

Environmental Impact Survey

Year 5 Geography Environmental Impact Survey

Introduction

It's incredible the amount of evidence of previous human activity you can find in the landscape. Geography students explore the evidence in the landscape of the environment which existed pre-settlement and the effect of European settlement activities, the tramway development 100 years ago, and the current use as a walking track. Back in the classroom, students have the opportunity to map their findings to produce a visual representation of what they find.

Schools can set off on the expedition at any time of their choosing, though we do suggest groups no more than a class at a time, staggering classes by ½ hour. Students work in small groups to seek out evidence. It is essential each group is supported by a teacher or guardian.

A visit to the KRAUSS locomotive may also be included by arrangement.

This document describes the Program and Curricular Connections and provides links to activity instructions and resources.

Resources:

- Buderim Palmwoods Tramway 1915 – 1935 PowerPoint file
- Buderim Tramway FAQ document
- Environmental Impact Survey Workbook - ‘Survey Workbook’ (One to be printed for each team and taken on the expedition)
- Clipboard and pen for each team

Class Activities:

1. As a class, students explore the story of the Buderim-Palmwoods Tramway through a series of historic images, in the PowerPoint file: [Buderim Palmwoods Tramway 1915–1935](#). Through images, the story is told of why the tramway was built, what it was used for and what happened to the tramway. It provides an excellent historical background for conducting the survey.

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The [Buderim Tramway FAQ](#) document may be handy for addressing specific questions about the tramway.

2. Students form into the expedition teams they will work in for the expedition and analysis. Groups of 4-6 are suggested. Their survey will identify evidence in four categories:
 - Indigenous Habitation and pre-European settlement environment
 - Clearing for early settlement and agriculture
 - Development of the Tramway
 - Current use as a walking track
3. What types of evidence might they find? Students work in teams, then come together as a class to discuss the types of evidence they might find in each of the categories. Teams then discuss what type of things they might find. See [Expected Evidence Worksheet](#) at the end of this document. Some [Suggested Evidence](#) answers follow the worksheet.
4. Print a Tramway “Survey” document and give to each team to preview. Set them up with a pen and clipboard. You are ready to go.

Bus Arrangements:

You may need to book a number of buses for the expedition.

The expedition is designed for students to be dropped off at the Track starting point at the corner of Telco Rd and Mons Rd, and then walk through to Liana Place. Buses can pick up the students at the Sawreys Road/Liana Place intersection.

While one group of students is doing the walk (allow an hour), another group of students can be visiting the KRAUSS locomotive. Visiting the KRAUSS needs to be arranged with the Buderim-Palmwoods Heritage Tramway Inc. Contact BPHTI: email: tram@buderim.qld.au or PO Box 144 Buderim 4556.

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On the Day of the Expedition

Resources:

- Environmental Impact Survey ‘Survey Workbook’. One copy to be printed for each team and taken on expedition
- Tape measures or rulers

Make sure students know their teams

Each team needs their “Survey” workbook, a clipboard and a pen.

Students need hat, sunscreen, water-bottle, first aid kit and any other personal/safety requirements.

Teachers can take some tape measures or rulers so the students can measure the gap between the sleepers.

NOTE: There are no toilet facilities at the walking track.

Post Expedition Activities

Resources:

- [Tramway Expedition Images](#)
- [Post Expedition Activities](#)
- [Buderim Tramways FAQ](#)

There is a number of Post-Expedition Activities you might like to use. You’ll find them in the [Post Expedition Activities](#) document. Have a browse - a list of activities is below.

We recommend the students carry out the mapping activity as a follow up – working in their teams to create maps of the track and what they’ve seen. A track outline and instructions are in the [Post Expedition Activities](#) document.

The re-enactment activity for Year Six may also be of interest – you might add an indigenous group to the mix of roles.

The [Buderim Tramway FAQ](#) document may be handy for addressing specific questions about the tramway.

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Tramway Expedition Images PowerPoint

Images from the track with answers.

Buderim Tramway FAQs

Answers to frequently asked questions about the tramway, as well as trains and trams in general.

Scout Mapping activity

Based on a 1928 map (Log) of the track compiled by two boy scouts.

Mapping the Walk

Activity to create a map to the Tram-track walk.

Community Map Presentation

Students present their map of the tramway track to the 'Community'.

Community Tramway Decision Re-enactment

Teams role play the decision making process for the tramway.

Lost Tramway Trivia Quiz

Fun to do in teams or as a class. The answer to the mystery word is BADDRAM.

Did You Find the Lost Tramway?

Students work in teams to check off and verify evidence they found for the lost tramway.

Gap between the Sleepers

Compare the measurements students took of the gap between the sleepers. Can you work out what the most likely measurement is? Either use the sheet or do it on the board.

Model Track Puzzle – Part 1

A maths problem about numbers of sleepers for the teams to work out.

Model Track Puzzle – Part 2 - Advanced

A maths problem about numbers of sleepers for the teams to work out Track Wye-Turn Puzzle – can the teams turn the train around?

Tramway Plants Word Search

A simple word search.

Tramway Timeline Puzzle

Each team can work on a section of this four-part timeline, to work out the sequence of events from prior to settlement, to constructing the tramway, to today.

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Expected Evidence

1. Indigenous habitation of the area

What evidence might you find of indigenous habitation or the pre-settlement environment?

- Evidence of original forest
- Plants or wildlife that may have been used by indigenous people
- Type of places that might be of significance to indigenous people

2. Clearing for early settlement and agricultural activities

Think about the early settlers' needs to clear the land, grow crops, store water and transport themselves and their goods.

3. Development of the evidence of the tramway & impact on the environment

Given the tram track was taken up and bridges and stations removed, what evidence might be left after 100 years?

4. Current use as a walking track

What kind of evidence will you expect to see of human activity along the walking track?

- Walking track infrastructure
- Walking track use
- Heritage conservation
- Environmental conservation

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Suggested responses for Expected Evidence worksheet

Indigenous habitation of the area

Evidence of original forest

- Old growth tree
- Plants indigenous to the area: Ginger, Various palms, Vines, giant moss, Banksias etc.

Plants or wildlife that may have been used by indigenous people

- Ginger
- Various palms
- Vines (as shelter and implements)
- Badderam banksia
- Stringybark

Type of places that might be of significance to indigenous people

- Look at significant landforms
- Look for places suitable for a camp or gathering
- Waterhole

Clearing for early settlement and agricultural activities

- Timber getters tree (at start and the remnant stump along the track)
- Terraces further along the track
- Tracks/roadways

Development of the tramway – evidence of the tramway & impact on the environment

- Cuttings and explosives
- Bridges (from historic photographs)
- Station sites (Telco and Mons)
- Cattle grid
- Environmental impact of steam powered tram and fuel required

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Current use as a walking track

- Track infrastructure
- Car park
- Picnic table
- Disability access
- Signage
- Bridges

Walking track use

- Litter
- Footprints
- Markings

Heritage conservation

- Protection of heritage elements

Environmental conservation

- Protection of environmental elements