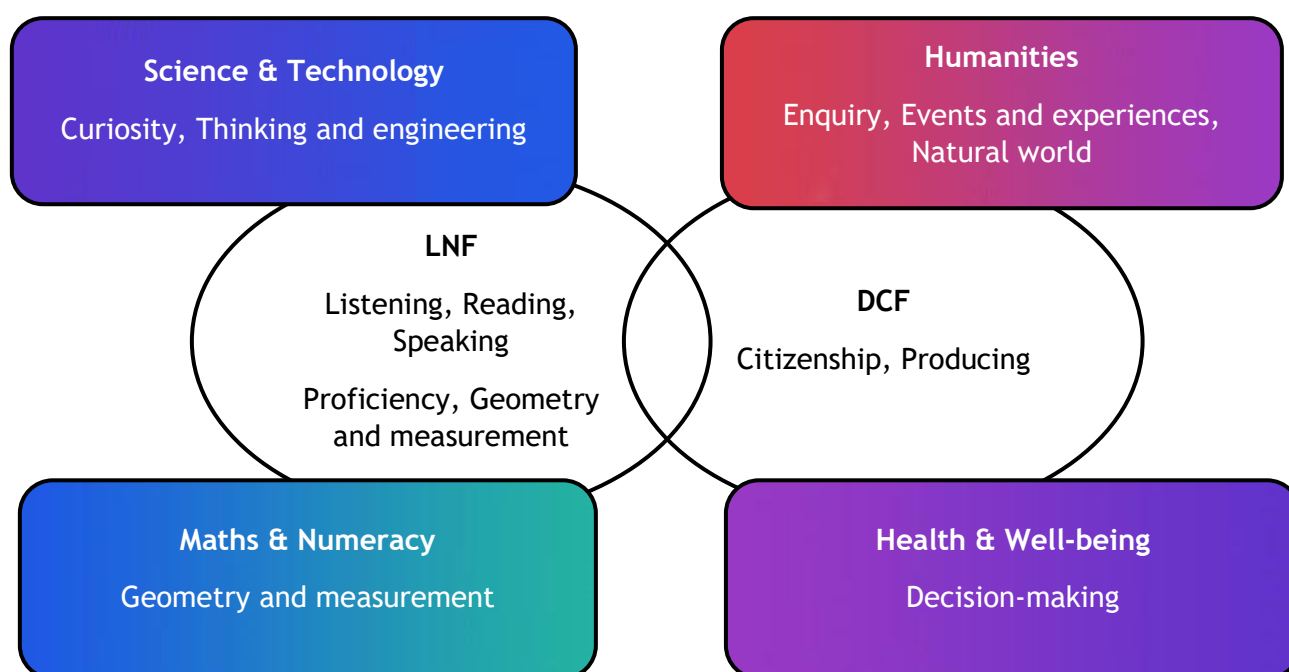
## How can we plan for future generations?

### Overview

Learners activate their prior knowledge and understanding about past life on the Common. They carry out a systematic internet search, using a QuADS grid, to supplement their knowledge and select relevant historical features to include on the map provided. Learners collate their information by drawing a scaled timeline, using an online app if appropriate. Thinking about roads on the Common, learners search for Roman roads online adding these to their map along with other more recent roads. When investigating roads, they think critically about how these roads were built and why. Learners are introduced to the Future Generations Commission in Wales and find out more about its work. They utilise their findings to develop a Cycle Plan for the Common to ensure a more sustainable future for transport across it and a healthier lifestyle for those cycling on the Common.



### Opportunities to develop...



## Resources required for the activity

- Internet access.

## Resources included with this activity

1. QuADS grid
2. Map of the Common
3. Free online tools to draw timelines:
  - <https://www.sutori.com/>
  - <https://www.smartdraw.com/>
  - <https://timeline.knightlab.com/>
  - <https://www.timetoast.com/>
4. Suggested focus questions in sets, relating to each task, which can be given to each pair/group as they start each task. Conversely, these questions can be used by the teacher.

## How to run the activity

### Task 1: What evidence is there of past life on Gelligaer and Merthyr Common?

Ask learners to think about and discuss who might have lived on the Common at some point in the past and to share and explain their ideas.

Invite learners to carry out an internet search to look for information and evidence that relates to life on the Common in the past. They could develop questions to research and record findings on a QuADS grid (**Resource 1**). Learners should find evidence from different historical periods, for example:

- Early Bronze Age (2000 – 1450 BC) – e.g. Carn Y Bugail is thought to date from around 1700 BC
- Romans – e.g. Forts at Gaer Fawr and Gaer Fach 74 – 78 AD and 103 – 111 AD
- Mediaeval – St Catwg's church, Gelligaer, 13th Century

Encourage learners to locate sites they have found out about on a map of the area (**Resource 2**).

**Task 1: Continued ...****Suggested questions – before online search**

- Who lives on or near the Common now? How do you know?
- Who might have lived there in the past? Why do you think that?
- How will you search online for information about the history of the Common?
- What words will you use in your search? Why?
- What do you think you will find? Why do you think that?

**Suggested questions – after online search**

- What information have you found about past life on the Common?
- Where did you find it?
- How do you know this information is reliable?
- What did you discover about the Bronze Age/Roman/Mediaeval times?
- What surprised you? Why?
- Where are these sites on the map? How do you know?
- How far away from here are these sites? Why do you think that?

**Task 2: How can we show our historical findings?**

Learners might be encouraged to develop a scaled timeline (**Resource 3**) to display their historical findings and add information about the 19th and 20th century excavations of these sites, for example. They might also consider other evidence, for example, dates on local buildings, when the school was built, etc and add these to their timeline.

**Suggested questions**

- What is a timeline? How do you know?
- How could you draw a timeline? What would you do first? Why?
- How could you draw a timeline on the computer? Why do you think that?
- What are the dates you need to include on your timeline?
- Which date is the furthest back in time? How do you know?
- How many years ago was it? How did you work that out?
- What scale will you use on your timeline? Why?

### Task 3: Where are the roads on Gelligaer and Merthyr Common?

Invite learners to find out about Roman roads on the Common and the surrounding area. They might have discovered information about these roads during Task 1. Invite them to use this information and online maps or the map provided (**Resource 2**) to outline the Roman roads in the area. Learners might consider other Roman roads in Wales and England and how they all link. Encourage them to find out why they were built and what the mode of transport might have been.

#### Suggested questions

- Where are the Roman roads on the Common?
- Where do these roads start and end? How do you know?
- Why do you think they start and end at these places?
- How were the roads built? What materials were they built from? Why?
- What transport was used on the roads? Why? How do you know?

Invite learners to now consider the current roads in and around the Common and to add these to their map. Ask them to consider why and when these roads were built, what traffic originally used them and whether this has changed over time. Finally, encourage learners to think about and discuss what the future might hold for the road systems on the Common. They might consider whether more roads are needed or whether the current roads need modernising, for example.

#### Suggested questions

- Where are the current roads in and around the Common?
- Where do these roads start and end? How do you know?
- Why do you think they start and end at these places?
- When and how were the roads built? What materials were they built from? Why?
- What transport was used on the roads in the past? How do you know?
- How has the use of the roads changed since they were built? Why do you think that?
- Would you modernise the roads? Why? How?
- Would you build more roads? Why?
- What would you do about the transport system in and around the Common in the future? Why?

### Task 4: Who are the future generations?

Provide learners with the following information.

With a remit set out in law to be “the guardian of the interests of future generations in Wales”, Sophie Howe is the world’s only Future Generations Commissioner.

Described by The Guardian as the “World’s first minister of the Unborn”, her role is to provide advice to the Government and other public bodies in Wales on delivering social, economic, environmental and cultural well-being for current and future generations and assessing and reporting on how they are delivering.

Invite small groups of learners to access and look through the Future Generations Wales website: <https://www.futuregenerations.wales/>

Ask them to make notes about what they find out and to prepare a 30-second presentation to share their ideas with the class.

Learners are likely to find information about Sophie Howe, the Future Generations Commissioner and might be encouraged to read her most recent Tweets, for example.

### Suggested questions

- What does the phrase 'future generations' mean? Why do you think that?
- Why do you think Wales has someone who is responsible for planning for future generations?
- What did you find out from the website?
- What work is the Commissioner involved in? Why?
- How important is it to plan for the future? Why do you think that?
- How will you make sure your presentation is only 30 seconds long?

### Task 5: How could we plan for transport changes to help future generations?

Explain to learners that roads and the transport system in and around the Common has been a theme throughout this activity and played a part in most tasks. When roads are built it is usually for a specific reason and to accommodate the modes of transport and the links required at the time. However, over time these things usually change and most transport systems need to be reviewed and updated.

Invite learners to create and develop a 'Cycling plan' that will feed into the 'Future generations' agenda for a greener and more sustainable future. For example, they might look at maps of the Common and develop cycling trails, that complement the Red Kite trail. Learners could include easy and more challenging bike rides and use maps to work out distances, gradients and so on. Encourage learners to include ideas about reducing car and other vehicle use in favour of cycling and more walking and how this might be achieved.

Learners could present their findings in a class assembly, for example, and invite local stakeholders and a representative of Future Generations to be part of the audience. They could use social media to campaign for their cycling plan and contact the relevant authorities and institutions.

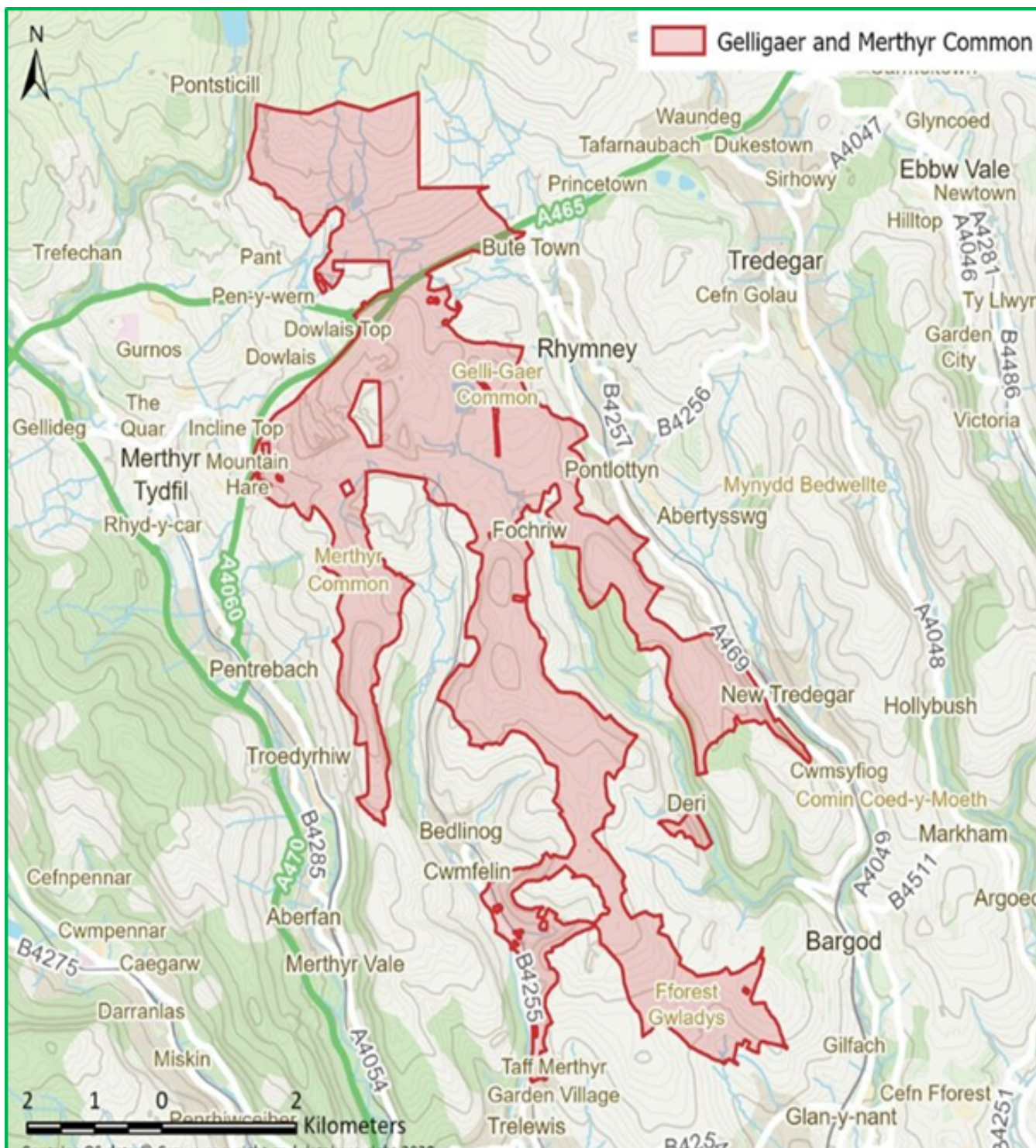
#### Suggested questions

- Why would it be a good thing to reduce the use of vehicles on the Common? Why do you think that?
- What would be the benefits of increasing the time people spent cycling and walking?
- How does more cycling fit into the 'Future Generations' agenda?
- How could you encourage more cycling on the Common?
- What will you include in your 'Cycling Plan'? Why?
- Where would be the best place for an easy/challenging bike ride on the Common? Why do you think that?
- Which local businesses could you invite to your presentation? Why might they be interested to attend?
- How would you persuade someone from Future Generations Wales to attend? Why would this persuade them?
- What are the key points to include in a presentation? Why?
- How can you use social media to promote your cycling plan? Why do it like this?

Question	Answer	Details	Source



## Resource 2: Map of the Common





## Resource 4: Suggested focus questions

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