

**AS and A LEVEL**  
*Delivery Guide*

# ***GEOGRAPHY***

H081/H481  
For first teaching in 2015

**Changing Spaces;  
Making Places**

Version 1



# A LEVEL **GEOGRAPHY**

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

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## 1. What's in a place?

### 1.a. Places are multi-faceted, shaped by shifting flows and connections which change over time.

- Case studies of two contrasting place profiles at a local scale, including:
  - Their demographic, socio-economic, cultural, political, built and natural characteristics that shape their place identity
  - Their past and present connections that shape the place identity and embed them in regional, national, international and global scales
  - How shifting flows of people (such as commuter, migration), resources (such as natural, technology), money and investment (such as EU funding, TNCs) and ideas (such as knowledge economy) have helped shape the demographic, socio-economic and cultural profile of these places over time.

## 2. How do we understand place?

### 2.a. People see, experience and understand place in different ways, this can also change over time.

- The complexities that exist when trying to define place, including the concept of space versus place.
- How and why people perceive places in different ways based on their identity, including age, gender, sexuality, religion and role.
- How level of emotional attachment to place can influence people's behaviour and activities in a place.
- How the processes of globalisation and time-space compression can influence our sense of place.

### 2.b. Places are represented through a variety of contrasting formal and informal agencies.

- How informal representations of a place differ through contrasting media such as TV, film, music, art, photography, literature, graffiti and blogs.
- Identify how formal and statistical representations of a place, such as census and geospatial data, contrasts with informal representations.

## 3. How does economic change influence patterns of social inequality in places?

### 3.a. The distribution of resources, wealth and opportunities are not evenly spread within and between places.

- The concept of social inequality and how this can be measured through indices such as housing, healthcare, education, employment and access to services.
- How and why spatial patterns of social inequalities vary both within and between places.

### 3.b. Processes of economic change can create opportunities for some while creating and exacerbating social inequality for others.

- The influence of global connections and globalisation in driving structural economic change in places, such as de-industrialisation and the rise of the service industry.
- How structural economic change impacts patterns of social opportunities and inequality for people and places.
- How cyclical economic change (booms and recessions) has varied impacts on social opportunities and inequality.
- The role of government in reducing, reinforcing and creating patterns of social inequality in places through spending or cuts in key services such as availability and accessibility of education, healthcare, infrastructure and community services.

### 3.c. Social inequality impacts people and places in different ways

- Case studies of two contrasting places to illustrate:
  - The types of evidence of social inequality that can be found there such as housing, environmental quality, crime rates, digital divide
  - The range of factors that influence people's social inequality such as income, gender, age, health, personal mobility, ethnicity and education
  - How social inequality impacts upon people's daily lives in different ways

## 4. Who are the players that influence economic change in places?

### 4.a. Places are influenced by a range of players operating at different scales.

- The role of players in driving economic change, including at least one of local and national government, MNCs or international institutions.
- Case study of one country or region that has been impacted by structural economic change, including:
  - socio-economic, demographic, cultural and environmental characteristics of the place before the economic change
  - the economic change/changes that took place and the role of players involved in driving the change
  - socio-economic, demographic, cultural and environmental impacts on people and place.

## 5. How are places created through placemaking processes?

### 5.a. Place is produced in a variety of ways at different scales.

- The concept of placemaking and how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration.
- How architects and planners attempt to create meaningful and authentic places through design, such as places that encourage mixed community use or the 24 hour city.
- How local community groups shape the place they live, such as residents associations, heritage associations and social media.

### 5.b. The placemaking process of rebranding constructs a different place meaning through reimagining and regeneration.

- Why places rebrand through reimagining and regeneration to construct a different place meaning.
- How a range of strategies can be used to rebrand places, such as sport, art, heritage, retail, architecture and food. These can be used singularly or in conjunction to change a place meaning.
- A range of players and their role in placemaking, including government/EU funding, corporate bodies, not for profit organisations and community groups.
- How and why some groups of people contest efforts to rebrand a place.

### 5.c. Making a successful place requires planning and design.

- Case study of one place that has undergone rebranding, including:
  - Why the place needed to rebrand
  - Strategy/strategies involved in the rebranding of the place
  - The role and influence of a range of players involved in the placemaking
  - How the rebranding has altered people's perception of that place
  - The relative success of the rebranding.

### Approaches to teaching the content

Changing Spaces; Making Places is an exciting new topic at A level which allows students to look through a local lens to explore global issues. Although a new topic, there is also some familiar content e.g. the influence of globalisation on places and the role of rebranding in reimagining places that students can develop greater understanding of. Students should be encouraged to draw on their own personal experiences and to reflect on their local area before looking outwards. This will help students to gain an understanding of what is in a place and the factors that can influence understanding of a place which is essential for this topic. Students need to recognise that place cannot be studied in isolation, that places are dynamic and that they are influenced by changing flows and connections e.g. people and the economy. A wide range of sources are recommended to enable students to develop an in-depth understanding of the specification. Newspaper articles are a good place to start and provide a wealth of opportunities to explore place case studies at a range of local, national and international contexts. Organisations such as the Royal Town Planning Institute, Urban Splash, and The Design Council are useful places to start for background reading.

### Common misconceptions or difficulties students may have

Changing Spaces; Making Places is a new topic at A Level. It is important that some time is spent on the theory of how we understand place as this concept will most likely be new to students. Starting with the student's local place and moving outwards is strongly advised as this familiar location will provide a good transition point. It is also worth considering the relationship between the more familiar locational knowledge (e.g. the geographic points on a map) and place knowledge (the complex workings of a place, underneath the skin of places e.g. how processes of economic change can create opportunities for some or exacerbate social inequality for others).

Some students may find the differentiation between space and place a challenge, so it will be important to ensure that time is taken to discuss this in class.

When discussing the perception of places, the concept of 'social inequalities' can lead to an innately negative reading of an area. It may be helpful to look at it through the lens of the 'haves' and 'have nots' so as not to predispose students to a particular way of thinking. An alternative is to think of it from the perception of social equality.

A number of the key ideas within this topic require students to conduct research and collect data from a range of sources online and in person. It is important to ensure that these sources are appropriately assessed for reliability and that a range of opinions are collected enabling students to make informed conclusions. It may be worthwhile getting students to develop their own bias scale so that they judge their sources of information and consider their reliability.

### Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

Students should be encouraged to think synoptically and draw on their previous learning. It would be useful to highlight synoptic links, such as the how unequal flows on international trade in Option A (International trade and access to markets in the contemporary world) can exacerbate social inequality, which can have an impact on place-making. Option B (Migration) explores patterns of global migration and reasons for migration, which can be linked to the way that space and place change over time; for example, Leicester's community has been altered through migration over the last 50 years.

It is also advised to draw out synoptic links with the geographical debates topics that you choose to teach. This will aid students when it comes to the synoptic assessment in Geographical Debates topic. For example, the link between communities projects in the rebranding places section and strategies that exist to improve food security in Future of Food or people's perception of place living in small island communities in the Exploring Oceans topic or Living in a hazardous tectonic areas in the Hazardous Earth topic.

## Activities

### Activity 1: What is place knowledge?

**Key Idea 1.1.a Places are multi-faceted shaped by shifting flows and connections which change over time**

This activity could be used as an introductory activity to the topic. The Geographical Association provides some really useful starting points for getting students to think about place (see the link below). The 'frameworks for talking about place' powerpoint would be a good starting point to encourage students to think more deeply about places, the difference between space and place and the relationship between place knowledge and locational knowledge. The PowerPoint could be adapted to provide a range of images for a number of places, including examples of your local area and less familiar locations.

<http://www.geography.org.uk/projects/makingmyplaceintheworld/classroomactivities>

### Activity 2 What's in a place check?

**Key Idea 1.1.a Places are multi-faceted shaped by shifting flows and connections which change over time**

To help students gain a greater understanding of place, students can complete a local fieldwork activity in the form of a place check. The following link <http://www.placecheck.info/> provides excellent instructions on why and what place checks are and how they are completed. Students could consider how and why different groups of people might perceive the place in different ways according to their identity, age, gender, sexuality, religion and role.

### Activity 3: What can place profiles tell you about a place?

**Key Idea 1.1.a Places are multi-faceted shaped by shifting flows and connections which change over time**

A place profile can be described as telling a 'story of a place'. Students need to understand the demographic, socio-economic, cultural, political, built and natural characteristics that shape a place identity. It also important for students to recognise that place identity is dynamic and changes over time. As an introduction to place profiles students could investigate two contrasting locations within the UK, e.g. The village of Kelvedon in Essex and the borough of Hackney in London. Students can examine the 5 key factors listed in **Resource 1** to help determine their role in the creating the place identity for each location. Key questions for students to consider are "Do the same factors have the most influence (highest ranking) creating a place identity in each location?" and "Do you think that the factors that influence the places profile have changed over time? Why? Why not?" Alternatively, students could compare two urban areas in the same city to explore the similarities and differences in place making processes e.g. Hackney and Tower Hamlets.

#### Place Profile – Kelvedon, Essex

<http://www.kelvedon.org.uk/wordpress/wp-content/uploads/2015/01/Rural-Place-Profile-for-Kelvedon.pdf>

#### Place profile – Hackney, London

<http://www.hackney.gov.uk/Assets/Documents/Hackney-Profile.pdf>

#### Place profile – Tower Hamlets, London

<http://moderngov.towerhamlets.gov.uk/mgConvert2PDF.aspx?ID=18635>

<http://www.towerhamlets.gov.uk/Documents/Planning-and-building-control/Development-control/Conservation-areas/2-Profile-of-Tower-Hamlets.pdf>



**Activity 4: How can past connections shape a place's identity today?**

**Key idea 1.1.a Places are multi-faceted, shaped by shifting flows and connections which change over time**

Focus on a place such as Liverpool or Glasgow, which has seen great economic change over time. Conduct some initial research into the history of the city to gather information about what was the economic driving force in the past e.g. employment types and government policy.

Compare the previous wealth of the city to some of the social problems that are happening now. For example, students could investigate the £1 houses for sale in the Kensington area of Liverpool. Students can discuss why houses are selling for £1 and the social context of the city e.g. the type of people that live there, employment, education etc. in which this is happening.

This could then be compared to other parts of the same City where housing is very expensive and excludes people based on wealth.

- The Guardian - Article about £1 houses for sale in Liverpool to promote regeneration
- <http://www.theguardian.com/society/shortcuts/2013/feb/20/kensington-houses-one-pound-liverpool>
- Zoopla House Prices - Database of over 18 million UK sold house prices, dating all the way back to 1995
- <http://www.zoopla.co.uk/house-prices/>

**Activity 5: How do we understand place?**

**Key idea: 2.2.a People see, experience and understand place in different ways, this can change over time**

There will be a number of areas in the school/college which are used by different people in different ways and will, therefore, have nuanced meanings for these groups.

As a short piece of fieldwork in school/college, choose 5 places which are well known but have different uses for different people. These could be: staff room, classroom, canteen, reception, main office.

- Conduct a foot count to work out how many people use these places at specific times of the day, and categorise them into groups, such as student, staff, support staff etc. using **Resource 2** (School/College Fieldwork Data Collection Sheet).
- Conduct short surveys asking people to rate, on a scale of 1-5, how comfortable they feel in these places, how often they use them and how easy it is to access them. This can be followed up with more detailed questions, asking participants to explain their choices; do they use it fully? Are any areas not used? Are there any body language / nonverbal clues to give an idea of how people feel in that space? Other things to consider are: Is the head teacher's office accessible to students? Also, if your school has year seven students it would be interesting to investigate how they perceive different areas of the school compared to year eleven students.
- Finally, share findings as a class and draw out the differences between people's perceptions of places. Ask students why people might feel differently about these areas of the school grounds? How do students feel if they have to go into the staff room? How does this compare to the staffs feelings? How might a new teacher feel in the year 11 outdoor area?

**Activity 6: What is time-space compression and how is this linked to globalisation and our sense of place?**

**Key Idea: 2.2.a People see, experience and understand place in different ways, this can also change over time**

As a starting point in pairs get students to number themselves 1 and 2 and ask the following question "Is our world getting smaller?" Number ones are to write down arguments to support the view that the world is getting smaller and number twos are to write down arguments to challenge this view.

Watch the following historical film footage consider the following questions:

- What were the barriers to transport and communication?
- How have transport and communications changed over time?
- How have the developments in transport and communications impacted people? (Think both positively and negatively)
- How has current technology influenced time-space compression and why?

<https://www.youtube.com/watch?v=T3JODohalHw>

Read **Resource 3** and complete activity 1. The following link <http://www.flying100years.com/> can be explored individually or as a class to see how commercial air travel has contributed to time-space compression.

For part two of the stretch activity, the following links are good starting points for individual background research.

Globalisation - <http://www.who.int/trade/glossary/story043/en/>

Cultural Globalisation - <http://www.who.int/trade/glossary/story012/en/> and <http://www.britannica.com/science/cultural-globalization>

**Activity 2** can form the basis of a class discussion, which should provoke some interesting debates.

**Activity 7: What complexities exist when defining space and place?**

**Key idea: 2.2.a People see, experience and understand place in different ways, this can change over time**

Concepts of place and space are ones which are debated at length by academics across the globe. Start by asking students to define the terms and to give examples. One way of looking at this could be the idea of a parking space, a defined area where you can put your car, as opposed to a parking place, an area where the act of parking happens.

Get students to read the following link by authors commonly found on first year undergraduate Geography degree reading lists. Depending on the literacy levels of the group, it may be necessary to spend some time dissecting the text. Students should then be able to discuss the complexities of the concept and be able to identify the differences between the terms.

- [http://geography.ruhosting.nl/geography/index.php?title=Space\\_vs\\_place](http://geography.ruhosting.nl/geography/index.php?title=Space_vs_place)

**Activity 8: How can places be represented in different ways?**

**Key idea 2.2.b – Places are represented through a variety of contrasting formal and informal agencies**

Watch a film e.g. *Love Actually* or *Slumdog Millionaire* or TV show which has a strong sense of place, where the location comes through in the drama. This can be chosen with a local bias, or one which is more widely known. Whilst watching students should make notes about their perception of the places shown, such as the socio-economic status of the characters, the kind of place it is and the situation in which the characters find themselves and consider the following questions.

- What do you think the area is like?
- How would you describe the housing stock?
- Would you like to live there? Why/Why not?

Once their perceptions from the media have been shared and consolidated, locate the place and then collect census data for the places. Students should then compare the data against their own perceptions to help answer the following question; To what extent does the data agree with your initial thoughts of people in the film/TV show? Do you think you made any stereotypes of the people/place?

This can also be broken down further to look at the specific area the film/ TV show was set in, to see if the representation is valid across the city.



**Activity 8: How can places be represented in different ways? (continued)**

- The Census (Office for National Statistics)
- <http://www.ons.gov.uk/census/2011census/2011ukcensuses>
- The homepage for the Government's census data

Note: You could also do this for your local place, complete a Google search of your local town or village and create a collage of the types of things that come up. Now in groups or as a class discuss 'to what extent is the media representation of my place correct?'

**Activity 9: What are the possible impacts of economic change?****Key idea 3.3.b – Processes of economic change can create opportunities for some while creating and exacerbating social inequality for others**

The HS2 Rail link between London and Leeds/Manchester has become a contentious issue in the press; some people think that the construction of it will damage their local environment, whereas others believe it will act as a catalyst to bring growth to the regions outside of London through better transport infrastructure.

Encourage students to build a case to support one of the stakeholders who will be affected by the development – these could be preselected e.g. environmentalists, farmers, home owners on the site of the construction, existing businesses (Birmingham & London), new investors, politicians, existing/new workforce or chosen by the students themselves. Use **Resource 4** the Stakeholder Research Template to collate, record and evaluate the sources given to help structure the arguments.

A good overview of what the project involves can be found at; <https://www.gov.uk/government/organisations/high-speed-two-limited>

Starting points for the stakeholder research;

House Prices: <http://www.theguardian.com/money/2012/jan/10/hs2-house-prices-high-speed-rail>

Environment: <http://www.wildlifetrusts.org/hs2>

Employment: <https://www.gov.uk/government/news/hs2-to-create-jobs-and-boost-skills-as-companies-shortlisted-for-major-engineering-contracts>

Once finished, hold a debate in class where students have to argue their researched point of view as one of the stakeholders. Is there evidence to suggest that the economic change to the regions fuelled by the rail link will reduce the inequality seen in the north-south divide?

**Activity 10: What is the government's role in reducing, reinforcing and creating patterns of social inequality?****Key idea 3.3.b – Processes of economic change can create opportunities for some while creating and exacerbating social inequality for others**

Use the interactive resource to investigate the government's role in reducing, reinforcing and creating patterns of social inequality for education, healthcare, infrastructure and community services.

- <http://wheredoesmymoneygo.org/bubbletree-map.html#/~total/education>

Students could print screen the relevant categories e.g. Helping Others, Education, health etc. to compare the maps to identify any possible patterns in government spending in the UK. For example, does government spending reinforce the UK's traditional north-south divide? Additional reading can be sourced from the Guardian to help support/challenge their findings <http://www.theguardian.com/society/north-south-divide>

**Activity 11: What is social inequality and how can it affect people and places?****Key idea 3.3.c Social inequality impacts people and places in different ways**

Ask students to suggest indicators and evidence that might be useful when comparing social inequality in places. Ideas might include average wage, home-ownership and employment rates, crime and graffiti. As well as providing examples, this will also encourage them to think about what the data actually means and how this can help contribute to the identity of a place.

Using Census information, collect data for each indicator and include them in the Top Trump Template (**Resource 5**). Students then play Top Trumps to familiarise themselves with the statistics of the areas before choosing two to investigate further. By allowing students to select their areas for comparison, they are able to take ownership of the investigation.

Depending on your location, the contrast could be between your place and a London borough, or with another city borough. Each borough has a website which will provide more localised information for students to allow them to conduct their virtual fieldwork to build their profile. Alternatively why not allow students to investigate somewhere internationally.

- Greater London Authority Data (GLA)
- <http://data.london.gov.uk/dataset/london-borough-profiles>
- The homepage of the GLA's data site, providing a range of data across all 33 London Boroughs.

**Activity 12 What role do MNCs play in driving economic change?****Key idea 4.4.a Places are influenced by a range of players operating at different scales**

Glocalisation is “a combination of the words ‘globalisation’ and ‘localisation’ and is used to describe products and services that are both developed and sold to global customers but designed so that they suit the needs of local markets.”

Students can explore the following links to investigate glocalisation through MacDonald’s

- <https://www.youtube.com/watch?v=8mdWBxC-C5g>
- <http://www.geographypods.com/7-global-interactions-at-the-local-level.html>

The idea that we can pick up the phone and speak to someone on another continent, or eat dinner in New York and breakfast in London by travelling on a plane gives rise to time-space compression.

Ask students to use their own experience of places they have visited where they will have experienced the concept of third-space. Starbucks or McDonalds are a good example as they have a familiarity about them no matter where in the country (or world) they are located. What is it that makes them familiar? How does it make them, the customer, feel? How has the company adapted their products to suit different places?

**Activity 13 How can communities shape places?****Key idea 5.5.a - Place is produced in a variety of ways at different scales**

Places can be created at variety of scales in a variety of different ways whilst occupying the same physical space. This is often done to maximise the amount of people who can use the space and the time that it is used. Schools/colleges are a good example of this as they are heavily used for some of the time and empty at others.

Ask students to make a list of all the places in school/college which are used outside of the normal school/college day. Who are they used by? How are they used? Are there any places in the school/college which are only every used by school/college staff?

Next go on to think about different times of the year. In some schools/colleges there are often events in the summertime which are linked to the school/college. Does the school/college have a sports centre that is used by the general public? Are there any other facilities that are used during the holidays?

Get students to imagine they are designing a new school which needs to be able to be used by the local community when there are no lessons going on. Get them to think like an architect about how different spaces within the school can be used to encourage mixed community use.

**Activity 14 Who are the key players and what is their role in placemaking?****Key idea 5.5.b The placemaking process of rebranding constructs a different place meaning through reimagining and regeneration**

Choose an example of regeneration leading to economic change; the London 2012 Olympics could be one, or other major sporting events such as the World Cup.

Use **Resource 6** (stakeholder impact table) to guide research for students to identify stakeholders at different scales. These will include local government at city or borough level, national government and their QANGOs, Multi-national companies acting as sponsors and international organisations such as the International Olympic Committee or FIFA.

Students can focus their research on an example at each scale to discuss the level of the impacts at a range of levels.

**Activity 15 What strategies are used to rebrand places and who are the players that can influence this?****Key idea 5.5.c Making a successful place requires planning and design.**

London 2012 is perhaps one of the most well-known urban regeneration projects in recent times. A large part of the bid process was based on the legacy promises made.

Start with an investigation of what the area was like beforehand, by locating the area on Google Earth and turning back the time, using **Resource 7** (How to turn back time on Google Earth). Students can then compare what the area was like beforehand to what it looks like now. There are a number of articles online for an independent research project where students can find examples of industry which had to be moved (Foreman’s Salmon factory is a popular example - <http://www.independent.co.uk/news/uk/this-britain/up-in-smoke-the-firm-that-lost-out-in-the-olympics-509766.html>) to make way for the development.

Once they have an idea of what the place was like before, students can compare this to what Stratford is like now. Have the promises of LOCOG and the Olympic Legacy been met? Has it been a success? Have the people who live there had their lives changed? Have people’s actions and behaviour in the area been changed as a result?

- The homepage of the legacy of the London 2012 Olympics, with links to other Games and their legacies: <http://www.olympic.org/content/olympism-in-action/olympic-legacy/london-2012-legacy/>
- Additional London 2012 resources to explore
- <http://www.leevalleypark.org.uk/en/content/cms/corporate/london-2012/regeneration/>
- <http://www.geocases2.co.uk/olympics20121.htm>



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