

## Guidelines for the use of 'HL1.1 - Sparkes' Bakery Delivery Route'

<b>Activity title:</b>	<b>Sparkes' Bakery Delivery Route</b>
<b>Curriculum area:</b>	Geography, English
<b>NC objectives:</b>	Geography: 1a, 1c, 1d, 2a, 2c, 2d, 2e, 3e, 5a, 6a & 6e; English 2a, 2c, 3a, 3b, 3c & 3d.
<b>Main learning objective:</b>	To listen to an audio broadcast and comprehend the content using maps.

Timing	Lesson plan ideas, activities and resource sheets
INTRODUCTION 20 minutes	<ul style="list-style-type: none"> <li>Ask the class how they obtain their bread – the answer will probably be a supermarket or local corner shop or a market. Is it always the same place? How do they get it? How do the shops get their bread?</li> <li>Introduce the fact that prior to the 1980s, a lot of food was delivered door-to-door by local shopkeepers – ask if anyone still has a milk delivery.</li> <li>Ask what the advantages (fresher product, guaranteed availability) and disadvantages (higher cost, missed delivery) of this might be?</li> </ul>
MAIN ACTIVITY 30 minutes	<ul style="list-style-type: none"> <li>Give the class 'HL1.1a - Map of Gloucester c1970'. Ask if they think it is modern or old? Ask why? Can they see any differences (railway lines &amp; stations, Abbeydale estates, cattle market). Access Google Earth or similar to show development.</li> <li>Tell the class they are going to listen to a recording of a typical delivery round made by Sparkes' Bakery in the 1960s. Ask the class to work in pairs and see if they can identify the places named on the map and try to follow and plot the route taken. Listen to 'HL1.1b - Typical Sparkes Bakery delivery route' (an audio recording of Phil Sparkes describing a typical delivery route in the 1960s). The recording will need to be played several times or pupils could be provided with copies to use on ICT equipment.</li> <li>Can they detect any patterns? Can they measure the route and calculate the distance travelled (the sides of the grid squares are 800m long).</li> </ul>
PLENARY 10 minutes	<ul style="list-style-type: none"> <li>Compare the routes plotted by the class.</li> <li>Discuss the routes – would they be the same today?</li> </ul>



### Suggested extension activities or cross curricular

links:

- Look at the environmental factors.
- New food deliveries undertaken by large supermarkets.