

# Scheme of work

## Human geography: Changing places

This resource is a scheme of work for our accredited AS and A-level Geography specifications (7036, 7037). This scheme of work is not exhaustive or prescriptive, it is designed to suggest activities and resources that you might find useful in your teaching.

### 3.2 Human geography

Core topic

#### 3.2.2 Changing places

Specification content Week number	Subject-specific skills development	Learning outcomes	Suggested learning activities (including ref to differentiation and extension activities)	Resources
<b>Week 1</b> <ul style="list-style-type: none"> <li>• Introduction to topic</li> <li>• The concept of place and the importance of place in human life and experience</li> <li>• Insider and outsider perspectives on place; categories of place: near and far, experienced and media places</li> </ul>	Use of key subject specific and technical terminology.  Core and ICT skills.	An overview of the concept of place. Students will learn that place is more than just a location but also incorporates the notions of locale and sense of place.  Students will understand the terms 'insider' and 'outsider' in relation to place and the different categories of place.  Students understand the difference between sense of place and perception of place.	Small group discussions followed by feedback - what is place and what does it mean to different people? What is the difference between space and place? Why does place matter?  Use photographs of a range of places (local-global scale) to illustrate how different places mean different things to different people, eg Old Trafford (Man Utd v Man City fan); Kos (seen through eyes of tourist or refugee); Jerusalem (seen through eyes of people from different religions).	The first three resources detailed here would be useful to read before starting to teach this module:  Introduction on defining place pp. 1-21, in Cresswell, T. (2015) <i>Place: an introduction</i> , second edition, Blackwell.  <a href="#">'Changing Places' by Richard Phillips (2016)</a> on the RGS website. It provides a useful introduction to the different aspects of place.

			<p>How do people develop a <b>sense of place</b>? This can be linked to the notions of experienced place and near place. Get students to think of a place special to them and write down a number of words to describe their feelings about that place. They might want to describe a few of their experiences there. In groups, ask them to compare their paragraphs. Are they positive/negative? Does everyone feel the same way? If not, why not? How might their different personal experiences affect the way they feel about it? How might factors such as gender, ethnicity etc affect feelings? They could use these words to produce a 'Wordle'.</p> <p>Alternatively students could work collectively to produce a local 'sense of place toolkit' to highlight what is special about their local area. See Morecambe Bay and Snowdonia NP examples.</p> <p>Repeat the same exercise for a media place/somewhere the students have not visited. How would they describe it? How have they developed feelings/perceptions about this place?</p> <p><b>Extension:</b> research the three theoretical approaches to studying place: descriptive, social constructionist and phenomenological</p>	<p>'Teaching about places', Freeman, D. and Morgan, A. (2014) <i>Teaching Geography</i>, 39:3.</p> <p>Cultural Geographer Jon Anderson has written a good book on place entitled <i>Understanding Cultural Geography: Places and Traces</i>, (2015). It is also worth looking at his '<a href="#">Spatial manifesto</a>' webpage which has useful resources and PowerPoints for teaching about Place. There are also ideas here for fieldwork.</p> <p>Create word clouds by copying and pasting text into <a href="#">Wordle</a></p> <p><a href="#">Sense of Place toolkit for Morecambe Bay</a></p> <p><a href="#">Snowdonia sense of place</a></p> <p>There are a number of TED talks focused on ideas around sense of place.</p> <p>The RGS resource entitled '<a href="#">Creating a sense of place in the school grounds</a>' is more for younger students, but ideas could be adapted.</p> <p>Useful ideas and discussion about perceptions of place can be found at <a href="#">GeogSpace</a></p>
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<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>• Factors contributing to the character of places</li> <li>• Endogenous factors</li> <li>• Exogenous factors</li> </ul>	<p>Use of key subject specific and technical terminology.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Students will be able to detail a range of human and physical factors which contribute to the character of place.</p> <p>Students will be able to define the terms endogenous and exogenous.</p>	<p>Small group discussions followed by feedback – what factors contribute to a place’s unique character? Could refer to languages, dialect, belief systems, rituals, clothing, products, services, etc.</p> <p>Using a local map (1:25000 OS map), get students to look at the physical geography of the local area: relief, height, aspect, drainage etc. Discuss how these have affected the development and character of the place and then consider the impact of humans. Compare old and new maps. How has the area changed? Why?</p> <p>Show YouTube clip parody of ‘New York state of mind’ based on Newport, South Wales. Students could write a parody for their local place.</p> <p>What kind of factors affect place? Globalization and localization: follow the example of Doreen Massey and take a walk down your local high street. Does it have chain stores or independent shops? Are there signs of different cultures and languages? Produce an annotated photographic display. Is it a ‘clone town’ or is it holding on to its own identity?</p> <p>Short exam question practice, eg distinguish between endogenous and exogenous factors. Focus on command word and key terms here.</p>	<p>The UK Commission for Architecture and the Built Environment (CABE) which ran from 1999 to 2011, highlighted the importance of architecture in defining place. It also promoted a place-based orientation to learning and produced lots of place-based resources for schools. These archived resources can be found at <a href="#">The National Archives website</a>.</p> <p>A variety of maps from the past can be viewed at <a href="#">Old Maps</a>.</p> <p><a href="#">Vision of Britain</a> shows how the country has changed over time.</p> <p>In the book, <i>Space, Place and Gender</i>, (1994), Doreen Massey uses her own local area (Kilburn High Street, London) to illustrate that place is influenced by constantly changing elements of a wider world.</p>
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			<p><b>Extension:</b> Authors have argued that tourist places like Disney World are not real places but ‘placeless’ places or ‘pseudo-places’ with no real sense of history or belonging. Discuss this idea. Which other places might be considered ‘placeless’? (airports, major hotels, etc). Have globalization and digital technology increased placelessness?</p>	
<p><b>Week 3 - 4</b></p> <ul style="list-style-type: none"> <li>• How humans perceive, engage with and form attachments to place and how they present and represent the world to others.</li> <li>• How places are represented in a variety of different forms such as advertising copy, tourist agency materials, local art exhibitions in diverse media (eg Film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically.</li> <li>• Start to research and construct the local place study. For both place studies, there should be an equal focus on <i>peoples lived experience</i> AND EITHER changing <i>demographic and</i></li> </ul>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Critical questioning of information, and sources of information.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Students can discuss the range of factors that influence perception of place and sense of place.</p> <p>Students understand the term representation of place.</p> <p>Students can provide examples of different resources which can be used to represent place and acknowledge that they may present contrasting images.</p> <p>Students can distinguish between quantitative and qualitative resources and start to build up their local place study.</p> <p>Students can critically evaluate the usefulness of a range of quantitative and qualitative resources.</p>	<p>Show some images of different places and discuss why place stereotypes may have occurred.</p> <p>Ask students to reflect on the way their lives are intertwined with that of the places and the landscapes they inhabit or introduce them to the more subjective and personal responses of others through poetry, art, novels etc. They could then produce their own poems, pictures, pieces of prose showing their engagement with a particular place. This could be done as a cross-disciplinary exercise. Opportunity for individual or group presentations here.</p> <p>Students will be keen to discuss the impact of social media on place representation and attachment. Show the Social landmarks around the world (from Facebook) image.</p>	<p>An internet images search on ‘place stereotypes’ throws up some interesting and often amusing maps both within and beyond the UK.</p> <p><a href="#">Independent article on ‘Little Britain: How the rest of the world sees us’</a></p> <p>Look at the <a href="#">London survey of regional stereotypes, 2014</a></p> <p>You could look at examples of so-called green or environmental poetry aimed at alerting readers to environmental crises such as disappearing species, pollution and climate change (Alice Oswald, Owen Sheers, Gillian Clarke) or new popular nature writing such as Roger Deakin (Wildwood), Robert Macfarlane (The Wild Places).</p> <p>Eleanor Rawling suggests a number of strategies to engage senses,</p>

<p><i>cultural OR economic change.</i></p> <p>NB The Place study (ies) could form the basis for the fieldwork investigation.</p>	<p>Fieldwork potential here.</p>		<p>Use anecdotal evidence, web research, historical documents and / or newspapers and other media reports to build and compare different stories of a place. Find positive and negative articles/reports for the same place to illustrate different representations of place. Discuss the impacts this can have on an area.</p> <p>Watch a series of TV clips from soap operas, crime dramas and sci-fi. How do they represent different places? Compare the different portrayals of urban and rural areas.</p> <p>Show students a collection of photographs or pictures of art/sculpture/buildings and ask students to research who they were produced/built for and why. Students should then reflect on how this may affect their representation of that particular place. Examples include:</p> <ul style="list-style-type: none"> <li>• The Angel of the North, Gateshead</li> <li>• The Kelpies, Falkirk</li> <li>• One World trade center, NYC</li> <li>• Burj Khalifa, Dubai, UAE</li> <li>• Trafalgar Square, London</li> <li>• Guggenheim museum, Bilbao, Spain</li> <li>• Dismaland temporary exhibition, Weston-Super-Mare 2015.</li> </ul>	<p>feeling and emotions about Place in her chapter entitled 'Reading and writing Place', in Butt, G. (2011) <i>Geography, Education and the Future</i>. Facebook documents <a href="#">social landmarks around the world</a> using check-in data.</p> <p>Look at the different ways in which Liverpool is represented in Smyth, F. (2016) 'Representations of place' in <i>Geography Review</i>: 29,4.</p> <p>Read 'A short introduction to Quantitative Geography' by Richard Harris (2016) on the RGS website.</p> <p>For <b>extension</b>, read 'Globetrotting adventures with the Bard', <i>The Daily Telegraph</i>, 12<sup>th</sup> April 2016.</p>
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			<p>Extended exam question practice with opportunity for peer assessment here</p> <p><b>Extension/cross-disciplinary:</b> Think of places associated with Shakespeare's plays. How did Shakespeare know of these places (he was rumoured to have travelled little)? Why were they set here? How has his work affected these places today (eg Verona: <i>Romeo and Juliet</i>)?</p>	
<p><b>Week 5 - 6</b></p> <ul style="list-style-type: none"> <li>The impact of relationships and connections on people and place with a focus on: <ol style="list-style-type: none"> <li>Changing demographic and cultural characteristics and</li> <li>Economic Change and social inequalities.</li> </ol> </li> <li>How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment.</li> </ul>	<p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Students will appreciate that places are dynamic and they are always changing.</p> <p>Students will be able to discuss the impacts of globalisation on place.</p> <p>Students will be able to discuss how places are shaped by factors such as migration, employment opportunities and investment.</p> <p>Students will recognize that different places have responded to these changes in different ways.</p>	<p>How and why does migration affect different places? Identify places which have experienced mass immigration and research the impacts of this. Students could produce a mind map here. This is also a good opportunity to use the census to produce geospatial data.</p> <p>You could use the example of East London here. It has experienced significant change in recent years as a result of migration and regeneration. There is also a wealth of quantitative and qualitative information to be found about the area.</p> <p>Use local and national newspaper sources to research the different attitudes towards gentrification and regeneration in East London. There were some interesting editorials after</p>	<p>For census data and social and economic characteristics of places in the UK, go to <a href="#">ONS Neighbourhood statistics</a>.</p> <p>For interactive visualization of 2011 census data, go to the <a href="#">DataShine website</a>. You can also use the <a href="#">'Maps' section of the Consumer Data Research Centre</a> website to explore different areas.</p> <p>An internet search on East London Olympics regeneration will yield many interesting resources. The RGS website also has some useful links.</p> <p>Time Out article <a href="#">'Stratford: then and now'</a> .</p>

<ul style="list-style-type: none"> <li>Local place study (ongoing).</li> <li>Start to research distant place study.</li> </ul>			<p>the anti-gentrification protests in 2015. See also RGS online lecture on gentrification.</p>	<p>Follow <a href="#">the daily blog of 'the gentle author'</a> who writes about life in and around Spitalfields and Brick Lane in East London.</p> <p>Articles such as '<a href="#">How power, money and art are shifting to the East End</a>' (of London) can be found in <i>The Guardian</i>.</p> <p>The RGS has produced <a href="#">an online lecture on gentrification</a></p>
<p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>The characteristics and impacts of external forces operating at different scales including either government policies or the decisions of multi-nationals or the impacts of international or global institutions.</li> <li>How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics.</li> <li>Distant place study (ongoing).</li> </ul>	<p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Students will be able to describe and explain the impacts of either government policies or the decisions of multi-nationals or the impacts of international or global institutions on place.</p> <p>Students will be able to detail how past and present development influences social and economic characteristics of a place.</p>	<p>Students to research examples of external forces on place: government policies such as regeneration schemes; decisions of MNCS (Tata Steel) or international or global institutions (UN, IMF, World Bank) and present findings to rest of the class. Opportunity for individual or group presentations here.</p> <p>Detroit is a good example of somewhere affected (both positively and negatively) by the decisions of major car manufacturers ('Motown' nickname for Detroit). Ford have just started to redevelop large areas of Detroit – students could research this.</p> <p>Get students to conduct a survey or search newspaper websites to compare the views of local people with the local government and corporate bodies involved in</p>	<p>Follow the developments after Tata Steel announced plans to sell off their British steel interests.</p> <p>Look at <a href="#">current government regeneration projects in the UK</a></p> <p>Three minute clip about <a href="#">the regeneration of Salford</a></p> <p><i>The Guardian</i> website is an excellent resource for researching topical issues.</p> <p>Case study of Detroit: article about <a href="#">'the decline of Detroit'</a> and the <a href="#">Ford development</a> in Detroit</p>

			<p>marketing and regenerating places? The London Olympics regeneration wasn't welcomed by everybody for example. Resources about the impacts of the London Olympics on East London are useful and plentiful.</p> <p>Find and discuss examples of places influenced by past development. These might include former industrial cities such as Birmingham, Liverpool, Sheffield, Manchester and Glasgow or mining towns. You could make links to rebranding/reimaging here as well as to the contemporary urban environments topic looking at urban regeneration and the use of industrial or heritage quarters (Sheffield industrial quarter). Consider how industrial cities attracted migrants and the subsequent impacts of mass migration to British cities.</p>	
<p><b>Week 8 - 9</b></p> <ul style="list-style-type: none"> <li>• How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and shape the actions of people.</li> <li>• Distant place study (ongoing).</li> </ul>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyze and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p>	<p>Students understand the terms place-marketing, rebranding and reimaging and can provide examples of where and why these strategies have been adopted.</p> <p>Awareness of crowd-sourcing and big data.</p>	<p>Discuss the meaning of the term branding and how and why it is done. Take <i>The Guardian</i> city logo quiz.</p> <p>Students could investigate a place they know or one of the following to look at the causes and consequences of rebranding (<i>GeoFile</i> 619 Reimaging settlements suggests some fieldwork tasks): Liverpool, Manchester, Barcelona, Amsterdam, Copenhagen, Melbourne and Hong Kong.</p>	<p>See <a href="#">The Guardian city logo quiz</a></p> <p>See <a href="#">The Guardian datablog on city branding</a></p> <p>Glasgow rebranding resources at <a href="#">People Make Glasgow</a> and <a href="#">BBC article on Glasgow's new brand</a></p> <p>'Case study of regeneration: the Jewellery quarter, Birmingham' in <i>GeoFile</i>, 642, April 2011</p>



	Core and ICT skills.		<p>Crowd-sourcing and social media was used in the 2013 rebranding of Glasgow – the ‘People make Glasgow ...’ campaign. This campaign is also worth looking at in terms of peoples’ <b>lived experience of place</b>.</p> <p>The Lake District National Park authority has wanted to brand the Lake District NP as the ‘adventure capital’ of the UK to attract younger visitors. What has it done and how successful has it been with this strategy? Watch BBC documentary Tales from the National Parks: Lake District.</p> <p>Rebranding of other rural areas has been carried out – this is another area to research.</p> <p>Local groups involved in change could include residents associations, heritage associations and social media. Students could research the presence and role of these in their local area.</p>	<p>A case study of rebranding – El Raval, Barcelona, <i>GeoFile</i> 635, Jan 2011</p> <p>Reimagining settlements, <i>GeoFile</i> 619, April 2010</p> <p>The <a href="#">Barcelona Field Studies Centre</a> has some useful resources and web links about rebranding</p> <p>Regenerating Liverpool: Information at <a href="#">Liverpool Vision</a></p> <p>Article in <a href="#">The Guardian on negative stereotyping of Liverpool</a></p> <p>How being ‘<a href="#">Capital of Culture transforms perceptions of Liverpool</a>’</p> <p>Investigating rural rebranding, <i>GeoFile</i>, 676, Sept 2012</p> <p>Rural rebranding: a case study from Shropshire in <i>Geography Review</i>, 27:1, Sept 2013</p>
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<p><b>Place studies (weeks 2 – 9)</b></p> <p><b>Two place studies</b> are required: one exploring the developing character of a place local to the home or study centre and the other exploring the developing character of a contrasting and distant place. It is a good idea to start constructing the place studies before the end of the topic.</p>	<p>Presentation, interpretation, analysis and communication of data.</p> <p>Retrieval and manipulation of secondary datasets.</p> <p>Use of geospatial technologies such as digital cartography and G.I.S.</p> <p>The use of different types of data allows the development of critical perspectives on the data categories and approaches.</p> <p>Maths and numeracy.</p> <p>Crowd-sourcing and big data.</p> <p>Use and understanding of methodological approaches including interviews.</p>	<p>Students will be familiar with the principles of research design and ways to collect data.</p> <p>Students will engage with a range of quantitative and qualitative resources.</p> <p>Students will be able to critically evaluate data categories and approaches.</p> <p>Awareness of crowd-sourcing and big data.</p>	<p>Students should think of quantitative geography as being about telling geographical stories with data. Q&amp;A/discussion about potential sources of quantitative data and their limitations.</p> <p>Students will need a lot of time here to research and construct their two place studies.</p> <p><b>Extension:</b> Get students to find examples of dodgy statistics, misunderstandings and misuse of data, for example on the <a href="#">Bad Science website</a> or <a href="#">Full Fact website</a>. Richard Harris also provides examples of these in his RGS paper.</p> <p>For lived experience of place, get students to design and conduct a questionnaire/survey to give to local people. Alternatively, they can look at ways of analysing social media sources such as Twitter, Facebook, Instagram and Pinterest for experience of place.</p> <p>It is important to discuss with the students the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p> <p>Crowd-sourcing was used in the 2013 rebranding of Glasgow – the ‘People</p>	<p><b>Quantitative sources</b></p> <p><a href="#">‘A short introduction to Quantitative Geography’</a> by Richard Harris (2016) on the RGS website</p> <p>An overview of quantitative skills is provided in Holmes, D. (2016) ‘Quantitative skills for Geographers’ in <i>Geography Review</i>: 29, 4.</p> <p>Resources on the RGS website at <a href="#">‘Teaching the census through GIS’</a></p> <p>Holmes, D. 2016 ‘Using GIS with census data’ IN <i>Geography Review</i>, 29:3.</p> <p>For census data and social and economic characteristics of places in the UK, go to <a href="#">ONS Neighbourhood statistics</a>.</p> <p>For interactive visualization of 2011 census data, go to the <a href="#">DataShine website</a>. You can also use the <a href="#">‘Maps’ section of the Consumer Data Research Centre</a> website to explore different areas.</p> <p>For localized data on information such as house prices, school results, council tax and crime, go to: <a href="#">Local Government Association</a></p> <p><a href="#">UK Local Area</a></p> <p><a href="#">Check My Area</a></p>
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	Core and ICT skills.		<p>make Glasgow ...' campaign. This is worth looking at as example of lived experience of place.</p> <p>Look at the impact of and use of social media in representing place. Look at the social landmarks according to Facebook images.</p>	<p>For health-related data, see the <a href="#">Public Health Outcomes Framework</a></p> <p>Unconventional sources of data have been used to produce maps about London and the lives of the people who live there at <a href="#">The Information Capital</a></p> <hr/> <p><b>Qualitative sources</b> Using mysteries to develop place knowledge in <i>Teaching Geography</i>: 41:1, Spring 2016.</p> <p>The three chapters on Place in Butt, G. (2011) <i>Geography, Education and the Future</i> are useful in their discussion of teaching Place using qualitative resources.</p> <p>Eleanor Rawling suggests a number of strategies to engage senses, feeling and emotions about Place in her chapter entitled 'Reading and writing Place', in Butt, G. (2011) <i>Geography, Education and the Future</i>.</p> <p>Look at examples of <a href="#">photoshopped photographs at Mesogo</a>.</p>
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