

# **Scheme of work: Changing places**

## **Introduction**

This scheme of work offers a route through the AS and A-level Geography (7036 and 7037) specifications with a core focus on Human Geography, core topic Changing places.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification content is shown at the start of each section, some suggested activities will target multiple specification points. The learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

It is a good idea to start constructing the place studies before the end of the topic and although suggested activities for the local and distance place are listed separately at the end of this document, we suggest these be taught embedded within earlier content. The place studies can form the basis for a fieldwork investigation.

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(Use Ctrl and click to follow the link.)

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## 3.2 Human geography

### Core topic: 3.2.2 Changing places

#### Defining place

#### Specification content

##### 3.2.2.1 The nature and importance of places

The concept of place and the importance of place in human life and experience.

#### Learning outcomes

This lesson will help students to understand:

- How we define 'place'.
- What the difference between space and place is.
- How human geographers consider location, locale and sense of place.

#### Suggested timing

1 hour

#### Possible teaching and learning activities

- Introduce students to basic input and output commands, declaring variables (if required by language), and using arithmetic operations.
- Introduction to the unit. Begin by looking at how places have changed over time using comparative photography. This may be a local place or a distant place that has undergone significant changes, such as Singapore or Dubai. Stress how people's engagement with places can result in a 'layered history'.
- Define what is meant by 'place', and how this is different from 'space'. Students can be escorted to an area of the college that may have no meaning to them (sports hall or part of the grounds). How does that space become a place?
- Explore how human geographers consider the three aspects of place (location, locale, and sense of place). Students could write a response to the three aspects for their local place, which could involve
  - writing a grid reference or latitude and longitude (location)
  - detailing what activities and social interactions they are involved with in the area (locale)
  - describing how they feel about their local place (sense of place).
- Research the three theoretical approaches to studying place; descriptive, social constructionist and phenomenological.

## Resources

- Watch the video [‘Changing places: how do geographers study place?’ \(Time for Geography\)](#) (8 minutes); it provides a useful overview to the three aspects of place.
- Read the article [‘Changing place changing places’ \(Geographical Association\)](#); it has a useful introduction to the concept of place, but additionally it features links to other resources for the Changing Places Unit.
- Read Freeman D and Morgan A, *Teaching about places, Teaching Geography*, volume 39, number 3, 2014.

## Place identity

### Specification content

#### 3.2.2.1 The nature and importance of places

- The concept of place and the importance of place in human life and experience.
- Factors contributing to the character of places.

### Learning outcomes

This lesson will help students to understand:

- How we define ‘place identity’.
- What elements make up place identity.
- How places can generate multiple identities.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Discuss with the students the definition of place identity. Ask the students to explore what they think their local places’ identity is? What factors did they consider when formulating their response?
- Make a copy of John Montgomery’s triangle of place identity. For each of the three elements students can make notes regarding their local place. Questions to consider:
  - What is the physical setting?
  - What activities take place there?
  - What image/meaning do people associate with this place?
- Discuss the idea that certain places have multiple identities. For example, Shoreditch is often considered to have multiple identities. Use photographs and other media sources to search for evidence as to why Shoreditch may have multiple identities. Consider if your local place has multiple identities. Why might this be the case?

## Resources

Watch this short investigation into [what gives Oxford a sense of place, and what gives London Heathrow a lack of it \(YouTube\)](#) (4 minutes).

## Factors affecting place identity

### Specification content

#### 3.2.2.1 The nature and importance of places

Factors contributing to the character of places

##### 3.2.2.2.1 Relationships and connections

The impact of relationships and connections on people and place with a particular focus on:

**either**

- changing demographic and cultural characteristics

**or**

- economic change and social inequalities.

### Learning outcomes

This lesson will help students to understand:

- How identity can be evident at several scales.
- How religion can foster a sense of identity in places.
- The meaning of agglomeration, suburbanisation, counter-urbanisation and regeneration.
- The effects of counter-urbanisation on places.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Start with a mystery regarding the Cornish sense of identity; show the students the Cornish flag, the national anthem, [a clip of a person speaking Cornish \(YouTube\)](#) (6 minutes) (turn the subtitles off to begin with, then on to offer extra clues) etc. Can the students guess the identity? This can be a lead to the students learning the different scales of identity, localism, regionalism and nationalism.
- Show the students photographs of important international religious places such as Mecca or Bethlehem. Annotate the photographs. How might their religious significance affect their identity (demographics, economic activities, sense of community, etc)? Can we transpose these factors to the local level? Does a local mosque, synagogue or other religious building generate a similar sense of identity?
- Create a spider diagram that features four aspects of urbanisation (agglomeration, suburbanisation, counter-urbanisation and regeneration). For each sub section of urbanisation, comment on how that process could affect the identity of an area. Think about how they would affect the places people are leaving as well as the places that people are migrating to.

## Insider and outside perspectives

### Specification content

#### 3.2.2.1 The nature and importance of places

Insider and outsider perspectives on place

### Learning outcomes

This lesson will help students to understand:

- What is meant by the terms insider and outsider perspectives.
- What might be important factors in shaping insider and outsider perspectives.
- What is meant by social and spatial exclusion.
- What might be the causes of social and spatial exclusion.

### Suggested timing

2 hours

### Possible teaching and learning activities

- Watch two video clips of the same place, one from an insider perspective (such as a documentary or drama about life in Manchester) and another from an outsider perspective (for example a travel guide to Manchester). Compare and contrast the differences and discuss why perceptions vary.
- Explain the definitions of insider and outsider perspectives. Complete a table showing the different factors affecting both insiders and outsiders (place of birth, citizenship status, language capabilities, social interactions, emotional state of mind etc).
- Read the poem '[California Hills in August](#)' by [Dana Gioia \(Poetry foundation\)](#). Students can annotate around the poem regarding what this tells us about insider and outsider perspectives. How do we view things different as an insider and an outsider? Watch [Dana Gioia's Ted Talk \(YouTube\)](#) (16 minutes) on the subject. How are these perspectives formed?
- Discuss the following:
  - Is everyone an insider somewhere?
  - Or are there people that are permanent outsiders in society?
  - Explain the meaning of social and spatial exclusion.
  - Which groups might be excluded from society?
- Create a mind map showing these groups and explaining why they may feel excluded (ethnic minority groups, people who are homeless, Gypsy/Traveler groups, people with disabilities, those aged 65 and above, LGBTQ+ people, migrants etc).
- Explore other forms of exclusions such as gated communities and rural England (places such as National Parks see a disproportionately low visitor numbers from ethnic minority backgrounds).
- Compare the ethnicities of two areas (such as Shoreditch and Westminster). Why do you think Shoreditch has a predominant population from Asian backgrounds whereas Westminster has a predominant population of White British?

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- Using the data, why might people living in Shoreditch feel socially and spatially excluded? Construct a comparative bar graph to compare the ethnic structures of the two areas.

### Resources

- Watch the video by the [Street2Peak project \(YouTube\)](#) (6 minutes) aimed at introducing young people who may be socially excluded to the mountains.

## Categories of place

### Specification content

#### 3.2.2.1 The nature and importance of places

Categories of place:

- near places and far places
- experienced places and media places.

#### 3.2.2.2 Meaning and representation

The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present.

### Learning outcomes

This lesson will help students to understand:

- What place signifiers are and how we attach meaning to places.
- What the terms near places, far places, experienced places and media places mean.
- How media places can contrast from the lived reality of a place.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Get the students to consider famous or well-known place signifiers such as the White Cliffs of Dover, Big Ben or a local football team's stadium. Ask the students to consider places known well to them. In their view, what are the defining characteristics of these places? Might other people characterise these same places in contrasting ways based on their own different experiences?
- Students can divide a page into four sections with the headings, near places, far places, experienced places and media places. You could give the students a series of ways these places are experienced in a card sort for them to consider. For example, statements might include: "Santorini is one of the most Instagrammed holiday destination worldwide" or "Topophilia is the love of a place manifested from personal experience".
- Students can watch the trailers for the films [Slumdog Millionaire \(YouTube\) \(2 minutes\)](#) and [The Best Exotic Marigold Hotel \(YouTube\) \(3 minutes\)](#). How do the two trailers show India differently? What do they suggest about India's sense of place and identity? How do they encourage us to perceive India?
- Investigate the [reactions of people from India living in LA \(YouTube\)](#) about the perceptions of living in the informal settlements portrayed in *Slumdog Millionaire*. Discuss the use of the word 'slum'. Why might it be offensive to some people?
- Ask the students to create a table of places that have been well received by the media and places that have not been well received by the media. Ask the students to consider how accurate they think media portrayal of these places really is.

## Resources

- Read the Independent's [article 'Little Britain: How the rest of the world sees us'](#).

# Endogenous and exogenous factors affecting place

## Specification content

### 3.2.2.1 The nature and importance of places

Factors contributing to the character of places:

- Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics.
- Exogenous: relationships with other places.

## Learning outcomes

- What endogenous factors are. How the physical site, the economic function and the cultural landscape of a place can alter the character of a place.
- What exogenous factors are and how they can alter the character of a place.
- How the shifting flows of people, money, technology and information around the world can affect places.
- Some examples of how globalization has led to de-industrialisation and fundamental change in some places.

## Suggested timing

2 hours

## Possible teaching and learning activities

- Allow the students to explore some examples of how endogenous factors have altered the character of several named places. For example;
  - exhaustion of the diamond mines at Kolmanskop in Namibia
  - draining of the marshes next to the River Thames
  - concealment of the Thames' tributaries such as the River Fleet.
- Students can create a mind map of the various endogenous factors that may affect the character of a place. On the diagram link up the characteristics that affect each other. On the connecting line explain what this connection is. For example, topography may affect the land use of a place.
- Explore with the students what exogenous factors are. Discuss the effects of global flows of people, money, technology and information on places.
- Investigate with the students the effects of de-industrialisation in Detroit. Start with some before and after photographs of Detroit or allow the students to use [Google Street View](#) to explore the decline of parts of the city. What do they think has happened there? Consider how Detroit's decline led to demographic changes and social tensions.
- Ask the students to detail how the movement or flow of people, resources, money and ideas can change places. For each factor, give an example of how this occurs, explaining how it may affect the character of a place.
- Get students to consider how agents of changes, such as governments, multinational corporations (eg Honda and Shell Oil) and global institutions (eg IMF and World Bank), can have impacts on places.

## Resources

- Watch the video [introduction to Kolmanskop \(YouTube\)](#) (1 minute).
- Read the book D Massey, *Space, Place and Gender*, 1994, in which 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.
- Watch the video on [the rise and fall of Detroit \(YouTube\)](#) (3 minutes).

# Globalisation of place and global sense of place

## Specification content

### 3.2.2.1 The nature and importance of places

Factors contributing to the character of places

#### 3.2.2.2.1 Relationships and connections

How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales, from local to global.

## Learning outcomes

This lesson will help students to understand:

- What is meant by a 'global sense of place'.
- What is meant by the terms 'placelessness', 'homogenised places' and 'clone towns'.
- What global factors are driving these changes.
- What the terms 'globalisation' and 'glocalisation' mean.

## Suggested timing

2 hours

## Possible teaching and learning activities

- Start with a discussion point: 'Place identity is only important for some places. Not all places need an identity.' Do you agree? Why? Students might argue some places do not need a distinct identity, such as functional places like airports or hospitals. What about the high street in your local town?
- Read the extract from the article '[Kilburn High Street by Doreen Massey \(2005\)](#)' ([Geography](#)). The students should highlight the text for the following: a) connections with other places; b) flows of people, money, knowledge and culture. In her article Massey argues that the character of a place can only be understood by linking that place to places beyond
- Discuss the following:
  - What do you think placelessness is?
  - If some places are special, then why could others be considered placeless?
  - Can you think of any examples of where this could be the case?
- Show a photograph of 'cookie cutter' towns in America as an example of homogeneity and annotate with the reasons for and against those settlements.
- Read through various definitions of globalisation. Ask students: Why do they think there are so many definitions of globalisation? Do they vary depending on the author? Ask students to construct their own definition of globalisation (two sentences maximum).
- Discuss the definition of 'glocalisation'. Get the students to look at some menus, or photographs of Macdonald's in other countries, are there any examples of 'glocalisation' (eg no beef in predominantly Hindu countries)?

## Resources

Watch the [Wall Street Journal video \(YouTube\)](#) (6 minutes) detailing how McDonald's crafts its country-exclusive menus.

## Clone towns

### Specification content

#### 3.2.2.1 The nature and importance of places

Factors contributing to the character of places

##### 3.2.2.2.1 Relationships and connections

- How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales, from local to global.
- The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of transnational corporations or the impacts of international or global institutions.

### Learning outcomes

This lesson will help students to understand:

- What is meant by a 'clone town' and a 'home town'.
- How globalization and a 'global culture' might be responsible for the loss of high street identity.
- What the factors are that can be used to determine if a place has become a 'clone town'.
- How some communities have started to resist homogenisation of the high street.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Ask students to make a list of all the businesses they might find on a typical high street in the UK. Why have they included the businesses they have? Highlight which ones are transnational companies (TNCs).
- Show the students a collection of photographs from various high streets, can the students guess where they are? Discuss if the students feel that many places have lost their identity and what the causes might be.
- Define what clone towns are. Are they a form of 'placelessness'?
- Give the students a copy of the 'clone town survey'. Students could fill this in from memory of a high street they know or using [Google Street View](#). This will determine if their chosen town is a 'clone town' or a 'home town'.
- Read the BBC article ['The Independent Coffee Republic of Totnes'](#) and make notes about what happened in Totnes as a case study. Explain why maintaining place identity is important.

### Resources

Look at the [Clone Town Britain Survey](#) designed by the New Economics Foundation (NEF).

## Localisation of place

### Specification content

#### 3.2.2.1 The nature and importance of places

Factors contributing to the character of places

##### 3.2.2.2.1 Relationships and connections

- How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales, from local to global.
- The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of transnational corporations or the impacts of international or global institutions.
- How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.

### Learning outcomes

This lesson will help students to understand:

- What is meant by the term 'localisation of place'.
- What it means to 'belong' in the context of place, and what factors affect an individual's sense of belonging to a place.
- How places can promote physical and mental well-being.
- What the features and characteristics are of a 'great place'.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Show students images of the 'Bristol Pound'. What currency do they think it is? Why could you only spend it in one city in the UK? What was it an attempt to do?
- Ask students to complete a short independent questionnaire in which they are asked:
  - How strongly they identify with their local place and why?
  - To explain the extent to which they feel a sense of belonging to their local place.
  - Do they feel it promotes a sense of happiness and well-being?
  - What are the determining factors in their response?
- Ask students to complete a diagram exploring how the various factors of age, gender, sexuality, socio-economic status, religion, and level of education can influence a feeling of belonging. Annotating the 'tripartite model of place attachment' is a useful extension.
- Discuss the meaning of well-being. What are the different aspects to well-being?
- In groups, think about what makes a place 'great'. Ask students to create a large diagram showing all the features of a 'great place'. Compare this to the diagram created by the [Project for Public Spaces](#).

## Resources

- Watch the video ['Why use the Bristol Pound?' \(YouTube\)](#) (4 minutes).
- Watch the video [guide to protected characteristics \(YouTube\)](#) (3 minutes). This might serve as a starting point for exploring how places are experienced differently.

## Meaning and representation

### Specification content

#### 3.2.2.2 Meaning and representation

The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present:

- How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.
- How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data.

### Learning outcomes

This lesson will help students to understand:

- The definitions of meaning, representation and perception of place and how these can relate to each other.
- How media can sometimes skew people's perception of a place which may be far detached from the lived reality.
- What agents of change are and how they manage to change people's perception of place.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Examine the definitions and relationship between meaning and representation.
- Ask the students to look at the most 'checked-in' places in the world. Does this affect their meaning? Look at some Instagram vs reality sources. This can show that places may be represented in ways that do not reflect reality.
- Ask the students to complete a diagram explaining how the 'agents of change' can change a place's meaning, representation or both. These agents may be local community groups, TNC, global institutions, national institutions, international organisations or individuals.
- Consider how it is possible for one place to have two representations, such as Belfast with the thriving Titanic Quarter but also the perception of a complex and difficult political history.
- Explore how perceptions of our local place have been shaped by advertisements, local exhibitions of art, film or photography, poetry, song, etc.

### Resources

- Visit the websites [Belfast City Council](#) or [Belfast Telegraph](#).

## Rebranding and regeneration

### Specification content

#### 3.2.2.2 Meaning and representation

- Understand how external agencies, including government, corporate bodies and community or local groups, make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.
- Understand how both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.

### Learning outcomes

This lesson will help students to understand:

- What is meant by regeneration and how this might be achieved through the processes of rebranding and re-imaging.
- How the regeneration process may not be in everyone's best interests, and that there can be arguments both for and against regenerating places.
- What 'flagship' developments are and how they can form an important part of rebranding.
- An example of an urban rebranding scheme that has been implemented, why and how it was implemented and how successful it has been.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Explore what is meant by the term 'regeneration'. Examine how this may be achieved through a combination of re-imaging and rebranding.
- Ask students to consider the arguments for and against regenerating an area. For example the 'laissez-faire' assumption that economic growth will leave society better off but may force some people to leave due to being priced-out of the market or de-industrialised areas don't have a resident skill base necessary for the regeneration to function correctly.
- Ask students to create a diagram that shows the aims of urban rebranding. For each aim can they explain why it is included or how it might be achieved?
- Consider the meaning of a 'flagship development' and how they can be potent symbols of rebranding, for example the futuristic Selfridges building is a flagship for Birmingham's redeveloped Bullring shopping centre.
- Ask students to consider an example of a rebranding scheme such as Liverpool or Amsterdam. Students should consider why rebranding was necessary, how it was achieved and how successful it has been. You might wish to consider how different partners or rightsholders may feel about the development.

## Resources

- Read the government press release of the [20 towns and cities in England that have been improved through regeneration projects \(Gov.uk\)](#).
- Read the article '[Liverpool Vision' \(One Touch Investment\)](#) on regenerating Liverpool.
- Read the article in [The Guardian on negative stereotyping of Liverpool](#).
- Read about how being '[Capital of Culture transforms perceptions of Liverpool](#)' ([Liverpool University](#)).

## Re-imagining and regeneration

### Specification content

#### 3.2.2.2 Meaning and representation

- Understand how external agencies, including government, corporate bodies and community or local groups, make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.
- Understand how both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.

### Learning outcomes

This lesson will help students to understand:

- The role of the re-imagining process in urban regeneration.
- Why some places may generate negative perceptions through the role of media.
- How corporate bodies, community and local groups can successfully change people's perceptions of place through re-imagining.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Discuss the definition of re-imagining and how it is different but closely related to the rebranding process.
- Ask students to name a place in the UK that they have never been to but feel a negative perceptions towards. Explore why they may feel this. What are the reasons why places attract this type of negative perception? You could use the example of the book *Crap Towns: The 50 Worst Places To Live In The UK* and the effect it had on the perceptions of some of the towns featured in it such as Hull and Morecambe.
- Ask the students to consider a city that has both positive and negative perceptions such as Manchester or Liverpool. Ask the students to look at a series of media that is aimed at promoting positive perceptions of that place. Explore how each media item does this (these could be travel brochures, video clips, marketing campaigns, promotions for businesses within that place etc).
- Explore the role of corporate bodies in the re-imagining process. Examine some sources of media from tourist agencies (such as the campaign by Pembrokeshire Coast National Park to use retro-style railway posters), airlines and/or train companies. For each ask the students to explain what the strategy behind the marketing campaign was and evaluate how successful they think the campaigns were.
- Ask the students to consider the role of residents' associations and community groups in re-imagining a place.

## Resources

- Watch the [Liverpool vacation travel guide by Expedia \(YouTube\)](#) (7m 56s).
- Read the [Telegraph article detailing how Luton is planning on shedding its negative image](#). (Subscription to the Telegraph is needed to access this article.)

## Use of qualitative sources in place representations

### Specification content

#### 3.2.2.3 Meaning and representation

How places may be represented in a variety of different forms, such as advertising copy, tourist agency material and local art exhibitions in diverse media (eg film, photography, art, story, song, etc), that often give contrasting images to that presented formally or statistically, such as cartography and census data.

##### 3.2.2.2 Quantitative and qualitative skills

- Students must engage with a range of quantitative and qualitative approaches across the theme as a whole.
- Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions.
- The use of different types of data should allow the development of critical perspectives on the data categories and approaches.

### Learning outcomes

This lesson will help students to understand:

- The difference between qualitative and quantitative sources of geographical information.
- What considerations must be made regarding reliability when using qualitative sources.
- What are the common qualitative sources of information used in presenting place characteristics and what their strengths and weaknesses are.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Explain the difference between qualitative and quantitative sources. Also consider the terms objective and subjective.
- Ask students to consider reliability when using sources. What does reliability mean? The students can consider the use of Photoshop and artificial intelligence (AI) in generating false images. [Read the article \(iMediaEthics\)](#) on a recent decision made by a panel of judges to disqualify a Danish photojournalist from a photography contest due to the excessive use of Photoshop, which raised questions about the ethical application of new technologies. Can the students spot which of the photo's was the raw file and which one was photoshopped?
- In relation to reliability students could [evaluate the video of the Mercator projection \(YouTube\)](#) (6 minutes). What issues are there surrounding it and why do people believe the map is accurate and reliable?

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- The students should also consider subjectivity when using qualitative sources. Ask the students to compare artwork of the same location (for instance Big Ben and Westminster). Which artwork do they prefer? Which do they think represents that place better? Why might this create problems in the use of qualitative sources?
- The students can create a mind map of the common qualitative sources used by geographers in relation to place. Give the students information on each type of source and ask the students to assess the strengths and weaknesses of each. Sources could be environmental quality indexes, photographs, interviews, texts, soundscapes, emotional mapping, questionnaires, poetry and art etc.

### Resources

- Visit the Art UK website to view over [220,000 images of artworks available in the UK's national collection](#). This could allow you to compare artworks of the same place, for example Westminster.

## Use of quantitative sources in place representations

### Specification content

#### 3.2.2.3 Meaning and representation

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- The use of different types of data should allow the development of critical perspectives on the data categories and approaches.

### Learning outcomes

This lesson will help students to understand:

- The difference between accuracy and reliability of data.
- How statistics can sometimes be misleading.
- The origins and uses of census data.
- The application of Geographical Information System (GIS) in the study of place.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Discuss the difference between accuracy and reliability and how some data may have been accurately collected but may not be reliable due to the date or the conditions when it was collected.
- Watch the video '[How statistics can be misleading](#)' (TED) (4 minutes) and get students to make a note of the reasons why some statistics may be misleading and affect our perception of a place.
- Look at the origins of census data and ask students to consider the strengths and weaknesses of census data. Ask students to explore some websites that use census data such as [UK Census Data](#), [Street Check](#) or [Get The Data](#) and consider how they might be useful in analysing places.

## AS AND A-LEVEL GEOGRAPHY – 7036, 7037 – CHANGING PLACES – SCHEME OF WORK

- Explain the concept of a GIS and their applications in the study of places. Get students to use some GIS systems such as:
  - [Extrium Noise Viewer](#) to examine noise levels in their local place.
  - [DataShine Census](#) to look at various data sets from the census.
  - [Police.uk](#) to examine incidents of crime in their local place.
  - [Parallel](#) to look at demographic data in their local area.

### Resources

- Watch the video '[Counting the people: The British Census](#)' (YouTube) (3minutes).

## Case study guidance

- An integral part of the Changing Places topic is the study of two places, one local and one contrasting. The following guidance is to provide you with support in selecting the location of both places.
- **Two place studies** 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 and although suggested activities for the local and distance place are listed separately at the end of this document, we suggest these be taught embedded within the above content.**

## Specification content

- Local place study: exploring the developing character of a place local to the home or study centre.
- Contrasting place study: exploring the developing character of a contrasting and distant place.
- Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present.
- Both place studies must focus equally on:
  - people's lived experience of the place in the past and at present  
**and either**
  - changing demographic and cultural characteristics  
**or**
  - economic change and social inequalities.
- The choice in the focus of the study outlined above should be the same for both the local and distant place study chosen.

## What we mean by 'local place'

This place study should focus on an area that is 'local' to the students' home or school. By local we mean a place that is familiar to the students; a place with which they will have some personal experience. This is likely to be in close proximity to the students' home and/or school location but this will depend on the context of each school. In most cases, this place will be within a few miles of the school. There are occasions where this would not necessarily be suitable:

- **A boarding school in a rural area:** It may be more appropriate to choose a place in the nearest town/city as students may be more familiar with this location, rather than the immediate vicinity of the school. Similarly, teachers from a school in the suburbs of a city might select a place in the city centre, as opposed to where the school is situated. This would be suitable as it is likely that students will have personal experience of the city centre location.
- **A school in the suburbs of a city:** It's appropriate to select a place in the city's centre, instead of around where the school is situated. For example, a school based in Hove may select a local place study area in Brighton, such as the North Laine ward or a school based in Didsbury may select a local place study area in Manchester, such as Deansgate ward. It is also important to consider the range of qualitative and quantitative data sources available when selecting a local place study.

## What's not acceptable

- Although not all students will have the same level of familiarity with the chosen 'local' place, the idea of students having some experience of the area is important. For this reason, a field study centre location would not be suitable for the local place study (unless it is located in close proximity to the school).
- The reason for this approach is not to limit schools, but to allow for the study of the students' sense of place to focus around the place familiar to most students. Selecting a location for study that is not 'local' to students will impact on their ability to draw personal connections and relationships that develop their sense of place.

## What we mean by 'contrasting place'

- The contrasting place should be 'distant' to the local place in terms of character and it should be a location with which students are unfamiliar. It may also be geographically distant, eg being located in a different country to the local place study or an unfamiliar part of the UK (or home country). However, it is equally acceptable for the contrasting place to be located near to the local place as long as it provides the necessary contrast.
- The contrasting place must show significant contrast to the local place in terms of each or all of the following:
  - economic development
  - population density
  - cultural background
  - systems of political and economic organisation.
- For example, it would be acceptable for a school located in Tower Hamlets to choose a place such as Richmond upon Thames for its contrasting place study or a school located in Gateshead to choose a place such as Jesmond. These two locations are relatively close geographically but distant in terms of character and provide significant enough contrast.

## How large an area a place should cover

The size of area you choose for your place studies will depend on context but the following criteria provide a guide:

- choose a place that you could envisage walking around on a one-day fieldtrip
- as a rough guide, look for a place with a population of approximately 10,000 – 20,000, although it could be smaller than this
- large towns and cities are too big so if you are choosing an urban area, you would need to focus on a particular ward or area.

## Choosing your local place

- Choose a local place which is familiar to as many students as possible. This could be a village, small town, community or ward/area of a city. It can be either urban or rural.
- Choose a place with a good supply of data – type the name of your place into a search engine and look at the quantity and quality of sources that comes up.
- Students can collect primary data to use as part of their study, this time could contribute to their two days of fieldwork (AS) or four days of fieldwork (A-level).
- Ideally, your place should have undergone or be undergoing change – this could be socio-economic (economic decline or regeneration, new housing estate, industrial estate or out-of-town shopping centre) or demographic/cultural (in or out migration, globalisation).
- Many urban areas have experienced significant socio-economic change over the last few decades, for example, (former) industrial areas or areas subject to regeneration or gentrification. In rural areas you might look at places which have experienced counter-urbanisation, de-population or contested landscapes (new housing estates, second homes, infrastructure projects). Seaside resorts offer the opportunity to look at issues such as decline and regeneration or conflict caused by second home ownership.

## Choosing your distant place

- There is no requirement that your chosen distant place is outside of the UK.
- Before choosing your distant place study, it is worth looking at the availability of data and the different sources of information available. For places abroad, charities and non-governmental organisations are useful sources of information as are government websites and international or global institutions such as the World Bank.
- A fieldtrip to your distant place would certainly enhance the place experience for the students so practical fieldtrip considerations such as distance and cost might be considered; this time could contribute to their two days of fieldwork (AS) or four days of fieldwork (A-level).
- Alternatively, you could make a twinning arrangement with a school in a contrasting place and swap material.

## Local place study – history and background

### Learning outcomes

This lesson will help students to understand:

- The history and background of their local place and how this has shaped its character.
- What the physical and human characteristics of their local place are.
- How their local place may have changed over time.

### Possible teaching and learning activities

- Outline a brief history of your local place up until the present day. Ask the students to include geographical information such as its changing function, population, land use and characteristics.
- Study ordnance survey (OS) maps and annotate the key features on the map. Students should consider the physical and human features of the area, explaining the features significance eg major arterial road, blue-flag beach as a significant tourist attraction, etc.
- Students can annotate maps from different dates to highlight any changes to the local place. Explain why these changes might have occurred.
- Write a comparison about your local place through time. Students should consider the changes in physical environment, changes of land use and the function of the land. How has the area changed in terms of population and economic activity?

### Resources

Visit the [National Library of Scotland's map images](#) for side by side historical mapping tool.

## Local place study – demographic and cultural changes/economic change and social inequalities

### Learning outcomes

This lesson will help students to understand:

- The demographic and cultural characteristics or the economic and social inequalities of their local place.
- How online mapping tools and GIS can be a powerful way of displaying geographical data.
- How we can draw some understanding of the character of a place through study of indicator data.

### Possible teaching and learning activities

- Ask students to produce a population pyramid of the local place based on demographic data; or use an online mapping tool or GIS such as [Parallel](#) to explore the population structure.
- Ask students to explore a range of socio-economic data regarding their local place. Tools the students may want to use include [DataShine Census](#) for a range of socio-economic indicators, and [Parallel](#) which maps the Index for Multiple Deprivation.
- Students can create their own graphs or pictograms to present some of the socio-economic data. For instance, a pie chart showing ethnicity.
- Ask the students to write an outline summary about the demographic and social characteristics of their local place.

### Resources

These are useful websites which contain secondary demographic or socio-economic data:

- [Search and view performances for schools, colleges and multi-academy trusts \(Gov.uk\)](#)
- [Policing service information \(Police.uk\)](#)
- [Public health outcomes framework \(Gov.uk\)](#)

## Local place study – media perception and representation

### Learning outcomes

This lesson will help students to understand:

- The way their local place has been represented in media.
- Insider and outsider perspectives of their local place.
- How their local place may be represented in artistic representations such as paintings, poetry or song.

### Possible teaching and learning activities

- If there are any available, watch some video clips of your local place such as news clips, tourism promotions, vloggers, etc. Do these represent an accurate portrayal of your local place?
- Create a table of insider and outsider perspectives of your local place based on a variety of online sources. Try to spot if the commenter is an insider or outsider. These may include:
  - Trip advisor reviews of locations in your local place.
  - Reviews of the NHS/GP services in your local place.
  - Tweets and Facebook posts using the hashtag #localplace
  - Opinions and comments on recent news stories by the local paper(s).
- Research further about the representation of your local place and make notes on at least two sources. Students can use a variety of sources such as: Artistic representation, media representation, lived experiences, and economic and social change.

### Resources

Visit the Art UK website to view over [220,000 images of artworks available in the UK's national collection](#). You can search by geographical region and by topic; for instance 'towns or buildings' or 'transport and industry'.

## Contrasting place study – history and background

### Learning outcomes

This lesson will help students to understand:

- The history and background of a distant place and how this has shaped its character.
- What the physical and human characteristics of the distant place are.
- How the distant place may have changed over time.

### Possible teaching and learning activities

- Outline a brief history of your chosen distant place up until the present day. Ask students to include geographical information such as its changing function, population, land use and characteristics.
- Study OS maps and annotate the key features on the map. Students should consider the physical and human features of the area.
- Students can annotate maps from different dates to highlight any changes to the distant place. Explain why these changes might have occurred. Use the [National Library of Scotland map images](#) as a useful way to compare maps.
- Write a comparison about your local place through time. Students should consider the changes in physical environment, changes of land use and the function of the land. How has the area changed in terms of population and economic activity?
- For example, if studying the Brick Lane area of London these articles might be useful:
  - [‘Spitalfields: A Vibrant and Historic Neighbourhood in East in London’ \(East London History\)](#).
  - [‘The culture trail’ \(Tower Hamlets\)](#).

## Contrasting place study – demographic and cultural changes/economic change and social inequalities

### Learning outcomes

This lesson will help students to understand:

- The demographic and cultural characteristics or the economic and social inequalities of their distant place.
- How online mapping tools and GIS can be a powerful way of displaying geographical data.
- How we can draw some understanding of the character of a place through study of indicator data.

### Possible teaching and learning activities

- Ask students to produce a population pyramid of their chosen distant place based on demographic data. Or use an online mapping tool or GIS such as [Parallel](#) to explore the population structure.
- Ask the students to explore a range of socio-economic data regarding their distant place. Tools the students may want to use include:
  - [DataShine Census](#) for a range of socio-economic indicators
  - [Parallel which maps the index for multiple deprivation](#)
  - [CDRC Mapmaker](#) which shows Output Area Classification (OAC) for England/Wales.
- Students can create their own graphs or pictograms to present some of the socio-economic data. For instance, a pie chart showing ethnicity.
- Ask the students to write an outline summary about the demographic and social characteristics of the distant place.

### Resources

These are useful websites which contain secondary demographic or socio-economic data:

- [Search and view performances for schools, colleges and multi-academy trusts \(Gov.uk\)](#)
- [Policing service information \(Police.uk\)](#)
- [Public health outcomes framework \(Gov.uk\)](#)

## Contrasting place study – media perception and representation

### Learning outcomes

This lesson will help students to understand:

- The way a distant place has been represented in media.
- Insider and outsider perspectives of their chosen distant place.
- How that place may be represented in artistic representations such as paintings, poetry or song.

### Possible teaching and learning activities

- Collect some artistic representations of your chosen contrasting and distant place. For each artistic representation comment on how the area is portrayed. For example, the Shoreditch and Brick Lane areas of London were home to famous resident artists such as Tracy Emin and Damien Hirst in the 1990s and their success attracted other artists to the area. More galleries have opened thanks to increasing gentrification of the area, more artists arriving and increasing tourist numbers.
- Create a table of insider and outsider perspectives of your local place. Use a variety of online sources and websites and add to your table. Try to spot if the commenter is an insider or outsider. These may include:
  - Trip advisor reviews of locations in your local place.
  - Reviews of the NHS/GP services in your local place.
  - Tweets and Facebook posts using the hashtag #localplace.
  - Opinions and comments on recent news stories by the local paper(s).
- Research further about the representation of the distant place and make notes on at least two sources. Students can use a variety of sources such as artistic representation, media representation, lived experiences, economic and social change.
- For example, poet Sally Flood has written extensively about Brick Lane. Ask students to comment on her perception of Brick Lane from her poem *The Brick Lane I See* from her book *Window on Brick Lane*, 1980, and/or analyse extracts from Monica Ali's novel *Brick Lane*, 2003; how is the place represented in the novel?

### Resources

Visit the Art UK website to view over [220,000 images of artworks available in the UK's national collection](#). You can search by geographical region and by topic: for instance 'towns or buildings' or 'transport and industry'.