

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL A-LEVEL GEOGRAPHY

(9635)

Schemes of work

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Human geography 2: Changing places

This scheme of work is not exhaustive or prescriptive; it is designed to suggest activities and resources that you might find useful in your teaching.

## Human geography

Before you start the introductory work on this section it would be wise to consider which two places you are going to choose as your case studies. Once these have been chosen you can then make a point of using them where possible to illustrate the general ideas that need to be considered.

These two places will probably not cover every point that you need to make in the general work so other examples will probably need to be referenced, but these references will be in less depth and detail than your work on your two case study places.

So how do you choose your two case studies? They should be:

- one local to the school or college and one in a contrasting area
- the contrasting area can be in the same country or in a different country but it should contrast in terms of socio-economic status or age and historical development or functions or culture or demographic characteristics or whatever suits the needs of your course
- an area that it is possible to walk round and study in a day, whether you are able to do fieldwork there or not
- a place for which you can obtain a variety of resources, possibly a place that you already know or where you already have good contacts.

## Changing places

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<b>Week 1</b> <ul style="list-style-type: none"> <li>Introduction to topic.</li> <li>The concept of place and the importance of place in human life and experience.</li> <li>Insider and outsider perspectives on place; categories of place: near and far, experienced and media places.</li> </ul>	Use of key subject specific and technical terminology.  Core and ICT skills.	An overview of the concept of place. Students will learn that place is more than just a location but also incorporates the notions of locale and sense of place.  Students will understand the terms 'insider' and 'outsider' in relation to place and the different categories of place.  Students understand the difference between sense of place and perception of place.	Small group discussions followed by feedback – What is place and what does it mean to different people? What is the difference between space and place? Why does place matter?  Use photographs of a range of places (local-global scale) to illustrate how different places mean different things to different people, eg Old Trafford (Man Utd v Man City fan); Kos (seen through eyes of tourist or refugee); Jerusalem (seen through eyes of people from different religions).  How do people develop a <b>sense of place</b> ? This can be linked to the notions of experienced place and near place. Get students to think of a place special to them and write down a number of words to describe their feelings about that place. They might want to	Most of the resources in this section are for the teacher's use. However, the Richard Phillips article would also be suitable for the more able student who is thinking of going on to read geography at university.  The first three resources detailed here would be useful to read before starting to teach this module:  Introduction on defining place pp. 1-21, in Cresswell, T (2015) <i>Place: an introduction</i> , second edition, Blackwell.  <i>Changing places</i> by Richard Phillips provides a useful introduction to the different aspects of place (2016):  <a href="https://www.rgs.org/OurWork/Schools/School+Members+Area/Changing+places/Changing+places.htm">rgs.org/OurWork/Schools/School+Members+Area/Changing+places/Changing+places.htm</a>  <i>Teaching about places</i> , Freeman, D and Morgan, A (2014) <i>Teaching Geography</i> , 39:3.  Cultural geographer Jon Anderson has written a good book on place entitled <i>Understanding cultural geography: places and traces</i> , (2015).  It is also worth looking at his webpage <a href="http://spatialmanifesto.com">spatialmanifesto.com</a> which has useful resources and PowerPoints for teaching

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			<p>describe a few of their experiences there. In groups, ask them to compare their paragraphs. Are they positive/negative? Does everyone feel the same way? If not, why not? How might their different personal experiences affect the way they feel about it? How might factors such as gender, ethnicity etc affect feelings? They could use these words to produce a 'Wordle'.</p> <p>Alternatively students could work collectively to produce a local 'sense of place toolkit' to highlight what is special about their local area. See the Morecambe Bay example.</p> <p>Repeat the same exercise for a media place/somewhere the students have not visited. How would they describe it? How have they developed feelings/perceptions about this place?</p>	<p>about Place. There are also ideas here for fieldwork.</p> <p>Create word clouds by copying and pasting text into a Wordle: <a href="http://wordle.net">wordle.net</a></p> <p>Sense of place toolkit for Morecambe Bay: <a href="http://morecambebaynature.org.uk/sop-introduction">morecambebaynature.org.uk/sop-introduction</a></p> <p>There are a number of TED talks focused on ideas around sense of place.</p> <p>The RGS resource entitled <i>Creating a sense of place in the school grounds</i> is more for younger students, but ideas could be adapted. <a href="http://rgs.org/NR/rdonlyres/1B7F9815-A7AC-4C3F-9299-C09BDDC1F2B4/0/FW_NW_Geographyfieldworkschoolgrounds.pdf">rgs.org/NR/rdonlyres/1B7F9815-A7AC-4C3F-9299-C09BDDC1F2B4/0/FW_NW_Geographyfieldworkschoolgrounds.pdf</a></p> <p>Useful ideas and discussion about perceptions of place can be found at <a href="http://geogspace.edu.au/core-units/years-9-10/understandings/years-9-10/y9-understandings-y9-illus2.html">geogspace.edu.au/core-units/years-9-10/understandings/years-9-10/y9-understandings-y9-illus2.html</a></p>

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<p><b>Weeks 1–2</b></p> <p>Factors contributing to the character of places.</p> <p>Endogenous factors.</p> <p>Exogenous factors.</p>	<p>Use of key subject specific and technical terminology.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Students will be able to detail a range of human and physical factors which contribute to the character of place.</p> <p>Students will be able to define the terms endogenous and exogenous.</p>	<p>Small group discussions followed by feedback – what factors contribute to a place’s unique character? Could refer to languages, dialect, belief systems, rituals, clothing, products, services, etc.</p> <p>Using a local map (1:25000 OS map or local equivalent), get students to look at the physical geography of the local area: relief, height, aspect, drainage etc. Discuss how these have affected the development and character of the place and then consider the impact of humans. Compare old and new maps. How has the area changed? Why?</p> <p>Show YouTube clip parody of ‘New York state of mind’ based on Newport, South Wales. Students could write a parody for their local place.</p> <p>What kind of factors affect place? Globalisation and localisation: follow the</p>	<p>The UK Commission for Architecture and the Built Environment (CABE) which ran from 1999 to 2011, highlighted the importance of architecture in defining place. It also promoted a place-based orientation to learning and produced lots of place-based resources for schools. These archived resources can be found at <a href="http://webarchive.nationalarchives.gov.uk/20110118095356/">webarchive.nationalarchives.gov.uk/20110118095356/</a></p> <p><a href="http://cabe.org.uk/">cabe.org.uk/</a></p> <p>A variety of old UK OS maps can be seen at <a href="https://www.ordnancesurvey.co.uk/shop/mapsheetfinder.html#mapsheet-viewer">https://www.ordnancesurvey.co.uk/shop/mapsheetfinder.html#mapsheet-viewer</a></p> <p><i>Vision of Britain</i> shows how the country has changed over time: <a href="http://visionofbritain.org/">visionofbritain.org/</a></p> <p>Many people outside the UK will be able to get copies of old maps of your area at libraries and resource centres.</p> <p>In the book, <i>Space, Place and Gender</i>, (1994), Doreen Massey uses her own local area (Kilburn High Street, London) to illustrate that place is influenced by constantly changing elements of a wider world.</p>

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			<p>example of Doreen Massey and take a walk down your local high street. Does it have chain stores or independent shops? Are there signs of different cultures and languages? Produce an annotated photographic display. Is it a 'clone town' or is it holding on to its own identity?</p> <p>Short exam question practice, eg distinguish between endogenous and exogenous factors. Focus on command word and key terms here.</p> <p>Extension: Authors have argued that tourist places like Disney World are not real places but 'placeless' places or 'pseudo-places' with no real sense of history or belonging. Discuss this idea. Which other places might be considered 'placeless'? (airports, major hotels, etc). Have globalisation and digital technology increased placelessness?</p>	

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<p><b>Weeks 3–4</b></p> <p>How humans perceive, engage with and form attachments to place and how they present and represent the world to others.</p> <p>How places are represented in a variety of different forms such as advertising copy, tourist agency materials, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically.</p> <p>Start to research and construct the local place study. For both place studies, there should be an equal focus on <i>peoples lived experience</i> and changing <i>demographic and cultural and</i></p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Critical questioning of information, and sources of information.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p> <p>Fieldwork potential here.</p>	<p>Students can discuss the range of factors that influence perception of place and sense of place.</p> <p>Students understand the term representation of place.</p> <p>Students can provide examples of different resources which can be used to represent place and acknowledge that they may present contrasting images.</p> <p>Students can distinguish between quantitative and qualitative resources and start to build up their local place study.</p> <p>Students can critically evaluate the usefulness of a range of quantitative and qualitative resources.</p>	<p>Show some images of different places and discuss why place stereotypes may have occurred. Students can then go on to research the stereotypes of their own and other places held by people who live in their own place.</p> <p>Ask students to reflect on the way their lives are intertwined with that of the places and the landscapes they inhabit or introduce them to the more subjective and personal responses of others through poetry, art, novels etc. They could then produce their own poems, pictures, pieces of prose showing their engagement with a particular place. This could be done as a cross-disciplinary exercise. Opportunity for individual or group presentations here.</p> <p>Students will be keen to discuss the impact of social media on place representation and attachment. Show the social landmarks around</p>	<p>An internet images search on ‘place stereotypes’ throws up some interesting and often amusing maps both within and beyond the UK.</p> <p><i>Little Britain: How the rest of the world sees us:</i></p> <p><a href="http://independent.co.uk/news/uk/this-britain/little-britain-how-the-rest-of-the-world-sees-us-2043190.html">independent.co.uk/news/uk/this-britain/little-britain-how-the-rest-of-the-world-sees-us-2043190.html</a></p> <p>Look at the London survey of regional stereotypes, 2014: <a href="http://yougov.co.uk/news/2014/01/21/tale-four-cities/">yougov.co.uk/news/2014/01/21/tale-four-cities/</a></p> <p>You could look at examples of so-called green or environmental poetry aimed at alerting readers to environmental crises such as disappearing species, pollution and climate change (Alice Oswald, Owen Sheers, Gillian Clarke) or new popular nature writing such as Roger Deakin (<i>Wildwood</i>), Robert Macfarlane (<i>The wild places</i>).</p> <p>Eleanor Rawling suggests a number of strategies to engage senses, feeling and emotions about place in her chapter entitled <i>Reading and writing place</i>, in Butt, G (2011) <i>Geography, education and the future</i>.</p> <p>Look at the different ways in which Liverpool is represented in</p>

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<p><i>economic change.</i></p> <p>NB The place study/studies could form the basis for the fieldwork investigation.</p>			<p>the world (from Facebook) image.</p> <p>Use anecdotal evidence, web research, historical documents and/or newspapers and other media reports to build and compare different stories of a place. Find positive and negative articles/reports for the same place to illustrate different representations of place. Discuss the impacts this can have on an area.</p> <p>Watch a series of TV clips from soap operas, crime dramas and sci-fi. How do they represent different places? Compare the different portrayals of urban and rural areas.</p> <p>Show students a collection of photographs or pictures of art/sculpture/buildings and ask students to research who they were produced/built for and why. Students should then reflect on how this may affect their representation of that particular place.</p>	<p>Smyth, F (2016) <i>Representations of place in Geography Review: 29.4.</i></p> <p>Read <i>A short introduction to quantitative geography</i> by Richard Harris (2016) on the RGS website:  <a href="https://rgs.org/NR/rdonlyres/46EB70CA-5508-4FB6-9629-ECD718CDCB83/0/AShortIntroductiontoQuantitativeGeography.pdf">rgs.org/NR/rdonlyres/46EB70CA-5508-4FB6-9629-ECD718CDCB83/0/AShortIntroductiontoQuantitativeGeography.pdf</a></p> <p>For extension, read this article from, <i>The Daily Telegraph</i>, 12 April 2016:  <a href="https://www.telegraph.co.uk/theatre/playwrights/globe-trotting-adventures-with-shakespeare/">telegraph.co.uk/theatre/playwrights/globe-trotting-adventures-with-shakespeare/</a></p>



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			<p>Examples include:</p> <p>The Angel of the North, Gateshead</p> <p>The Kelpies, Falkirk</p> <p>One World trade center, New York City</p> <p>Burj Khalifa, Dubai, UAE</p> <p>Trafalgar Square, London</p> <p>Guggenheim museum, Bilbao, Spain</p> <p>Dismaland temporary exhibition, Weston-Super-Mare 2015.</p> <p>Extended exam question practice with opportunity for peer assessment here</p> <p>Extension/cross-disciplinary: Think of places associated with Shakespeare's plays. How did Shakespeare know of these places (he was rumoured to have travelled little)? Why were they set here? How has his work affected these places today (eg Verona in <i>Romeo and</i></p>	

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			<i>Juliet)?</i>	
<p><b>Weeks 5–6</b></p> <p>The impact of relationships and connections on people and place with a focus on:</p> <p>Changing demographic and cultural characteristics and</p> <p>Economic change and social inequalities.</p> <p>How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment.</p> <p>Local place study (ongoing).</p> <p>Start to research distant place study.</p>	<p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Students will appreciate that places are dynamic and they are always changing.</p> <p>Students will be able to discuss the impacts of globalisation on place.</p> <p>Students will be able to discuss how places are shaped by factors such as migration, employment opportunities and investment.</p> <p>Students will recognize that different places have responded to these changes in different ways.</p>	<p>How and why does migration affect different places? Identify places which have experienced mass immigration and research the impacts of this. Students could produce a mind map here. This is also a good opportunity to use the census to produce geospatial data.</p> <p>You could use the example of East London here. It might be a good place to choose as the contrasting place case study.</p> <p>It has experienced significant change in recent years as a result of migration and regeneration. There is also a wealth of quantitative and qualitative information to be found about the area.</p> <p>Use local and national newspaper sources to research the different attitudes towards gentrification and</p>	<p>For census data and social and economic characteristics of places in the UK, go to ONS Neighbourhood statistics: <a href="http://neighbourhood.statistics.gov.uk/dissemination/LeadHome.do?m=0&amp;s=1462972686594&amp;enc=1&amp;nsjs=true&amp;nsck=false&amp;nssvg=false&amp;nswid=1920">neighbourhood.statistics.gov.uk/dissemination/LeadHome.do?m=0&amp;s=1462972686594&amp;enc=1&amp;nsjs=true&amp;nsck=false&amp;nssvg=false&amp;nswid=1920</a></p> <p>Teachers in centres outside the UK will need to try to obtain details of local census results – broken down into the smallest areas available. Approach local planning authorities for these. They are often keen to share.</p> <p>For interactive visualization of 2011 census data, go to <a href="http://datashine.org.uk">datashine.org.uk</a> You can also use the maps section of the consumer data research centre website to explore different areas: <a href="http://data.cdrc.ac.uk">data.cdrc.ac.uk</a></p> <p>An internet search on East London Olympics regeneration will yield many interesting resources. The RGS website also has some useful links.</p> <p>Time Out article: <a href="http://timeout.com/london/things-to-do/stratford-then-and-now">timeout.com/london/things-to-do/stratford-then-and-now</a></p> <p>Follow the daily blog of The gentle author who writes about life in and around Spitalfields and Brick Lane in East London:</p>

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			regeneration in East London. There were some interesting editorials after the anti-gentrification protests in 2015. See also RGS online lecture on gentrification.	<p><a href="http://spitalfieldslife.com">spitalfieldslife.com</a></p> <p>Articles such as <i>How power, money and art are shifting to the East End</i> (of London) can be found in <i>The Guardian</i>:  <a href="http://theguardian.com/uk/2011/jul/17/london-olympic-regeneration">theguardian.com/uk/2011/jul/17/london-olympic-regeneration</a></p> <p>The RGS has produced an online lecture on gentrification:  <a href="http://rgs.org/WhatsOn/London+Lectures/Online+lectures.htm">rgs.org/WhatsOn/London+Lectures/Online+lectures.htm</a></p>
<p><b>Week 7</b></p> <p>The characteristics and impacts of external forces operating at different scales including either government policies or the decisions of multi-nationals or the impacts of international or global institutions.</p> <p>How past and present connections within and beyond localities shape places and how past and present development influences the social and economic</p>	<p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p>	<p>Students will be able to describe and explain the impacts of either government policies or the decisions of multi-nationals or the impacts of international or global institutions on place.</p> <p>Students will be able to detail how past and present development influences social and economic characteristics of a place.</p>	<p>Students to research examples of external forces on place: government policies such as regeneration schemes; decisions of MNCs (Tata Steel) or international or global institutions (UN, IMF, World Bank) and present findings to rest of the class. Opportunity for individual or group presentations here.</p> <p>Detroit is a good example of somewhere affected (both positively and negatively) by the decisions of major car manufacturers ('Motown' nickname for Detroit). Ford has just started to redevelop large areas of Detroit – students</p>	<p>Follow the developments after Tata Steel announced plans to sell off their British steel interests.</p> <p>Look at current government regeneration projects in the UK:  <a href="http://gov.uk/government/collections/regeneration-projects-opportunities-for-investment-and-development-partners">gov.uk/government/collections/regeneration-projects-opportunities-for-investment-and-development-partners</a></p> <p>Try to compare these with regeneration projects in your own country. These might be large scale projects, but small-scale local projects affecting a street or a neighbourhood might be more suitable and easier to collect information for.</p> <p>Three minute clip about the regeneration of Salford, UK: <a href="http://salford.gov.uk/regeneration">salford.gov.uk/regeneration</a></p> <p><i>The Guardian</i> website is an excellent resource for researching topical issues.</p>

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characteristics. Distant place study (ongoing).			<p>could research this.</p> <p>Here is another place that might be very suitable for the Contrasting place case study.</p> <p>Get students to conduct a survey or search newspaper websites to compare the views of local people with the local government and corporate bodies involved in marketing and regenerating places? The London Olympics regeneration wasn't welcomed by everybody, for example. Resources about the impacts of the London Olympics on East London are useful and plentiful.</p> <p>Find and discuss examples of places influenced by past development. These might include former industrial cities such as Birmingham, Liverpool, Sheffield, Manchester and Glasgow or mining towns. You could make links to rebranding/reimaging here</p>	<p>Case study of Detroit.</p> <p>Article about the decline of Detroit: <a href="http://news.bbc.co.uk/1/hi/business/6346299.stm">news.bbc.co.uk/1/hi/business/6346299.stm</a></p> <p>Article about the Ford development in Detroit: <a href="http://detroitnews.com/story/business/autos/ford/2016/04/12/ford-transform-campus/82935594/">detroitnews.com/story/business/autos/ford/2016/04/12/ford-transform-campus/82935594/</a></p>

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			as well as to the contemporary urban environments topic looking at urban regeneration and the use of industrial or heritage quarters (Sheffield industrial quarter). Consider how industrial cities attracted migrants and the subsequent impacts of mass migration to British cities or to cities in your own country.	
<p><b>Weeks 8–9</b></p> <p>How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and shape the actions of people.</p> <p>Distant place study (ongoing).</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Core and ICT skills.</p>	<p>Students understand the terms place-marketing, rebranding and reimagining and can provide examples of where and why these strategies have been adopted.</p> <p>Awareness of crowd-sourcing and big data.</p>	<p>Discuss the meaning of the term branding and how and why it is done. Take <i>The Guardian</i> city logo quiz.</p> <p>Students could investigate a place they know or one of the following to look at the causes and consequences of rebranding (<i>GeoFile</i> 619, <i>Reimagining settlements</i> suggests some fieldwork tasks):</p> <p>Liverpool, Manchester, Barcelona, Amsterdam, Copenhagen, Melbourne and Hong Kong.</p>	<p>See The Guardian city logo quiz: <a href="http://theguardian.com/cities/quiz/2014/may/08/quiz-world-city-logos-brands-tourism">theguardian.com/cities/quiz/2014/may/08/quiz-world-city-logos-brands-tourism</a></p> <p>See The Guardian datablog on city branding: <a href="http://theguardian.com/cities/datablog/2014/may/06/world-cities-most-powerful-brands-get-the-data">theguardian.com/cities/datablog/2014/may/06/world-cities-most-powerful-brands-get-the-data</a></p> <p>Glasgow rebranding resources at <a href="http://peoplemakeglasgow.com">peoplemakeglasgow.com</a> and BBC article on Glasgow's new brand: <a href="http://bbc.co.uk/news/uk-scotland-glasgow-west-23084390">bbc.co.uk/news/uk-scotland-glasgow-west-23084390</a></p> <p><i>Case study of regeneration: the Jewellery quarter, Birmingham</i> in <i>GeoFile</i>, 642, April 2011.</p> <p><i>A case study of rebranding – El Raval,</i></p>

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			<p>Crowd-sourcing and social media was used in the 2013 rebranding of Glasgow – the ‘People make Glasgow ...’ campaign. This campaign is also worth looking at in terms of peoples’ lived experience of place.</p> <p>The Lake District National Park authority has wanted to brand the Lake District National Park as the ‘adventure capital’ of the UK to attract younger visitors. What has it done and how successful has it been with this strategy?</p> <p>Rebranding of other rural areas has been carried out – this is another area to research.</p> <p>Local groups involved in change could include residents associations, heritage associations and social media. Students could research the presence and role of these in their local area.</p>	<p><i>Barcelona, GeoFile 635</i>, Jan 2011.</p> <p><i>Reimagining settlements, GeoFile 619</i>, April 2010.</p> <p>The Barcelona Field Studies Centre has some useful resources and web links about rebranding: <a href="http://geographyfieldwork.com/cgi-bin/fmsearch/fmsearch2.cgi?keywords=urban+rebranding">geographyfieldwork.com/cgi-bin/fmsearch/fmsearch2.cgi?keywords=urban+rebranding</a></p> <p>Regenerating Liverpool: <a href="http://liverpoolvision.co.uk">liverpoolvision.co.uk</a></p> <p>Article in The Guardian on negative Stereotyping of Liverpool: <a href="http://theguardian.com/commentisfree/2010/nov/11/drop-negative-stereotyping-liverpool">theguardian.com/commentisfree/2010/nov/11/drop-negative-stereotyping-liverpool</a></p> <p>How being Capital of Culture transforms perceptions of Liverpool: <a href="http://liverpool.ac.uk/2010/03/16/capital-of-culture-transforms-perceptions-of-liverpool-researchers-find/">liverpool.ac.uk/2010/03/16/capital-of-culture-transforms-perceptions-of-liverpool-researchers-find/</a></p> <p><i>Investigating rural rebranding, GeoFile, 676</i>, Sept 2012.</p> <p><i>Rural rebranding: a case study from Shropshire in Geography Review, 27:1</i>, Sept 2013.</p>

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<p>Place studies (weeks 2–9)</p> <p>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.</p> <p>It is a good idea to start constructing the place studies before the end of the topic.</p>	<p>Presentation, interpretation, analysis and communication of data.</p> <p>Retrieval and manipulation of secondary datasets.</p> <p>Use of geospatial technologies such as digital cartography and geographic information system (GIS).</p> <p>The use of different types of data allows the development of critical perspectives on the data categories and approaches.</p> <p>Maths and numeracy.</p> <p>Crowd-sourcing and big data.</p> <p>Use and understanding of methodological approaches including</p>	<p>Students will be familiar with the principles of research design and ways to collect data.</p> <p>Students will engage with a range of quantitative and qualitative resources.</p> <p>Students will be able to critically evaluate data categories and approaches.</p> <p>Awareness of crowd-sourcing and big data.</p>	<p>Students should think of quantitative geography as being about telling geographical stories with data. Question and answer session/discussion about potential sources of quantitative data and their limitations.</p> <p>Students will need a lot of time here to research and construct their two place studies.</p> <p>For lived experience of place, get students to design and conduct a questionnaire/survey to give to local people. Alternatively, they can look at ways of analysing social media sources such as Twitter, Facebook, Instagram and Pinterest for experience of place.</p> <p>It is important to discuss with the students the ethical and socio-political implications of collecting, studying and representing geographical data about</p>	<p>Quantitative sources</p> <p><i>A short introduction to quantitative geography</i> by Richard Harris (2016) on the RGS website:  <a href="https://www.rgs.org/OurWork/Research+and+Higher+Education/Learning+teaching+and+research+in+higher+education/Quantitative+Teaching+and+Learning+in+Geography/Quantitative+Methods+in+Geography.htm">rgs.org/OurWork/Research+and+Higher+Education/Learning+teaching+and+research+in+higher+education/Quantitative+Teaching+and+Learning+in+Geography/Quantitative+Methods+in+Geography.htm</a></p> <p>An overview of quantitative skills is provided in Holmes, D. (2016) <i>Quantitative skills for geographers</i> in <i>Geography Review</i>: 29, 4.</p> <p>Resources on the RGS website at <i>Teaching the census through GIS</i>:  <a href="https://www.rgs.org/OurWork/Schools/Teaching+resources/GIS+resources/Teaching+the+Census+through+GIS.htm">rgs.org/OurWork/Schools/Teaching+resources/GIS+resources/Teaching+the+Census+through+GIS.htm</a></p> <p>Holmes, D 2016 <i>Using GIS with census data</i> in <i>Geography Review</i>, 29:3.</p> <p>For census data and social and economic characteristics of places in the UK, go to ONS Neighbourhood statistics:  <a href="https://neighbourhood.statistics.gov.uk/dissemination/LeadHome.do?m=0&amp;s=1462972686594&amp;enc=1&amp;nsjs=true&amp;nsck=false&amp;nssvg=false&amp;nswid=1920">neighbourhood.statistics.gov.uk/dissemination/LeadHome.do?m=0&amp;s=1462972686594&amp;enc=1&amp;nsjs=true&amp;nsck=false&amp;nssvg=false&amp;nswid=1920</a></p> <p>For interactive visualisation of 2011 census data, go to <a href="https://datashine.org.uk">datashine.org.uk</a> You can also use the maps section of the Consumer Data</p>



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	<p>interviews.</p> <p>Core and ICT skills.</p>		<p>human communities.</p> <p>Crowd-sourcing was used in the 2013 rebranding of Glasgow – the ‘People make Glasgow ...’ campaign. This is worth looking at as example of lived experience of place.</p> <p>Look at the impact of and use of social media in representing place. Look at the social landmarks according to Facebook images.</p>	<p>Research Centre website to explore different areas: <a href="http://data.cdrc.ac.uk/">data.cdrc.ac.uk/</a></p> <p>For localised data on information such as house prices, school results, council tax and crime, go to</p> <p>Local Government Association: <a href="http://about.esd.org.uk">about.esd.org.uk</a></p> <p><a href="http://uklocalarea.com">uklocalarea.com</a></p> <p><a href="http://checkmyarea.com">checkmyarea.com</a></p> <p>For health-related data, see <a href="http://phoutcomes.info">phoutcomes.info</a></p> <p>Unconventional sources of data have been used to produce maps about London and the lives of the people who live there at <a href="http://theinformationcapital.com">theinformationcapital.com</a></p> <p>Qualitative sources</p> <p><i>Using mysteries to develop place knowledge in Teaching Geography: 41:1, Spring 2016.</i></p> <p>The three chapters on Place in Butt, G (2011) <i>Geography, Education and the Future</i> are useful in their discussion of teaching Place using qualitative resources.</p> <p>Eleanor Rawling suggests a number of strategies to engage senses, feeling and emotions about place in her chapter entitled <i>Reading and writing place</i>, in Butt, G (2011)</p>



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				<i>Geography, education and the future.</i>  Look at examples of photoshopped photographs at Mesogo: <a href="http://mesogo.com/the-photos-of-places-showing-reality-versus-photoshopped/">mesogo.com/the-photos-of-places-showing-reality-versus-photoshopped/</a>

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