

Urban regeneration in Bristol Harbourside

Embedding fieldwork into the curriculum

Bristol, like many other cities around the UK, has invested in the regeneration over recent years to redevelop and revive former industrial sites. The £450 million urban rejuvenation scheme for the former dockland area in the city centre since incorporates a diversity of attractions including museums, galleries, arts centres, shops, bars, pubs and restaurants. There are a variety of areas which can be investigated including:

- The past and present use of the harbourside area
- Reasons for decline and redevelopment and links to overall development of the city
- Impacts of decline and redevelopment on the people of Bristol
- Tourism and heritage tourism
- Land use conflicts (commercial, business, residential, leisure)
- Changes in industry over time (local and global)
- The slave trade and decline of Atlantic slave routes
- Use of Brownfield or derelict sites
- Sustainability in the Bristol Docks
- Management of historical resources and conservation (including buildings)
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There are several cross curricular themes such as:

- Other geography units such as unit 9 'Shopping - past, present and future', unit 16 'What is development?', unit 24 'Passport to the world'
- Links to mathematics such as handling data, using number (ratio/proportion), shape, space and measure (coordinates)
- ICT links including using internet search engines, graphics or model prediction packages, spreadsheets
- Key skills such as working with others
- Citizenship issues covered include topical social issues, expressing and explaining viewpoints
- History links include investigating the area, past and present, and how and why changes have occurred. This can then be linked to social geography such as employment patterns, trade, economics and globalisation
- Can be linked to unit 22 Mining on the internet
http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo22/?view=get , which looks at the decline of economic activity in an area. The unit focuses on coal mining, but the ideas can be transferred to look at other industrial areas such as Bristol

QCA unit schemes available to download for:

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

Accompanying scheme of work

The following scheme of work has been adapted from:

Unit 22 Mining on the internet

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo22/?view=get

And:

Unit 3 People Everywhere

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo03/?view=get

Urban regeneration in Bristol Harbourside

About the unit

In this unit pupils investigate the impact of change in trade, economic activity and land use on Bristol harbourside, via a days fieldwork in the Floating Harbour area of the City.

Pupils can begin to understand better how economic experiences affect communities in their local area, helping to deepen their own geographical understanding. This contributes to key stage 3 citizenship education.

The unit focuses on Bristol Floating Harbour and the change in land use that has occurred there due to the decline of the Atlantic slave trade and the movement of trade to other British ports. The ideas can be transferred to a study of any area that has suffered recession/decline, *eg cotton manufacture, shipbuilding, coal mining*.

Pupils should be encouraged to use OS maps to identify their study area and select sites for surveys and further investigation. They should also look closely at further development plans and think about the potential impacts these may have on the local community.

Key aspects

Geographical enquiry and skills

Pupils will:

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

Knowledge and understanding of places

Pupils will:

- locate places
- understand about change in their local area
- investigate change in places
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- Economic activity
- Tourism
- Regeneration
- Fieldwork

Knowledge and understanding of environmental change and sustainable development

- Environmental impacts of land use change
- Sustainable cities and sustainable tourism

Expectations

At the end of this unit

most pupils will: describe and explain a range of human processes and recognise that these interact to produce distinctive characteristics in the economic geography of port areas; describe ways in which these processes, operating at different scales, create geographical patterns and lead to changes in portside communities and port location; recognise how places may be linked by economic circumstances; investigate the positive and negative impacts of regeneration on a City; appreciate how people's values and attitudes affect contemporary issues; suggest relevant questions and appropriate sequences of investigation of declining trade areas; select and use effectively a range of skills and sources of evidence, including fieldwork and the internet; present their findings in a coherent way and reach conclusions that are consistent with the evidence

some pupils will not have made so much progress and will: describe and begin to explain geographical patterns and human processes and appreciate that these interact to produce distinctive characteristics in the economic geography of a port area; describe how these processes can lead to similarities and differences in portside communities and in the lives of people who live there and port location; appreciate how places may be linked by economic circumstances; begin to appreciate how people's values and attitudes affect contemporary issues; suggest relevant geographical questions to investigate declining trade areas; select and use appropriate skills and sources of evidence, including fieldwork and the internet; suggest plausible conclusions in their investigations and present their findings both graphically and in writing

some pupils will have progressed further and will: describe interactions within human processes and explain how these create distinctive characteristics in the economic geography of port areas; explain ways in which these processes, operating at different scales, create geographical patterns and lead to changes in portside communities and port locations; identify how places may be linked by economic circumstances; begin to understand how and why people's values and attitudes affect contemporary issues; identify geographical questions and establish their own effective sequence of investigation of declining coal-mining areas; select and use accurately and effectively a wide range of skills and evaluate critically sources of evidence, including fieldwork and the internet; present full and coherently argued summaries of their investigations and reach substantiated conclusions

Prior learning

It is helpful if pupils have:

- previously studied changes to the coal-mining industry in England or Britain
- some understanding of industrial growth and decline
- An awareness of their local area and how they feel about changes that have occurred there
- Studied land use in their local area
- Carried out previous geographical enquiries
- Considered issues from different perspectives

Language for learning

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

- words relating to economic activity, eg *development, decline, recession, interdependent, local, global, brown field, land use, function, CBD*
- other specialist vocabulary:
 - comparison, natural, economic, social, political

Reading – through the activities pupils could:

- recognise the author's standpoint and how it affects meaning

Resources

Resources include:

- Information supplied by local museums and organizations based in the harbourside area (see potential fieldwork locations)
- RTPi South West Bristol Harbourside case study
<http://southwest.rtpi.org.uk/guide/bristol3.pdf>
- Bristol City regeneration <http://www.bristol-city.gov.uk/ccm/navigation/environment-and-planning/regeneration/>
- Historical and current maps, images, planning applications

Future learning

This unit provides a basis for GCSE units concerned with economic and development issues. It encourages pupils to learn about their local area, and how changes may impact community etc.

Links

The activities in this unit link with:

- other geography units – Unit 3 'People everywhere'
- mathematics – interpreting data and drawing conclusions
- ICT – using internet search engines to locate additional data
- citizenship – considering topical issues and other people's experiences, expressing and explaining views, conflicts of interest
- History- looking at heritage tourism, industrial heritage and heritage conservation

What do we already know about Bristol Floating Harbour?			
<ul style="list-style-type: none"> • to classify information • to use a map to locate places and determine geographical context • to select and use appropriate graphical techniques to present evidence on maps and diagrams • to describe the distribution of trade in the UK (past and present) • to consider how and why (because of human processes) the distribution of trade and major ports has changed and is changing 	<ul style="list-style-type: none"> • Ask pupils to brainstorm what they know already about Bristol's trade history and Floating Harbour and then classify the information. • Provide pupils with a list of maps and tables to find out about the distribution of trade and ports in the UK and changes in imports and exports and major port location in recent years. Ask them to translate this information onto an outline map with the aid of an atlas, and to identify the relevant human processes responsible for the changes. 	<ul style="list-style-type: none"> • describe and explain the distribution of England's major ports • interpret drawn graphs/diagrams of recent changes in trade imports and exports, products and destinations 	http://www.heritage.nf.ca/exploration/bristol.html http://www.headleypark.bristol.sch.uk/sla/very/main.htm http://www.discoveringbristol.org.uk/subindex.php?sit_id=1
How have the changes in trade and industry affected Bristol?			
<ul style="list-style-type: none"> • to select and use appropriate graphical techniques to present evidence on maps and diagrams 	<ul style="list-style-type: none"> • Give pupils a time line of trade developments in Bristol, and then add subsequent changes in the wider area that pupils are studying e.g movement of larger ships to Liverpool port, redevelopment of the harbourside, heritage conservation schemes. Ask pupils to produce an annotated map of this region, past and present or a living graph. 	<ul style="list-style-type: none"> • draw an annotated map of changes in the location of major British ports • understand how the shift in trade routes and decline in the use of Bristol as a port affected the city and the people living there. 	<ul style="list-style-type: none"> • Citizenship: this activity provides pupils with an opportunity to reflect on topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based resources.

What regeneration has occurred in the Bristol harbourside area?

- to analyse and evaluate evidence
- to compare the harbourside past and present, looking at land use and economics
- use maps and secondary sources of information
- about patterns of land use changes in urban areas
- how changes affect different groups of people in various ways

- Organise a days fieldtrip to the Bristol Floating Harbour, with perhaps a visit to one or several of the attractions such as the Bristol Industrial Museum, the British Empire and Commonwealth Museum or the Architecture centre (see possible fieldwork locations section for further details)
- Suggest to pupils that they might like to think about: *What did the port used to be like at the height of its popularity as a trade port? Why did it become derelict? What regeneration has occurred in the area? What impacts, positive and negative, has this regeneration had on the local area? How is the area used now, and by who? How has change affected people? What could be done in the future to further regenerate the area?*
- Ask pupils to write up their findings from the day based around an enquiry question. The focus of this question could include how and why regeneration has taken place, the positive and negative impacts of regeneration on the area, and the environmental consequences of regeneration.
- Think about change in function within the harbourside area. Try and arrange for a local planner to give a presentation about what regeneration has taken place, and plans for the future.

- explain how places can be affected by growth or decline in areas not necessarily directly linked to them
- make a comparison of past and present, and begin to think about the future and sustainability
- Collect, record and analyse data to support a hypothesis or answer an enquiry based question.

- Citizenship: this activity provides pupils with an opportunity to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own. This could include looking in detail about how the harbourside area is used now and by whom. Look at conflicts of interest i.e. leisure versus residential
- Key skills include working with others, delegating work effectively, analysing and evaluating primary and secondary data, data presentation, ICT skills.

Potential fieldwork locations

Many of the individual attractions and sites are suitable for school visits in their own right. However, a geographical perspective comes through considering different aspects of urban regeneration, including the processes of planning and redeveloping former industrial sites and heritage tourism.

The following list indicates the range of attractions in and around the Bristol Harbourside area.

Heritage attractions

- Brunel's *SS Great Britain*, the world's first steam powered passenger liner, which is being restored on the quayside. www.ss-great-britain.com
- The replica of the *Matthew* in which John Cabot sailed to Newfoundland lies next to it.
- Brunel's *Clifton Suspension Bridge* spans the Gorge above the River Avon and has a visitor centre on the Clifton side. www.clifton-suspension-bridge.org.uk

New facilities and attractions

- *At-Bristol*, a £97 million project covering science, nature and the arts designed to interest and inspire students to look at the world around. There are three main attractions: [Explore-At-Bristol](http://www.at-brisol.org.uk), [Wildwalk-At-Bristol](http://www.at-brisol.org.uk) and [IMAX Theatre-At-Bristol](http://www.at-brisol.org.uk). www.at-brisol.org.uk
- The *Watershed*, Britain's first media centre, provides a range of exhibitions, screenings and special events. www.watershed.co.uk/
- The *Arnolfini*, an international centre for contemporary arts presenting new and innovative work in visual arts, performance, dance, film, literature and music. www.arnolfini.org.uk
- The *Architecture Centre*, founded by the Bristol Centre for the Advancement of Architecture (BCAA), helps the public engage with the explore all aspects of the built environment. The Centre's programme includes exhibitions, guided tours, visits, discussions, workshops and lectures. They are work with schools and colleges on ways of using the built environment as a teaching medium. www.architecturecentre.co.uk/
- The *Create Centre* is a unique environment centre which is the home of the City Council's Sustainable Development Unit and also has a Recycling Exhibition which is a hands on journey through waste and recycling and The Ecohome demonstrating ideas and information on eco-friendly construction and living. Both are available to schools and groups for environmental education. www.bristol-link.co.uk/entertainment/create-centre.htm
- *Pero's Bridge* is a pedestrian bridge opened in 1999 spanning St Augustine's Reach and linking Queen Square with Millennium Square.
- A series of new public squares and open spaces, including the *Millennium Square*, with cafés, bars, promenades and public artworks link the new Harbourside developments to the city centre.

Museums

- *Bristol Industrial Museum* tells the story of Bristol's varied industrial past with exhibitions of flight, trains, cars, buses, ships and printing. www.bristol-city.gov.uk/ccm/content/Leisure-Culture/Museums-Galleries/bristols-industrial-museum.en
- The *British Empire and Commonwealth Museum* is an award-winning new national museum showing how the empire changed Britain and the effect it had on the rest of the world. www.empiremuseum.co.uk
- The *Maritime Heritage Centre* contains an exhibition on a thousand years of shipbuilding in Bristol. Primary and secondary school education services are available.

Historical Buildings

- *Bristol Cathedral* is on a site that has probably had a church on it for over a thousand years. www.bristol-cathedral.co.uk
- *St Mary Redcliffe* has the tallest church spire in England and this very beautiful parish church is one of the best examples of medieval architecture in the country with its impressive roof arches and flying buttresses. www.stmaryredcliffe.co.uk

Tours

- *Pirate Pete* gives 2-hour guided walking tours of the harbourside covering Bristol's maritime history in the 16th, 17th and 18th centuries. Topics covered include discovery, trade, slavery and piracy. Tours can be tailored to particular groups; school parties are catered for. www.piratewalks.com/
- The *Bristol Ferry Boat Company* allows people to see Bristol from a different vantage point. There are landing stages at the main historical waterfront attractions and it can be used as a transport link between Bristol Temple Meads station and the City Centre. Trips can also be tailored to the needs of small or large groups. www.bristolferryboat.co.uk

Fieldwork activities

Observations

The regeneration of cities usually involves renovating old buildings and warehouses as well as constructing new buildings and features. This topic has obvious links to History, Geography, Citizenship, Art & Design. Key questions for observation during and after a site visit include:

- Which buildings are interesting and why?
- Which buildings are the oldest and which are the newest?
- Have any buildings been altered?
- Are any buildings decorated to look old?
- What image is being projected by the buildings?
- What building materials have been used?

(Source: www.english-heritage.org.uk/server/show/contWebDoc.2124)

Local historic buildings make an excellent study for schools because they link the present, past and future, and fall within the firsthand experience of pupils. Some of the Bristol attractions in existing heritage buildings are:

- The At-Bristol Explore building – contains a listed railway goods shed built at the turn of the century.
- The At-Bristol Wildscreen – incorporates an attractive Victorian leadworks.
- The Bristol Industrial Museum – situated in a large old transit shed on the Floating Harbour near Prince Street bridge.
- The British Empire and Commonwealth Museum – located in Brunel's historic Grade 1 listed Old Bristol Station at Temple Meads.
- The Bristol Record Office and the CREATE Centre – occupy some of the nine storeys of a former bonded warehouse in Cumberland Basin at the entrance to Bristol's Floating Harbour, built in 1908 during the boom in the tobacco import trade.

Visitor questionnaires

An area of urban regeneration which includes tourist attractions, sport and leisure facilities, shopping outlets, and eating and drinking venues is likely to attract a variety of visitors and therefore be a suitable place for conducting questionnaires. The questions can be tailored to focus more on the leisure and tourism topic or on the urban regeneration topic. A sample questionnaire is below.

Visitor Questionnaire

We are from XXXXXX School and we are doing some fieldwork about the Bristol Harbourside area. We want to find out where people have travelled from to come here, what activities they are doing today and what they think about the developments in this area. Would you be able to answer a few questions for us? It should only take a couple of minutes.

Name of interviewer

Date

Time

Weather conditions

Location

Respondent details

Age group Under 10 10-19 20-29 30-39 40-49 50-59 60-69 70+

Gender Male Female

Visitor type Local UK Visitor International Visitor
(go to section C) (go to section B) (go to section A)

Visits

Section A – If the respondent is an international visitor...

Which country do you come from?

How long are you staying in the UK?

How long are you staying in Bristol?

Have you been to Bristol before? If yes, how many times?

Did you organise your own visit here or are you part of a tour group?

Section B – If the respondent is a UK visitor...

Which town or city do you come from?

How long are you staying in Bristol?

Have you been to Bristol before? If yes, how many times?

Did you organise your own visit here or are you part of a tour group?

Section C – If the respondent is a local...

Where do you come from (name of district of Bristol, nearby town or village)?

How often do you come down to this part of the city?

Activities

What are the main activities you are doing here today?

(list names of visitor attractions and activities such as shopping and eating)

How long do you expect to stay here today?

What activities have you enjoyed the most today?

If you have visited before what other activities have you done? *(list names of visitor attractions and activities)*

Impressions

What do you like most about this area?

What do you like least about this area?

This area has changed a lot in the last few years. If you have been before, do you think it is now better or worse?

Would you recommend this area of Bristol to your friends, and why?

Thank you very much for your time

Land use

Students can walk around the area to map the land use on a simple base map. Later these maps can be compared to official land use maps. Provide the students with a general map of the survey area, 1:10,000 should be adequate scale. Provide the students with a list of potential land uses (this can be constructed using comments from lessons before the visit). The base map should have a grid drawn over it, and students should colour or annotate each grid square to show the land use. Points of interest, transport or heritage can be added, along with general impressions and opinions about the area. The results of an environmental survey can then be linked to each land use area, showing how land use can affect an area in a variety of positive and negative ways.

Environmental quality

Students can gather data on environmental quality, judging factors such as litter, graffiti and noise. If this is done in a newly regenerated area as well as a neighbouring undeveloped area, comparisons can be made of the impact of regeneration on environmental quality.

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, by transport links etc. It is usually an idea 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

Existing fieldwork resources

The Bristol Harbourside Fieldwork Resource was developed by local teachers and funded by the Royal Institute of Chartered Surveyors (South West). It contains ideas for potential fieldwork opportunities alongside Key Stage 4 and 5 curriculum links and teacher's notes. It has a particular focus on sustainable development.

www.digitalbristol.org/members/ga/harbourside_fieldwork/index.html

The Royal Town Planning Institute (RTPI), South West Branch has produced a series of case studies for school teachers and students called **Planning for Sustainability** on recent planning and environmental issues in the region. The packs, available online, are mainly aimed at teachers and students aged from 14 to 18, particularly those studying geography. Case Study 13 is about Bristol Harbourside. <http://southwest.rtpi.org.uk/guide/index.html>

The Commission for Architecture and the Built Environment (CABE) has a *Getting out there* programme designed to support and inspire trips into the local built environment. One of their resources is **The Urban Design Trail** which is a one to two-hour walking tour in central Bristol which can be used to generate ideas about the local environment and local history. Suitable for both primary and secondary age, it can be tailored to suit all Key Stages and covers citizenship, geography, history, art and design.

www.architecturecentre.co.uk/education/urban_design_trail.htm

Educational centres and support

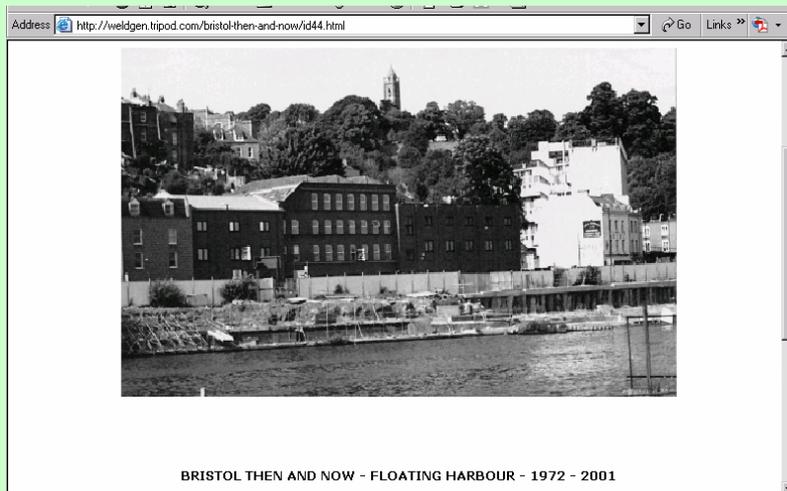
At-Bristol offers a variety of possibilities for educational visits. The Education Team at offers free admission for teachers to plan a visit, [teacher preview evenings](#), briefing sessions and itineraries to structure group visits, suggested activities to focus student visits, on-line and printed planning materials and post-visit follow up activities, a full programme of [workshops](#), and themed events and specialist resources supporting curriculum requirements. Contact details: Tel (0117) 915 7777 (9am - 5pm, Mon - Fri) or e-mail education@at-bristol.org.uk

The new **Science Learning Centre South West**, part of a national network, is a partnership between At-Bristol, the University of Bristol and the University of Plymouth. It provides Continuing Professional Development for everyone involved in science education at all levels and also acts as a focus for all the science learning activities in the region. There is a state-of-the-art education suite and a teacher drop in centre within At-Bristol. Contact details: Tel 0845 345 344 or email info@slcsw.org.uk

Adding value to your fieldwork with additional data

Using historical photographs

BristolHistory.com <http://www.bristolhistory.com/?pageid=46138> has a range of old historical images of Bristol and the surrounding area. These are an excellent resource for seeing how the central area has changed over time, and can be used to look at differing functions, facilities and the development of Bristol harbourside as a tourist destination. The site even offers a 'Then and now' section, where recent photographs have been taken from the same position as old images. An example of the old images is below, showing the Floating harbour.



If you have access to local historical images, it is a great idea to allow students to work out the position from where these pictures were taken, then take the 'now' picture themselves. This can then be used back in the classroom to add value to any investigations, and to prompt discussion about the impact of change on residents, economics, tourism etc.

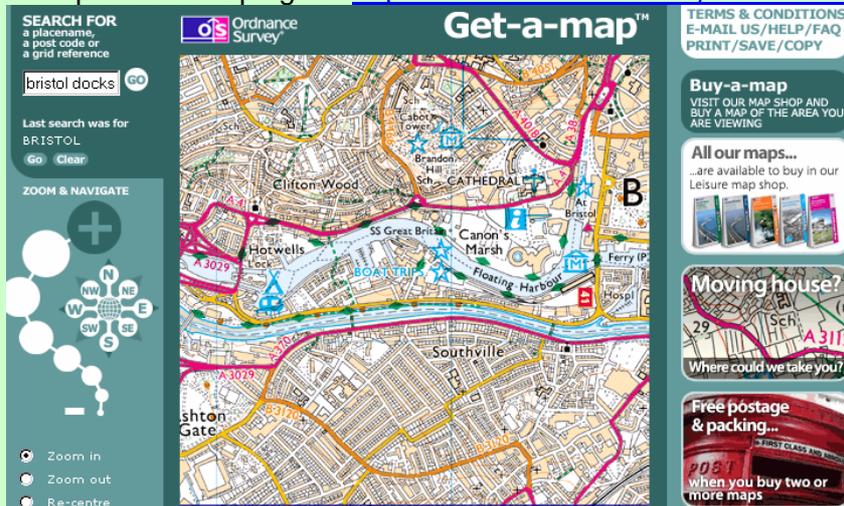
Using old and new maps

Historical maps can be used to monitor the changes to the harbourside over time. They can also be useful for highlighting changes in land use over time, which can then be compared to planning applications, development proposals etc.

Historical maps can be found online at <http://www.old-maps.co.uk/> or purchased from Ordnance Survey

http://www.ordnancesurvey.co.uk/oswebsite/jsp/mapshop/mapShop.jsp?display=/products_new/oneinch/index.cfm?shop_ID=1

For up to date maps go to <http://www.ordnancesurvey.co.uk/oswebsite/getamap/>



SEARCH FOR a placename, a post code or a grid reference

bristol docks GO

Last search was for BRISTOL Go Clear

ZOOM & NAVIGATE

Zoom in Zoom out Re-centre

Ordnance Survey Get-a-map™

TERMS & CONDITIONS E-MAIL US / HELP / FAQ PRINT / SAVE / COPY

Buy-a-map VISIT OUR MAP SHOP AND BUY A MAP OF THE AREA YOU ARE VIEWING

All our maps... are available to buy in our Leisure map shop.

Moving house? Where could we take you?

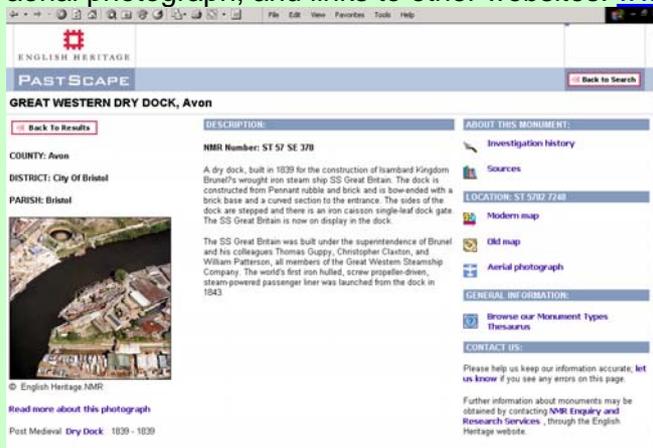
Free postage & packing... when you buy two or more maps

Using tourist websites

A suggested activity for students following their own visit to the Harbourside could be to prepare promotional material for foreign tourists thinking of visiting Bristol. They would need to select the most appropriate attractions which explain the history of the city and its redevelopment. Students could draw maps of suggested walking routes and propose an itinerary. They should be encouraged to use their own field notes and photographs and materials gathered from attractions during their visit. Additional information can be obtained from local websites (such as Bristol City Council, Leisure and Tourism section and the websites of individual attractions) and national tourist websites (such as www.visitbritain.com and www.aboutbritain.com).

Using PastScape.org

PastScape is an online resource from English Heritage's National Monuments Record and provides an easy-to-use way to find information about many of England's ancient and historical sites, buildings and monuments. The records can be searched by place, period and theme and each record contains a description and photograph of the location, an old map, new map and aerial photograph, and links to other websites. www.pastscape.org/



Other resources on this topic:

- The *Role of Historic Buildings in Urban Regeneration*, a statement by the Royal Institute of British Architects (2003) gives an accessible overview of the contribution of historical buildings to urban regeneration and the role of public agencies, government departments and the planning process.
www.riba.org/fileLibrary/pdf/Historic_Buildings_in_Urban_Regeneration.pdf
- A list of all local Listed Buildings can be found on the Local Council websites. For Bristol, this is: <http://www.bristol-city.gov.uk/ccm/content/Leisure-Culture/Conservation/listed-buildings/listed-buildings.en>

Using property information

Urban regeneration includes providing residential properties and office space which will entice people into a formerly derelict and run-down area. Construction often includes a mixture of the conversion of old buildings such as warehouses into modern apartments and offices and new buildings. National property websites can be used to find prices or apartments and homes.

www.homesandproperty.co.uk/
www.primelocation.com/
www.findaproperty.com

Using regeneration planning information

If students are looking at how urban regeneration is planned and financed, there are a variety of websites to support. The following websites have details of current and planned projects:

- The Environment and Planning Division of the City Council
www.bristol-city.gov.uk/ccm/navigation/environment-and-planning/regeneration
- South West England Regional Development Agency
www.southwestrda.org.uk/what-we-do/regeneration/index.shtm
- Bristol City Centre / Bristol Alliance
<http://bristolcitycentre.com/alliance/index.html>
- Business West
www.businesswest.co.uk/

Information from these websites, together with local press cuttings about local developments can be used to create a decision-making exercise in which students represent different interests regarding a large development.

Web links and Resources

Bristol Harbourside Visitors' Map – Free map showing all the visitor attractions in the Harbourside area, and travel information

<http://download.southwestrda.org.uk/file.asp?File=/regeneration/major-projects/bristol-port-final-report.pdf>

<http://download.southwestrda.org.uk/file.asp?File=/regeneration/major-projects/bristol-port-appendices.pdf>

Bristol Port Company

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

<http://southwest.rtpi.org.uk/guide/bristol3.pdf>

<http://www.cabe.org.uk/default.aspx?contentitemid=556&refid=397&ssl=23.2&aspectid=13>
http://www.digitalbristol.org/members/ga/harbourside_fieldework/index.html