


The journey to work

| Key Learning Area | Unit or lesson title and main focus questions | Most appropriate level and suggested number of lessons |
|---|---|--|
|  Geography | The journey to work How do your parents and family travel to work? Where do they work? What jobs do they do? | Stage 4 |
| | | 2-3 lessons |

Teacher briefing

Students record and analyse field data collected at school and in the local community. They use their results to determine how people travel and how travel patterns are measured. This lesson sequence assists students to understand how Sydney Metro Northwest may change the travel patterns of North West region residents.

Focus questions:

- What modes of transport do people use to travel to and from work?
- Where are their places of employment?
- What types of employment are people engaged in?

Requirements for these lessons

- Computers.

Assessment

Students are assessed on the quality of their analysis of survey data, and on the quality of observations presented in their written reports.

Background information

“The North West region is a fast growing area that has a high proportion of managerial and professional workers. The North West Rail Link would support economic growth by ensuring that appropriately qualified workers living in the North West region are provided with significantly improved access to key employment areas within Sydney’s Global Economic Corridor, such as the Sydney Central Business District and North Sydney.”

Note: The North West Rail Link is now known as Sydney Metro Northwest. For more information visit <https://www.sydneymetro.info/>

Source: Sydney Metro Northwest Environmental Impact Statement 2, page 24, Chapter 22 Project Justification and Conclusion.

Web links



Sydney's Rail Future

<https://www.transport.nsw.gov.au/sites/default/files/media/documents/2017/sydneys-rail-future.pdf>

Sydney Metro Northwest Environmental Impact Statement 2, page 24, Chapter 22 Project Justification and Conclusion

https://www.sydneymetro.info/sites/default/files/24_Ch_22_Project_Justification_and_Conclusion.pdf%3Fext%3D.pdf

The Australian Bureau of Statistics journey to work data from the 2011 Census (called by Australian Bureau of Statistics, 'Travel to Work')

<https://www.abs.gov.au/websitedbs/D3310114.nsf/home/2016%20Historical%20Census%20Data>

A brief analysis of the 2011 Census 'Journey to Work' data

<https://www.transport.nsw.gov.au/performance-and-analytics/passenger-travel/surveys/journey-to-work>

Sydney Metro Northwest Corridor Strategy, NSW Department of Planning and Environment

https://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/Sydney-Metro-Northwest-Priority-Urban-Renewal-Corridor/~/_media/3C7B8E2246724F50BC507815AC6169FD.ashx

Syllabus links

Geography K-10

Geography Stage 4 – Place and Liveability

– the influence of accessibility to services and facilities on the liveability of places

Interconnections

– the way transportation and information and communication technologies are used to connect people to services, information and people in other places

(GE4-7) acquires and processes geographical information by selecting and using geographical tools for inquiry

Learning experiences

Step 1

Students conduct a short survey of their family and neighbours aimed at collecting data about where they work and how they travel to work. The teacher outlines the task and discusses with students the types of questions they might ask survey participants:

- How do you travel to work?
Car, bus, cycle, walk or a combination. Students may need to discuss how they will classify journeys that include multiple modes of transport.
- Where do you work?
The suburb may be an adequate response; however, if students wish to analyse the travel distances by using Google Maps, they may need to collect more detailed data. The class should decide on the level of detail they are seeking from respondents.
- In what area of the workforce are you employed?
Students may consult the census data to see how jobs are classified, or when analysing and classifying survey responses.
- How long does it take you to travel to work?
Students discuss how this data will be recorded. Some respondents will provide specific details, while others will provide an estimate of the time taken to travel to work.

Examples of other questions that might be included in the survey include:

- Would they travel by another means, if more available or reliable?
- What would be their preferred means of travelling to work? Why?
- What are the transport options in the area? For example, bus, car, etc.
- Would a train improve reliability and/or travel time?

Students should be made aware of privacy issues when conducting surveys. If they limit the survey to their immediate family, they may be able to collect more information. This discussion is an important one.

Step 2

Students print out their agreed survey and ask family members to complete it. The teacher reminds students to seek permission from parents/guardians before they approach neighbours and ask them to participate in their survey.

Step 3

Students return to class with survey data and discuss how the data will be recorded and analysed.

Points for analysis include:

- Where do the respondents work? Students can work out the approximate kilometres by using Google Maps to calculate distance if respondents were unable to provide exact figures.
- What jobs do they do? Students may use standard categories to classify jobs:
 - Primary sector – farming, mining, forestry
 - Secondary sector – manufacturing
 - Tertiary sector – service industry
 - Quaternary sector – banking, IT, telecommunications.

Students may choose to find their own way of classifying jobs, using categories such as managers, tradespeople, shop assistants. However, it is essential that the class decides on a common classification system.

Step 4

Students then write a report on their results.

Teacher references and extension work

This is a simple field study activity aimed at assisting students to construct a survey tool, and to collect, record and analyse data. All these skills are an important part of practical geography. As an extension of this activity students may like to discuss different types of survey tools – their purposes and reliability.

They could also use Australian Bureau of Statistics census data to compare the 'journey to work' data they have collected with the suburb averages.