

# MAYOR OF LONDON

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THE LONDON CURRICULUM  
GEOGRAPHY KEY STAGE 3

# MY LONDON



**Royal  
Geographical  
Society**  
with IBG

Advancing geography  
and geographical learning

# THE LONDON CURRICULUM

## PLACING LONDON AT THE HEART OF LEARNING

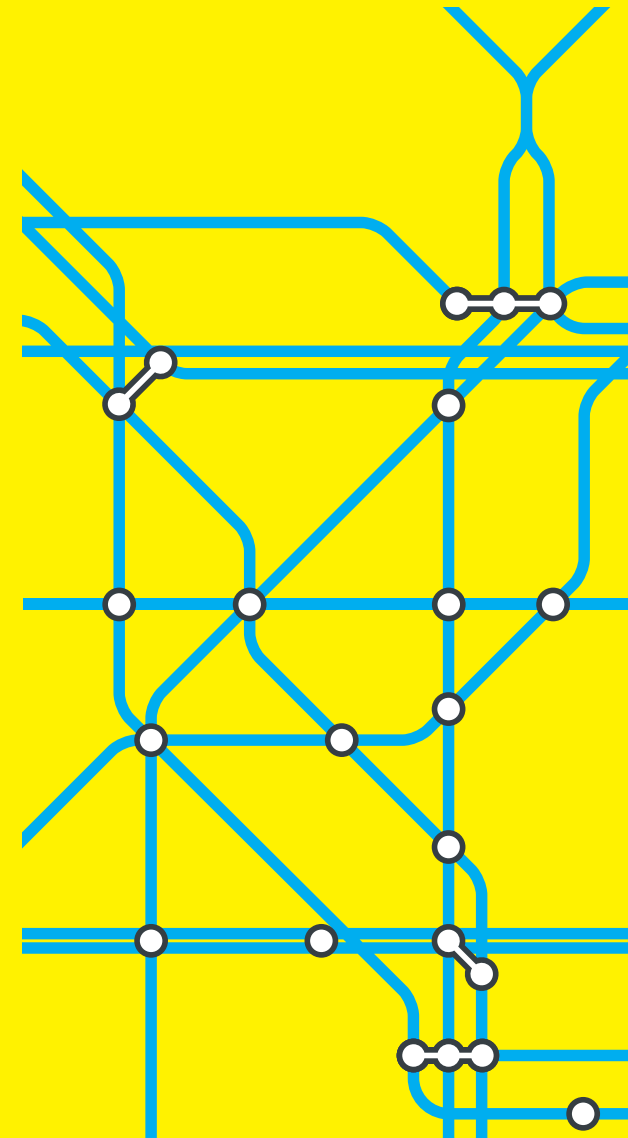
The capital is the home of innovations, events, institutions and great works that have extended the scope of every subject on the school curriculum. London lends itself to learning unlike anywhere else in the world. The London Curriculum aims to bring the national curriculum to life inspired by the city, its people, places and heritage.

To find out about the full range of free resources and events available to London secondary schools at key stage 3 please go to [www.london.gov.uk/london-curriculum](http://www.london.gov.uk/london-curriculum).

### Geography in the London Curriculum

London offers a fascinating exemplar of the shaping of the urban landscape by human and physical processes over thousands of years. London Curriculum geography teaching resources aim to support teachers in helping their students to:

- ♦ **DISCOVER** the geography of the city, its landmarks and characteristics
- ♦ **EXPLORE** their neighbourhood and key sites around London through fieldwork to extend their locational knowledge and environmental understanding of the city
- ♦ **CONNECT** their learning inside and outside the classroom, analysing and drawing conclusions from the geographical data they have gathered.



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## MY LONDON OVERVIEW



CLAPHAM HIGH STREET, 2009 Torla Evans  
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## UNIT AIMS AND ACTIVITIES

Students will investigate the 'uniqueness' of their own part of London by undertaking fieldwork, and comparing field and secondary data for their local area with data for London as a whole.

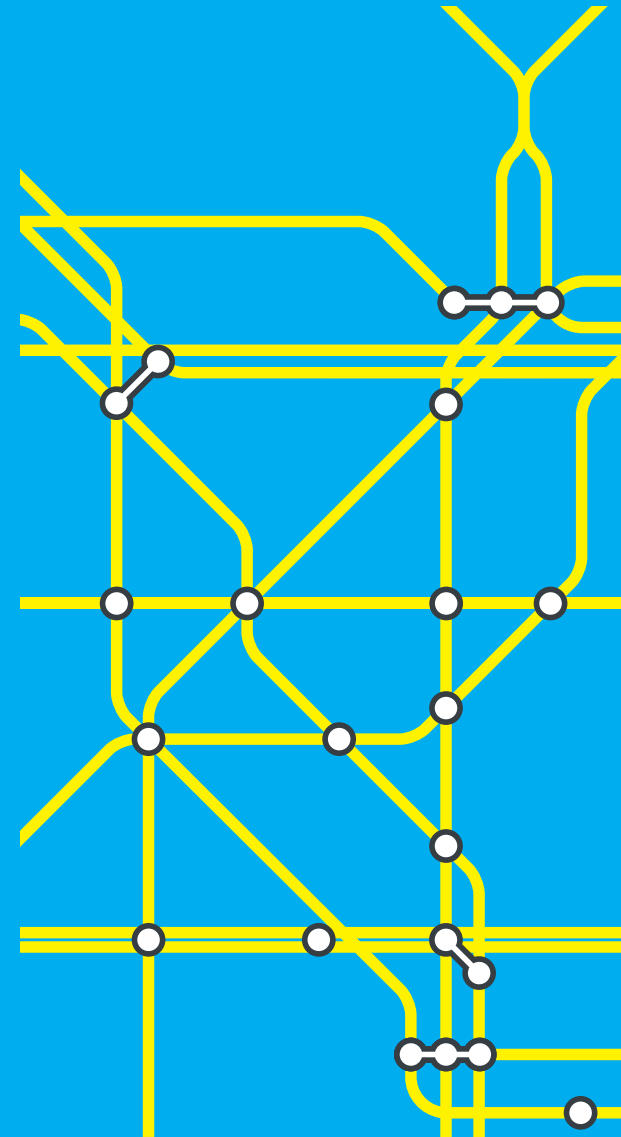
## KEY STAGE 3 NATIONAL CURRICULUM

This topic supports the following KS3 national curriculum expectations that pupils should be taught to:

- ♦ Build on their knowledge of globes, maps and atlases and use these geographical tools routinely in the classroom and in the field.
- ♦ Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.
- ♦ Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

# DISCOVER

This section prepares students for a local fieldwork visit. Students will identify features that make their part of London unique and ask geographical questions about these features and set hypotheses to form the basis of their investigation.



## LESSON 1

### PREPARING TO GO INTO THE FIELD



#### THE BIG IDEA

Students prepare for a fieldwork investigation into the features that make their local area unique.



#### LESSON OBJECTIVES

All students will be able to identify features that make their part of London special and ask geographical questions about these features, which will form the basis of an investigation.

Most students will be able to make predictions about what they will find and set their own hypotheses for investigation.

Some students will be able to justify their predictions and make connections between the themes for investigation and those of the Mapping London unit.

#### KEY WORDS

Fieldwork, population, urbanisation, economic activity, geographical skills



#### RESOURCES

- ♦ **Resource 1.1:** Most likely to... statements
- ♦ **Resource 1.2:** Clone town?
- ♦ **Resource 1.3:** Higher or lower?
- ♦ **Resource 1.4:** Setting hypotheses
- ♦ **Resource 1.5:** Mapping fieldwork sites
- ♦ **Resource 1.6:** Geographical questions linked to *Mapping London*

## YOU WILL ALSO NEED

Photos of the local area and, specifically, for the area that you will be visiting during the field trip in lesson 2.

A local map, on which you have drawn the route the fieldwork will take. Local area maps are available from Ordnance Survey Get-a-map service: [www.getamap.ordnancesurveyleisure.co.uk](http://www.getamap.ordnancesurveyleisure.co.uk) or alternatively you can create a map using Google Maps: [www.maps.google.co.uk](http://www.maps.google.co.uk)

Student copies of cone town article in the Independent [www.independent.co.uk/news/uk/this-britain/cambridge-beats-exeter-for-title-as-uks-ultimate-clone-town-2079476.html](http://www.independent.co.uk/news/uk/this-britain/cambridge-beats-exeter-for-title-as-uks-ultimate-clone-town-2079476.html)



## LESSON 1: PREPARING TO GO INTO THE FIELD

### SETTING THE SCENE

There is some general preparation that you will need to do for the tasks in this lesson, and for the unit as a whole.

#### Photos

You will need to take some photos of the local area and, specifically, for the area that you will be visiting during the fieldtrip in lesson 2. These photos will be used in the starter and plenary activities. In the starter, students match statements to images to suggest in which picture a person is most likely to, for example, become a victim of crime or earn more than £50,000 per year. Statements are provided for this task, but could be adapted to suit local contexts.

#### Maps

You will also need to access maps of the local area. Ordnance Survey maps are clear and detailed, allowing students to find key landmarks, identify land uses and follow routes. Ordnance Survey map extracts are available free from the OS Get-a-map website ([www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk)). Alternatively you can use Google Maps where you can annotate, draw routes and download maps (<https://maps.google.co.uk>). Instructions for using Google Maps for this purpose are provided.



PECKHAM, SOUTH EAST LONDON, 2009

John Chase © Museum of London

The map required for Resource 1.5 needs to have the route that the students will walk during their field visit marked on it. These are generally available from local libraries, or can be purchased from Experian at a special schools rate ([www.experian.co.uk/goad/education.html](http://www.experian.co.uk/goad/education.html)).

## Organising the activities

Depending on the age, abilities and structure of the class you are working with, there are points during the lesson at which you can give students more or less responsibility for planning their fieldwork investigation. For example, they can write their own hypotheses and make decisions about where they are going to carry out their fieldwork activities. If this does not suit the class, the hypotheses can be set by the teacher as can the sites for investigation. The fieldwork itself, including the follow-up activities, is designed to be carried out in groups of three. These could be differentiated or mixed ability groups, as suits the class involved.

## LESSON 1: PREPARING TO GO INTO THE FIELD

### ACTIVITIES

#### STARTER

Students use images of the local area to complete a sorting activity, sorting images into areas that they like and dislike and explaining why. They then match a set of statements, examples suggested in Resource 1.1, to each image, demonstrating where they are most likely to find a range of scenarios. The aim of this activity is to familiarise students with the function and character of different areas.

#### Differentiation opportunities:

Blank cards are provided for higher ability students to write their own 'most likely to...' statements.

#### MAIN

A brainstorming activity, using the images from the starter as prompts, encourages students to contribute their ideas about what they think makes their local area special. These may be things to do with the human or physical environment, people or services available. Students' suggestions are recorded on the whiteboard or flipchart to enable them to refer back to them during the course of the lesson. They should be encouraged to ask and answer geographical questions about these features.

The teacher then introduces the fieldwork task, which is to investigate how their part of London is unique, as well as some characteristics it shares with other parts of the capital.

#### Differentiation opportunities:

Higher ability students can be asked to group the features that have been identified according to whether they are social, economic or environmental features, and to make links back to the key themes of the *Mapping London* unit.

Next, students are put into fieldwork groups of four and each given Resources 1.2 to 1.4. These resources introduce different ways to compare the features of the neighbourhood with London as a whole. Students are asked to record their findings and set their own hypotheses for investigation. It may be necessary to model the hypothesis setting as a class.

Students should then have the chance to familiarise themselves with the activities that they will be carrying out.

### **Differentiation opportunities:**

Higher ability students set their own hypotheses for investigation and choose the sites that they will use. Lower ability students can be provided with a list of possible hypotheses based on the characteristics of the local area.

## **PLENARY**

Each group presents their hypotheses to the class, who comment on the things they like and any suggestions for improvement.

### **Homework ideas**

Students can be encouraged to take two of their own photos of the local area showing something that they like about their area, and something that they dislike about their area, annotating each picture to explain and justify why they have taken them. This activity can be revisited following the fieldwork (for example, in the homework task for lesson 2), to see whether students' opinions or likes and dislikes have changed.

### **Assessment opportunities**

Oral feedback and questioning during starter activity.

Checking of predictions in fieldwork booklet during and after lesson.

Peer assessment of hypotheses.

## Find out more

### ***New Economic Foundation Clone Town Britain report.***

A report on Britain's clone towns.

[http://dnwssx4l7gl7s.cloudfront.net/nefoundation/default/page/-/files/Clone\\_Town\\_Britain.pdf](http://dnwssx4l7gl7s.cloudfront.net/nefoundation/default/page/-/files/Clone_Town_Britain.pdf)

### **GLA annual survey of Londoners' satisfaction with the capital and their local area.**

A survey of Londoner's perceptions of and satisfaction with their local area, including what they like best about the area/the capital and how safe they feel.

[www.london.gov.uk/get-involved/annual-london-survey/annual-london-survey-2011](http://www.london.gov.uk/get-involved/annual-london-survey/annual-london-survey-2011)

### ***Cambridge beats Exeter for title as UK's ultimate clone town.***

Full version of the article from the Independent newspaper that has been abridged for the fieldwork booklet.

<http://www.independent.co.uk/news/uk/this-britain/cambridge-beats-exeter-for-title-as-uks-ultimate-clone-town-2079476.html>

### ***Clone towns – London BBC News website 6th June 2005.***

A list of London areas and their clone town scores.

<http://news.bbc.co.uk/1/hi/magazine/4606523.stm>

### ***Give me a Tesco over my local fleapits any old day Satham Sanghera, The Times, February 9, 2008.***

An article critiquing the assumptions behind the clone town model.

[www.thetimes.co.uk/tto/business/columnists/article2618095.ece](http://www.thetimes.co.uk/tto/business/columnists/article2618095.ece)

Please note this is a subscription only website.

## LESSON 1: PREPARING TO GO INTO THE FIELD

### RESOURCE 1.1 MOST LIKELY TO... STATEMENTS



#### In which photo are you most likely to...

- ...be woken up at night by the sound of traffic
- ...see a fox at night
- ...be a victim of crime
- ...earn less than £20,000
- ...earn more than £50,000
- ...find the greatest concentration of people
- ...catch a bus to visit friends anywhere in the city
- ...find clues as to what was here 100 years ago
- ...see change in the next ten years
- ...see a retired person
- ...see a parent with young children
- ...see a teenager
- ...buy the cheapest cup of tea
- ...do your weekly shopping
- ...want to have a picnic

## LESSON 1: PREPARING TO GO INTO THE FIELD

### RESOURCE 1.2: CLONE TOWN?



Read the Guardian article about clone towns (*Cambridge beats Exeter for title as UK's ultimate 'clone town'*). Underline any words you don't understand and discuss them with your group and the class.

1. Write your own definition of a clone town here:

.....

.....

.....

.....

.....

.....

.....

.....

2. Why do some people worry that their towns or local areas are starting to look the same?

.....

.....

.....

.....

3. Why do you think the spokesperson in the article thinks that the 'clone town' label for Cambridge is "nonsense"? Think about other features beyond shops that makes a town unique.

.....

.....

.....

4. What shops, services and other features does your local area share with other parts of London?

.....

.....

5. What are some of the unique features of your local area?

.....

.....

6. What do you think people like about chain stores and services?

.....

.....

7. What do you think people dislike about chain stores and services?

.....

.....

8. What do you think people like/dislike about unique shops and services?

.....

.....

9. Why do you think the number of chain stores grows at the expense of independent shops and services?

.....

.....

## LESSON 1: PREPARING TO GO INTO THE FIELD

### RESOURCE 1.3: HIGHER OR LOWER



Below are some facts and figures for London. They show the average results for the capital in three categories. You are going to be collecting data for these three categories in your local area. How do you think your local area will compare to the capital as a whole?

Write your prediction under each box.

#### 1. Average house prices in Greater London (Jan–Mar 2013):

£852,455	Detached
£453,910	Semi-detached
£505,002	Terraced
£391,496	Flats
£454,644	Overall average of all property types

Source: [www.bbc.co.uk/news/business-23467794](http://www.bbc.co.uk/news/business-23467794)  
("Search UK house prices" by postcode)

I think the figures for my local area will be:

HIGHER THAN      LOWER THAN      THE SAME AS

the average for London (circle your answer)

I think this because

.....

.....

.....

.....

#### Challenge

What do you notice about the data in the table?  
Why might this be?

.....

.....

How might we use this data to find out about the economic prosperity of the area?

.....

.....



## LESSON 1: PREPARING TO GO INTO THE FIELD

### RESOURCE 1.3: HIGHER OR LOWER CONTINUED



#### 2. Diversity of nationality in London (2011):

Country of birth of residents of London  
(populations over 60,000)

1 India	8 Sri Lanka
2 Poland	9 France
3 Ireland	10 Somalia
4 Nigeria	11 Kenya
5 Pakistan	12 USA
6 Bangladesh	13 Ghana
7 Jamaica	14 Italy

Source: <http://data.london.gov.uk/datastore/package/diversity-london-report-data> (Figure 2 "About Neighbours")

I think the most represented countries in my local area will be

.....

I think this because

.....

.....

#### Challenge

What are the limitations of using country of birth data to investigate ethnic diversity?

.....

#### 3. Satisfaction with the local area in London:

79% Were satisfied or very satisfied with their local area

64% Were not at all or not very worried about crime in their local area

46% Felt safe or very safe if they went out alone in the evening in their neighbourhood

Londoners listed the top six things about London as:

**Transport, shops, job opportunities, health services, people, schools.**

Source: <http://www.london.gov.uk/sites/default/files/Annual-London-Survey-2011.pdf>

I think the figures for my local area will be:

HIGHER THAN      LOWER THAN      THE SAME AS

the average for London (circle your answer)

I think this because

.....

.....

.....

.....

## LESSON 1: PREPARING TO GO INTO THE FIELD

### RESOURCE 1.4: SETTING HYPOTHESES FOR INVESTIGATION



Before you go out on any fieldwork investigation, it is important to set some hypotheses.

#### What is a hypothesis?

A hypothesis is a statement that you write about what you might expect to find when you carry out your fieldwork. You then use fieldwork techniques to find out whether your statements are right or wrong. It doesn't matter if they turn out to be wrong, you are able to prove or disprove your hypotheses.

You need to set four hypotheses, based on your predictions for your local area.

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#### Hypothesis 1

This should be to do with whether or not you think your local area is unique or much like other parts of London.

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#### Hypothesis 2

This should be to do with how you think the wealth of your area compares to London as a whole. You will prove or disprove the hypothesis through the House Price Survey and Shopping Challenge.

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#### Hypothesis 3

This should be to do with how you think the ethnic diversity of your area compares to that of London as a whole. You will prove or disprove the hypothesis through the Migration Patterns activity.

---

#### Hypothesis 4

This should be to do with whether or not you think people are satisfied with their local area. You will prove or disprove the hypothesis through the Satisfaction Questionnaires.

---

## LESSON 1: PREPARING TO GO INTO THE FIELD

### RESOURCE 1.5: MAPPING FIELDWORK SITES



#### NOW COMPLETE YOUR MAP:

Insert here a map of your local area that students can use to mark the sites that they will carry out each activity.

The map should have the route you will walk on it.

## LESSON 1: PREPARING TO GO INTO THE FIELD

## RESOURCE 1.6: GEOGRAPHICAL QUESTIONS LINKS TO MAPPING LONDON



Possible geographical questions for a local area fieldwork investigation, grouped under headings relating to key themes of the Mapping London unit.

**Finding out about our part of London**

(*Mapping London* lesson 1)

1. What features of the local area identify it as our place?
2. What do we like about our local area?
3. What do we dislike about our local area?
4. What can we do here?
5. How does our high street compare to other high streets?

**Historical influences on landscape**

(*Mapping London* lesson 2)

6. How has our local area changed over time?
7. What evidence is there that our local area is changing?
8. What did this area look like ten (50, 100) years ago?

9. What might it look like in 10 (50, 100) years time?

**Cultural influences on landscape**

(*Mapping London* lesson 3)

10. Who lives here?
11. What cultural influences can we see in our high street?
12. How many different countries are represented in our local area?

**Poverty and contrast**

(*Mapping London* lesson 4)

13. Who is this place for?
14. How do people use the local area?
15. Who is most likely to use different areas?
16. What is this place like for other people?
17. Where do people go?
18. Why do people come here?
19. How does the use of a place change at different times of day?
20. How do different people feel about the local area? Is there a spatial pattern to their thoughts?

21. Are people happy with their local area?
22. Is there any evidence of crime in the local area?
23. Is there any evidence of inequality in our local area?

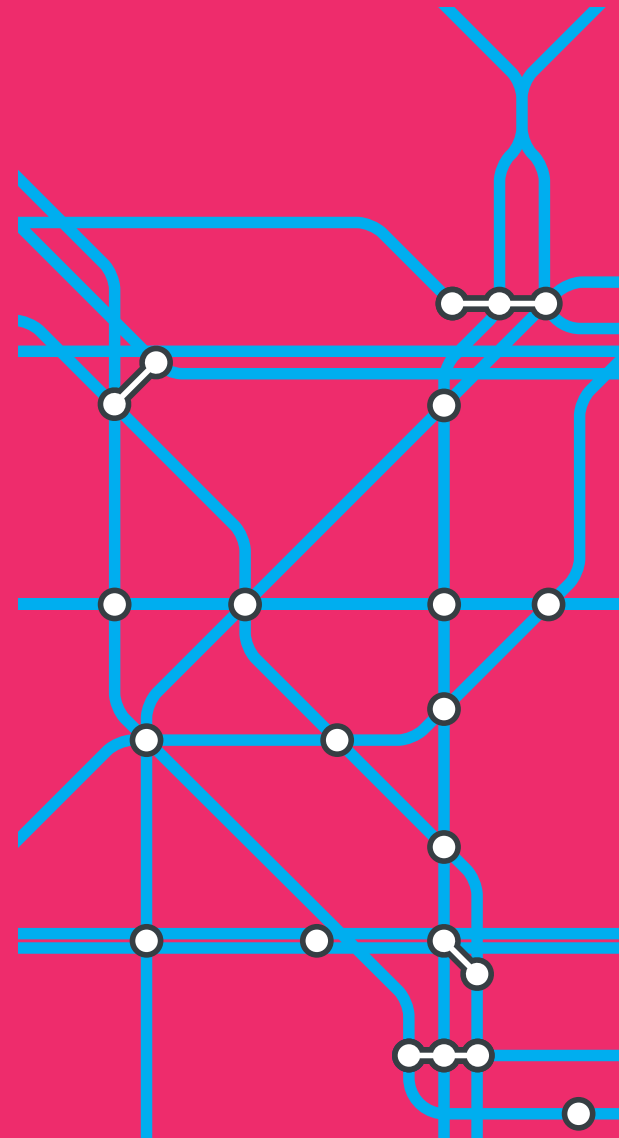
**Current and future change**

(*Mapping London* lesson 6)

24. Is the current use of the local area sustainable or unsustainable?
25. How could our local area be improved?
26. How has our local area changed over time?
27. What evidence is there that our local area is changing?
28. What did this area look like ten (50, 100) years ago?
29. What might it look like in 10 (50, 100) years time?
30. What changes might you see in the area in six months' time?

# EXPLORE

Students will conduct a local fieldwork investigation to identify the unique features of their area and enable them to test their hypotheses.



## EXPLORE YOUR LONDON



### THE BIG IDEA

Students will conduct a local fieldwork investigation to identify the unique features of their area and enable them to test their hypotheses.



### LEARNING OBJECTIVES

All students will collect fieldwork data to investigate the characteristics of their local area.

All students will make comparisons between their local area data and London-wide trends.

Some students will start to analyse and evaluate their fieldwork by identifying limitations and suggesting ways of improving and extending the activity.

### KEY WORDS

Fieldwork, population, urbanisation, economic activity, geographical skills



### RESOURCES

- ♦ **Resource E1:** Fieldwork starter activities
- ♦ **Resource E2:** Clone town?
- ♦ **Resource E3:** Shopping challenge
- ♦ **Resource E4:** House price survey
- ♦ **Resource E5:** Migration pattern activity
- ♦ **Resource E6:** Perceptions questionnaire and emotional mapping
- ♦ **Resource E7:** Plenary triangle sheet

### YOU'LL ALSO NEED

(depending on starter activity)

Digital camera

Historical photos

Blindfold

A GOAD map of the area – available from local libraries, or from Experian at a special schools rate

## EXPLORE YOUR LONDON

When students arrive in the local area, they can complete a starter activity to familiarise themselves with their surroundings and to develop their sense of place. There are six alternative activities provided, as described below.

### Starter activity

#### 1. I am a camera

Students take a range of photos to show what is unique about their surroundings...but not of people or buildings,

- ♦ Resources required: Blindfold (optional)

#### 2. Photo challenge task

Students take a range of photos to show what is unique about their surroundings...but not of people or buildings

- ♦ Resources required: Digital camera

#### 3. Soundscapes

Students use their sense of hearing to investigate their environment, considering the source and type of sounds they hear.

- ♦ Resources required: Blindfold (optional), paper

#### 4. Past and future visioning

Students imagine what the area looked like 10 years ago, and what it might look like in 10 years time.

- ♦ Resources required: Paper or sketch books

#### 5. Spot the difference

Students spot changes in the local area over time by making comparisons to historical photos.

- ♦ Resources required: Historical photos, map of the local area

#### 6. Street name search

Students think about the historical significance of street names.

- ♦ Resources required: Map of the local area

## MAIN ACTIVITIES

Following the starter, students complete five fieldwork tasks. Set out below are the requirements for each task in terms of location, time and additional resources. The timings for some activities can run concurrently.

### Fieldwork activity 1: Clone town survey

Location: High street/town centre

Time: 30 mins

- ♦ Resources required: survey sheet in booklet

The purpose of this activity is to determine how far the local area contains similar shops and services to other parts of the capital and to identify its own unique characteristics. The class should be divided into groups and each group allocated a street/streets.

The idea of a clone town should not be taken at face value. Pupils should investigate why people like/dislike both chain stores and services, as well as independent stores. The survey is designed to explore both unique and common facets of the local area. It is important that pupils recognise that there is more to the character of a town or area than its shops. Hence, the survey or discussion should include local organisations or clubs, renowned venues and even events that add character to the area.

### Fieldwork activity 2: Shopping challenge

Location: High street

Time: 20–30 mins

- ♦ Resources required: Table to complete in booklet

This activity helps students to understand the social and economic profile of the area – specifically, the people that are catered for by shops and services in the area. Indirect comparisons can be made with the average earnings of Londoners and the differences between highest and lowest earners across the capital and in individual boroughs.

[www.londonpovertyprofile.org.uk/indicators/topics/inequality/income-inequalities-by-london-borough/](http://www.londonpovertyprofile.org.uk/indicators/topics/inequality/income-inequalities-by-london-borough/)



### Fieldwork activity 3 : House price survey

Location: Estate agents on the high street

Time: 10–15 mins

- ♦ Resources required: Table to complete in booklet.

As with the previous activity, students are here investigating the economic profile of the area and the diversity of housing types and prices that exists. They can use this information to compare house prices in their area with those in the borough and London as a whole, and also to draw conclusions about inequality in their area.

[http://news.bbc.co.uk/1/shared/spl/hi/in\\_depth/uk\\_house\\_prices/regions/html/region10.stm](http://news.bbc.co.uk/1/shared/spl/hi/in_depth/uk_house_prices/regions/html/region10.stm)

### Fieldwork activity 4 : Migration patterns

Location: High street, local area

Time: 20–30 mins

- ♦ Resources required: Digital camera, GOAD map of the local area.

In this task, students search for evidence of the influence migration has had on their local area, for example in shops, services, buildings, flags and posters. They list the different countries represented and make comparisons with the top ten countries of birth of London residents to draw conclusions about the ethnic diversity

of their local area.

<http://data.london.gov.uk/datastore/package/diversity-london-report-data>

### Fieldwork activity 5: Questionnaires about the local area

Location: Anywhere in the local area

Time: 15–20 mins

- ♦ Resources required: Questionnaire template and local map (for emotional mapping) in booklet, although it would be useful to provide additional copies.

This activity helps students to find out about local people's perceptions of their part of London in terms of their likes and dislikes, and feelings about crime and personal safety. The information they collect can be compared with data from the annual survey of Londoners' satisfaction.

[www.london.gov.uk/sites/default/files/Annual-London-Survey-Toplines-2011\\_2.pdf](http://www.london.gov.uk/sites/default/files/Annual-London-Survey-Toplines-2011_2.pdf)

## EXPLORE YOUR LONDON

### Differentiation opportunities:

Groups will require different levels of support in the field, particularly if groups are differentiated. The number of activities can be reduced if necessary. Questioning can be used to support students during the analysis process.

### PLENARY

Students complete the plenary triangle sheet, writing down three interesting things they discovered during their fieldwork, two limitations to their investigation and one thing they could extend their fieldwork further. They share their thoughts with the rest of their group and then with the class as a whole.

### Homework ideas

Having completed their fieldwork and found out more about the unique features of their local area, students can carry out some research into their local area and/or take some more photos. Their information and photos can be used for their posters in lesson 2.

Write a letter to a friend who is coming to visit you and has never been to the area before. Describe the character of your local area and its distinctive features. Also, discuss the ways in which your friend may find your area similar to other parts of London. Give specific examples that will help them to know what to expect when they arrive.

### Assessment opportunities

Collecting in students' answer sheets at the end of the fieldtrip will allow for assessment of their understanding of the key themes and concepts, as well as their ability to analyse and interpret data, draw conclusions based on their findings, and evaluate the effectiveness of their data collection.

### Find out more

Holmes, David (2009) *Soundscapes in Geography*  
Review November 2009

An article which outlines a range of approaches to using sound in sense of place fieldwork, including sound transects, sound journals and sound portraits.

Korczynski, Marek et al (2013). *Rhythms of Labour: Music at Work in Britain*. Cambridge University Press.

[www.history.org/history/teaching/enewsletter/february03/worksongs.cfm](http://www.history.org/history/teaching/enewsletter/february03/worksongs.cfm)

## EXPLORE YOUR LONDON

# RESOURCE E1: FIELDWORK STARTER ACTIVITIES



### 1. I am a camera

**About this task:** This activity will get you thinking about the environment and surroundings.

**Difficulty rating:** 1/5

**Equipment:** None/blindfold

**Method:** Find yourself a partner.

One person should close their eyes or put on a blindfold while the other person guides them to a particular viewpoint.

The sighted person should then describe the view to their partner as if they were a camera taking a photo.

### 2. Photo challenge task

**About this task:** This task will help you to get to know a place, finding out what is unique about it.

**Difficulty rating:** 2/5

**Equipment:** Digital camera.

**Method:** Use your digital camera to take images that show the uniqueness of the place.

Why have you chosen the photos that you have taken?

What do they show?

Why does this make the place unique?

## EXPLORE YOUR LONDON

### RESOURCE E1: FIELDWORK STARTER ACTIVITIES CONTINUED



#### 3. Soundscapes

**About this task:** You will investigate environments through a sense other than sight: your hearing. You will think about the source and type of sounds you can hear, giving you an alternative view of the place you are studying.

**Difficulty rating:** 2/5

**Equipment:** Paper/notebook.

**Method:** Ask your partner to close their eyes and name every sound they can hear. What do these sounds tell us about the place we are investigating?

Now draw a sound map to illustrate your findings.

From a central point on your piece of paper, draw a line in the direction of each sound you hear. The thickness of the line will indicate the volume of each sound, the length of the line will show how close it is.

- ♦ Do your sounds fall into any categories, e.g. human or natural?
- ♦ Can you hear any sounds that you think are unique to this place?
- ♦ How might your sound map be different if you came back at a different time of day?

#### 4. Past and future visioning

**About this task:** This task gets you thinking about changes in the landscape in the past and the future.

**Difficulty rating:** 2/5

**Equipment:** Sketch books.

**Method:** Go to a particular viewpoint. You have twenty minutes to do two sketches.

Your first sketch should illustrate what you think this view looked like ten years ago.

Your second sketch should illustrate what you think it will look like in ten years time.

- ♦ What changes do you think have occurred in the past?
- ♦ What changes do you think will occur in the future?
- ♦ What are the causes of these changes?

## EXPLORE YOUR LONDON

### RESOURCE E1: FIELDWORK STARTER ACTIVITIES CONTINUED



#### 5. Spot the difference

**About this task:** This task will help you to spot things that have changed in your local area over time.

**Difficulty rating:** 3/5

**Equipment:** Historical photos of the local area, map showing where each photo was taken, digital camera.

**Method:** Identify the place that each historical photo was taken and take another photo in exactly the same place.

What changes have taken place since the first photo was taken?

Circle and annotate them on your historical photo. You can print the new photo out when you return to school.

What do the differences between the photos tell you about social, economic and environmental change in the area?

#### 6. Street name search

**About this task:** This task is all about investigating the history of the local area. Can you identify any historical links?

**Difficulty rating:** 3/5

**Equipment:** Map of the local area.

**Method:** As you walk around the local area, locate, highlight and make a note on your map of any street names you think could suggest something about the history of the area.

What do you think the street names suggest happened in this area?

When you get back to school you can check out your theories to see if you were right!

## EXPLORE YOUR LONDON

### RESOURCE E2: CLONE TOWN?



1. Complete a survey of your local area to find out what shops and features it shares with other places and what are its unique characteristics.

Collect data on 50 shops, services and other types of land use.

Local area

.....

Street(s) surveyed

.....

.....

Chain shops

.....

Professional services (legal, insurance etc)

.....

Independent shops

.....

Banks/building Societies

.....

Travel

.....

Restaurant/cafe

.....

Education

.....

Healthcare

.....

Entertainment

.....

Clubs/societies

.....

Community buildings

.....

Public spaces

.....

Other service, office or land use

.....

## EXPLORE YOUR LONDON

### RESOURCE E2: CLONE TOWN? CONTINUED



2. Use your results to answer the following questions:

#### Conclusion

I have PROVED/DISPROVED Hypothesis 1

Which chain stores/services do you think are found across London?

.....

.....

.....

Which shops and services do you think are unique to your local area?

.....

.....

.....

What does this tell us about the uniqueness of the local area?

.....

.....

.....

.....



EXPLORE YOUR LONDON

RESOURCE E3: SHOPPING CHALLENGE



This activity will help you to find out about the social and economic profile of a place.

Complete the 'Shopping challenge' below: see if you can find all of the items on the shopping list in the shops in your area.

There's no need to buy the items! Just record where you found them and how easy they were to locate.

ITEM	HOW EASY WAS IT TO FIND?	WHERE DID YOU FIND IT?	HOW MUCH DID IT COST?
A designer handbag			
A café latte			
Handmade jewellery			
An international calling card			
A sandwich under a pound			
Second hand clothes			
(add an item of your own)			

## EXPLORE YOUR LONDON

### RESOURCE E3: SHOPPING CHALLENGE CONTINUED



What does this activity tell you about:

The shops and services available in your local area?

.....

.....

.....

The people the shops and services cater for?

.....

.....

.....

The people the shops and services **don't** cater for?

.....

.....

.....

The wealth of people living in your area?

.....

.....

.....

Is there anything it doesn't tell us, that we would have to find out from elsewhere?

.....

.....

.....

## EXPLORE YOUR LONDON

# RESOURCE E4: HOUSE PRICE SURVEY



As you are walking along the high street, look out for some estate agents. Pick two... one that looks really expensive from the outside, and one that you think sells the cheapest houses.

How do these house prices compare to the average for London?

.....  
.....

### Analysis

What do they tell us about the wealth of people living in your area?

.....  
.....

### Conclusion

My local area is DIFFERENT TO/  
THE SAME AS London as a whole

I have PROVED/DISPROVED Hypothesis 2

### Estate Agent 1...

... the most expensive!

Name: .....

.....

What made you think that this was the most expensive Estate Agent?

.....

.....

.....

.....

.....

Record house prices from the window of the Estate Agent here:

Detached house            £ .....

Semi-detached house    £ .....

Terraced house            £ .....

Flat                            £ .....

### Estate Agent 2...

... the cheapest!

Name: .....

.....

What made you think that this was the most expensive Estate Agent?

.....

.....

.....

.....

Record house prices from the window of the Estate Agent here:

Detached house            £ .....

Semi-detached house    £ .....

Terraced house            £ .....

Flat                            £ .....

## EXPLORE YOUR LONDON

# RESOURCE E5: MIGRATION PATTERN ACTIVITY



### 4. Migration Patterns

In this task you will search for evidence of the influence that migration has had on your local area. You will need a digital camera.

Take 5–10 photos that show both influences of migrant culture and influences of British culture in your local area. Look out for shops, restaurants, buildings, signage and posters. Mark on your map the places you took your photos.

On your GOAD map (on the following page) colour in in four different colours:

- ◆ Shops influenced by migration
- ◆ Shops not influenced by migration
- ◆ Services influenced by migration
- ◆ Services not influenced by migration

Write a list of the different countries represented in your local area:

LONDON'S TOP TEN	MY LOCAL AREA TOP TEN
India	.....
Poland	.....
Nigeria	.....
Pakistan	.....
Bangladesh	.....
Jamaica	.....
Sri Lanka	.....
France	.....
Somalia	.....
Kenya	.....

### Analysis

Draw lines to match up any countries that are the same in your two lists.

How do the two lists compare?

.....

.....

.....

.....

### Challenge

Why might differences exist in the ethnic diversity of different parts of London?

.....

.....

.....

.....

### Conclusion

My local area is:  
DIFFERENT TO      THE SAME AS  
London as a whole (circle one)

I have PROVED/DISPROVED Hypothesis 3

## EXPLORE YOUR LONDON

### RESOURCE E5: MIGRATION PATTERN ACTIVITY CONTINUED



Insert here a GOAD map of your local area that students can use to show shops and services that have been influenced by migration.

## EXPLORE YOUR LONDON

# RESOURCE E6: PERCEPTIONS QUESTIONNAIRE AND EMOTIONAL MAPPING



Ask as many people as you can your questionnaire, to find out people's thoughts about the local area. There are two blank boxes at the bottom of the questionnaire for you to fill in with your own questions.

QUESTION	RESPONSE
On a scale of 1–5 (1 being very satisfied, 5 being very dissatisfied), how satisfied are you with your local area?	
What are the best things about this area?	
What are the worst things about this area?	
Are you worried about crime in this area?	
Would you feel safe coming out in this area alone in the evening?	

## EXPLORE YOUR LONDON

### RESOURCE E6: PERCEPTIONS QUESTIONNAIRE AND EMOTIONAL MAPPING CONTINUED



You can also ask people to colour in an area on a map to show the places that they like and the places that they dislike in the local area. You will need some spare copies of your local area map to do this.

Include a local area map (or several) here that students can use for emotional mapping as part of their questionnaires.

## EXPLORE YOUR LONDON

### RESOURCE E6: PERCEPTIONS QUESTIONNAIRE AND EMOTIONAL MAPPING CONTINUED



#### Analysis

Summarise your questionnaire responses in the following table:

TITLE?	TITLE?
1. The average satisfaction score	
2. The most commonly mentioned 'best things' about the area.	
3. The most commonly mentioned 'worst things' about the area.	
4. What percentage of people were worried about crime in the area?	
5. What percentage of people would feel safe coming out alone in the evening?	
6.	
7.	



## LESSON 2: EXPLORE YOUR LONDON

### RESOURCE E6: PERCEPTIONS QUESTIONNAIRE AND EMOTIONAL MAPPING CONTINUED



Describe on the map the areas that people liked/disliked:

Liked:

.....

.....

.....

.....

Disliked:

.....

.....

.....

.....

#### Challenge

Was there anything that surprised you about the results of your questionnaires? Why?

.....

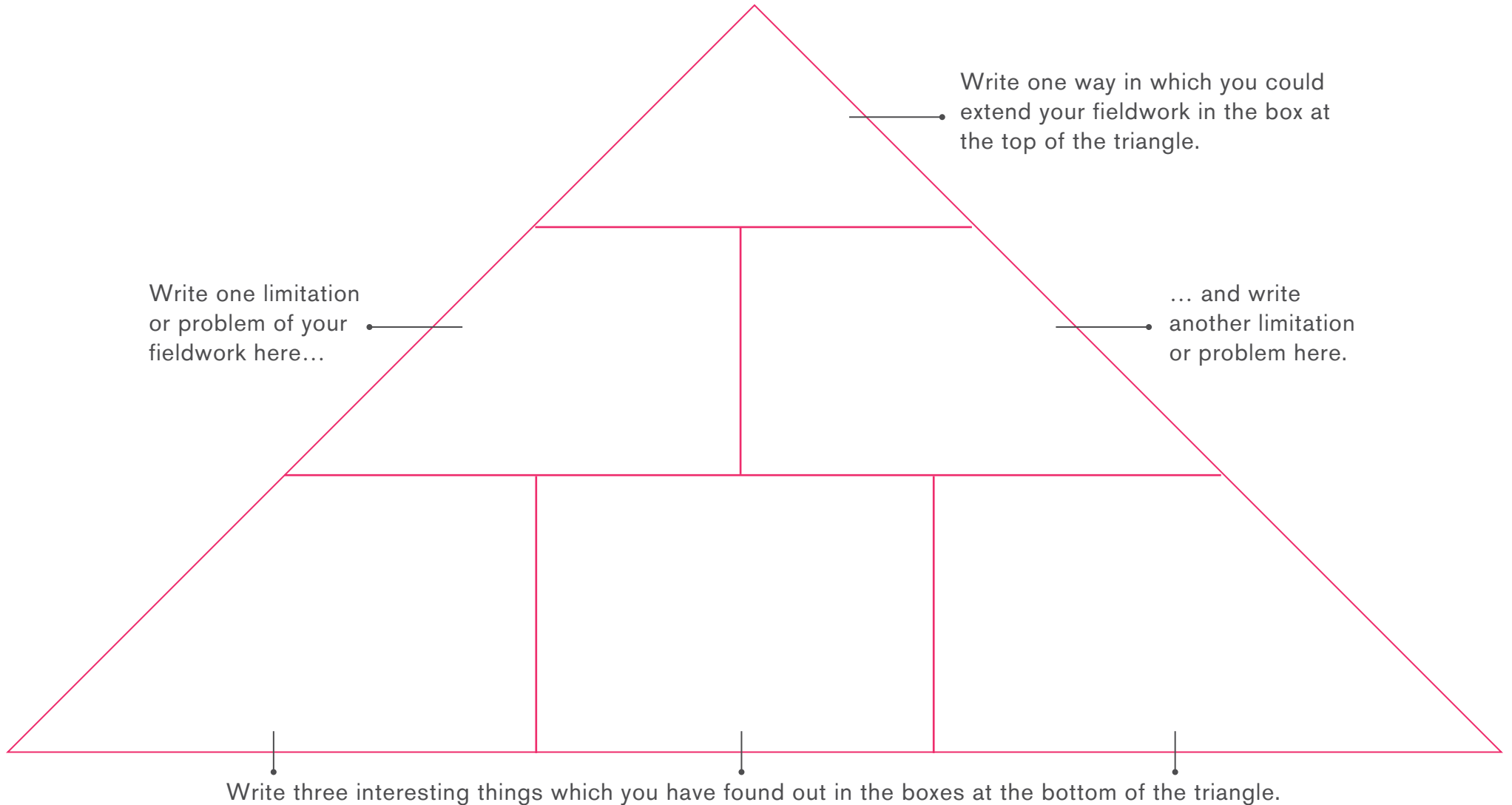
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## LESSON 2: EXPLORE YOUR LONDON

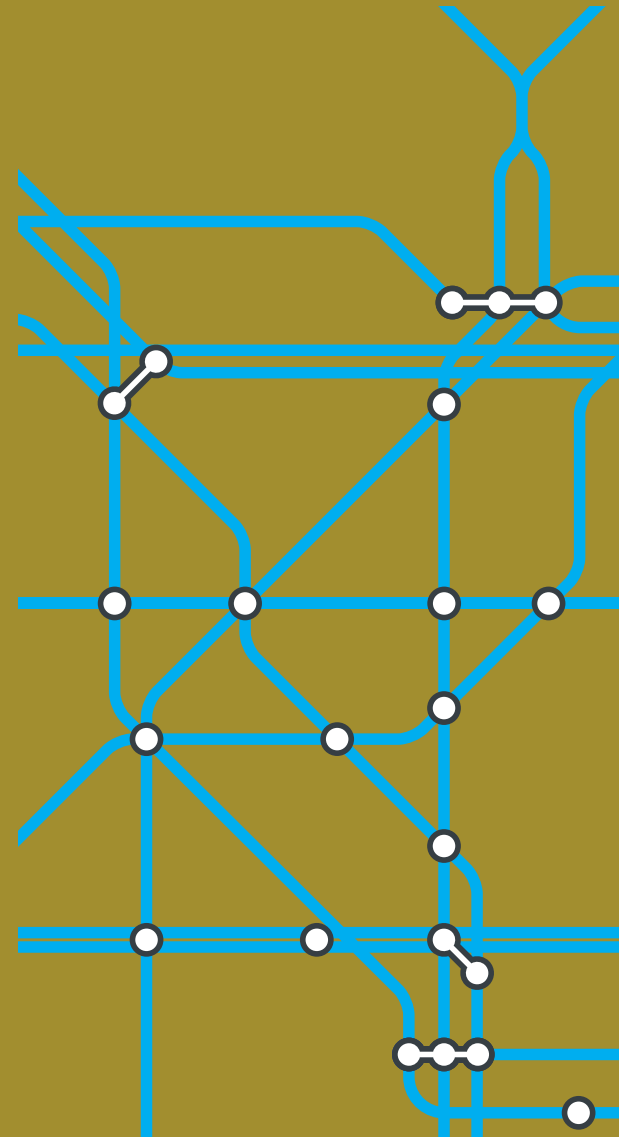
### RESOURCE E8: FIELDWORK PLENARY TRIANGLE



# CONNECT

Students will draw on their fieldwork findings to prove or disprove their hypotheses from lesson 1 and draw conclusions about the uniqueness of their local area.

Students will create posters to communicate their findings.



## LESSON 2

### SAME BUT DIFFERENT?



#### BIG IDEA

Students summarise their learning in the form of a poster



#### LEARNING OBJECTIVES

All students will be able to prove or disprove their hypotheses and draw conclusions about the uniqueness of their local area based on their fieldwork findings.

Most students will be able to make connections between the data they have collected and the themes studied during the Mapping London unit.

Some students will be able to evaluate their findings and use secondary sources to fill gaps in their knowledge.

#### KEY WORDS

Fieldwork, population, urbanisation, economic activity, geographical skills



#### RESOURCES

- ♦ **Resources C1:** Fieldwork recap: what did you find out

## LESSON 2: SAME BUT DIFFERENT?

### ACTIVITIES

#### STARTER

Students recap the main findings of their fieldwork and make links between this and some of the key themes of the Mapping London unit. They capture their findings using resource C1.

#### MAIN

Each student in the group is responsible for one of the four hypotheses set for investigation. They complete a mind map, which encourages them to explore the reasons for their findings and to make connections with wider London findings.

Students then share their work with the rest of their fieldwork group, and together they come to an overall conclusion as to the uniqueness of the local area and decide on key information to include on their poster.

In a whole class feedback session, groups can share their explanations and conclusions.

To conclude the fieldwork unit, students create posters which promote their own area of London and focus on the uniqueness of the area. They should use fieldwork data, their own observations and, in the case of higher ability students in particular, secondary data. With the

use of images they highlight the unique features of the area and also have the opportunity to display the results of their questionnaires in graph form.

#### PLENARY

Students' posters are displayed around the classroom and they circulate the room allocating scores and commenting on other's work.

Students also complete a self-evaluation of their own work.

### Assessment opportunities

Assessment of posters and, individually, of data analysis and mind maps.

Peer assessment of posters.

Evaluation and self-evaluation of fieldwork unit.

### Find out more

Askins, Kye and Raven-Ellison, Dan (2010) *Spotlight on... Urban Earth in Geography*, volume 95 Part 2 Summer 2010.

An article about the Urban Earth project, a project which explores urban areas by walking transects across them, taking photos and stitching them together to create a film of the journey.

Holmes, David (2010) *Psychogeography* in *Geography Review* September 2010 Psychogeography is the “hidden landscape of atmospheres, actions and characters which charge the environment”. This article outlines a range of qualitative recording methods which can be used to create a portrait of a place.

Turner, Stuart (2009) *Participant Observation* in *Geography Review* April 2009.

This article explores the technique of participant observation and its application in human geography fieldwork.

Holmes, David (2008) *Image-based fieldwork* in *Geography Review* February 2008.

This article includes suggestions for how images can be analysed and used in fieldwork in projects and through fieldwork.

## LESSON 2: SAME BUT DIFFERENT?

### RESOURCE 3.1: FIELDWORK RECAP: WHAT DID YOU FIND OUT?



Use your fieldwork booklet to write down four facts that you found out about your local area in the boxes below:

The uniqueness of shops and services in the area

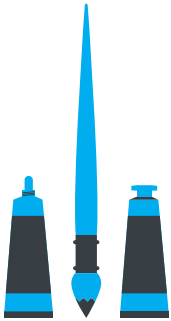
Nationality diversity in the area

Wealth levels in the local area

The satisfaction of the local people with the area in which they live

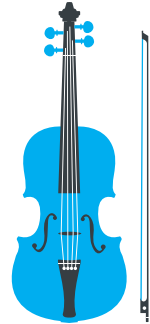


## LINKS TO OTHER LONDON CURRICULUM SUBJECTS



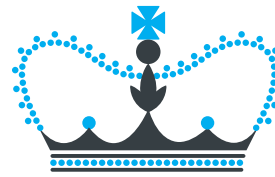
### ART AND DESIGN

**The art of walking** helps students 'read' London's architecture and includes an exploration of the area around the school.



### MUSIC

**Sounds of the city** involves musical compositions inspired by the city around.



### HISTORY

**World City** includes an exploration of the impact of historical migration on the local high street.



### ENGLISH

**Mysterious Metropolis** explores spooky settings in the city for Gothic tales of mystery.

## FURTHER READING

Turney, Andrew (2009) *Living and learning outside the classroom – fieldwork in Living Geography – exciting futures for teachers and students* by David Mitchell. Optimus, London (pages 113–130).

A very useful chapter that covers many aspects and themes of geography fieldwork including the benefits of fieldwork, practical ways to ensure that it is effective, approaches for removing the barriers to fieldwork, guidance on the use of centres, progression and a range of strategies for teaching and learning in the field.

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Caton, David (2006) *New Approaches to Fieldwork: Theory and Practice*. Geographical Association, Sheffield.

An introduction to experiential fieldwork including the rationale behind this approach to fieldwork as well as planning frameworks, workable examples, follow-up ideas and assessment strategies. An essential text for those considering using sense of place fieldwork.

---

Rawding, Charles (2007) *Reading our Landscapes: Understanding Changing Geographies*. Chris Kington Publishing, Cambridge.

A book of practical resources and approaches to teaching and learning (including fieldwork) that aim to highlight the relevance of geography to students' everyday lives and encourage them to develop a deeper understanding of place and space through a focus on geographical enquiry.

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Phillips, Richard (2012) *Curiosity and fieldwork in Geography* vol 97 part 2 Summer 2012.

An article on recent developments in fieldwork that involve creativity and innovation, including geography missions, festival fieldwork and new approaches to fieldwork in the local area.

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House, Daniel et al (2012) *Risky fieldwork* (2012) in *Teaching Geography* Summer 2012.

An article about risky fieldwork – not in the dangerous sense, but in terms of taking risks with approaches that challenge students' ways of thinking. The article touches on some new methods for fieldwork, including using video, images, geo-squishing and human graphs to engage and empower students in the fieldwork process.

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Kent, Ashley and Foskett, Nick (2000) *Fieldwork in the school geography curriculum – pedagogical issues and development* in *Fieldwork in geography: reflections, perspectives and actions* by R Gerber and GK Chuan. Kluwer Academic Publishers, Dordrecht.

A quite old but still relevant academic paper justifying the need for fieldwork in the geography curriculum. The paper highlights the cognitive, affective and personal benefits of fieldwork for students, and includes sections on the aims of fieldwork, different approaches and teaching and learning strategies, types of enquiry and thinking skills.

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Job, David et al (1999) *Beyond the Bikesheds: Fresh approaches to fieldwork in the school locality*. Geographical Association, Sheffield.

Another old but still relevant text that gives a range of ideas for local area fieldwork on topics such as hydrology, weather and climate, food miles and sustainable transport. There is also a useful section on the organisation of trips, as well as some background information about fieldwork approaches.

## CREDITS

The GLA would like to thank the following organisations for their contribution:

Our collaborators on  
the London Curriculum



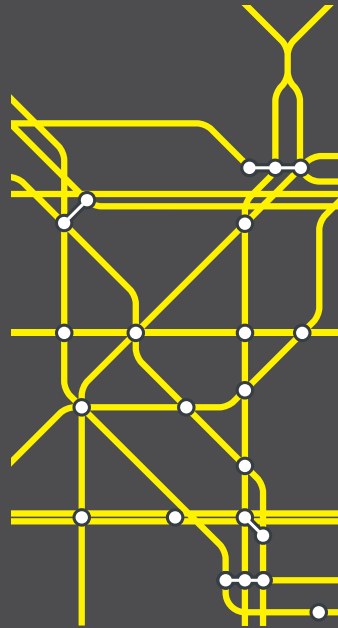
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'I find the London Curriculum really interesting to teach and I think the children are really intrigued by the subject matter.'

**key stage 3 teacher**

'Everyone in the department was really happy when we got the resources.'

**key stage 3 teacher**

'The idea of using London as a teaching resource has never been explored much before, so both students and teachers are excited about it.'

**key stage 3 teacher**