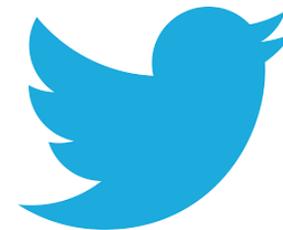
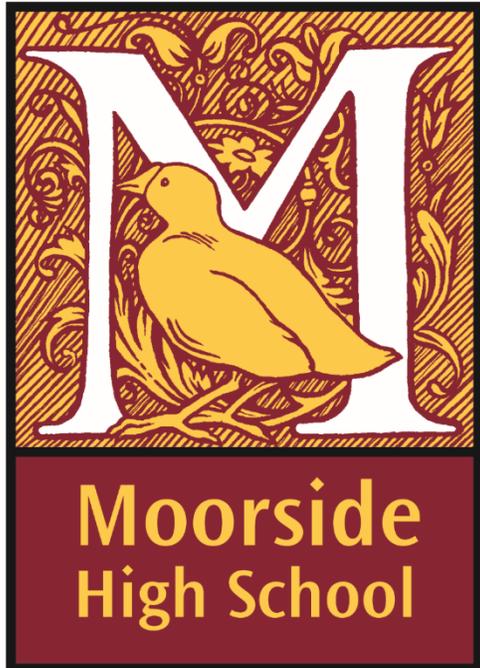


Should we teach students about their local area?  
(and if so, how ~~do~~ we do it?)  
*don't*

Catherine McGeown  
Head of Geography at  
Moorside High School, Stoke on Trent



@Miss\_McGeown

Year 7

# How has my local area changed?

Place: Stoke/Staffordshire

## Skills

1. How has my local landscaped changed?	1	What is the physical landscape of the UK?	<ul style="list-style-type: none"> <li>• Definition of landscape.</li> <li>• Description of the UK's physical geography.</li> </ul>
	2	What processes shape physical landscapes?	<ul style="list-style-type: none"> <li>• Introduction to geomorphic processes: weathering, erosion and deposition.</li> <li>• Explanation of the influence of geology.</li> </ul>
	3	What is the UK's climate like?	<ul style="list-style-type: none"> <li>• Drawing a climate graph.</li> <li>• Introduction to the factors surrounding the UK's climate e.g. latitude, ocean currents and air masses.</li> </ul>
	4	Is the UK's weather becoming more extreme?	<ul style="list-style-type: none"> <li>• Overview of extreme weather events. (As a separate lesson).</li> </ul>
	5	How have extreme weather events impacted people and places?	<ul style="list-style-type: none"> <li>• Categorisation of the impacts of an extreme weather events (The Beast from the East). (As a separate lesson)</li> </ul>
	6	What ecosystem is found in the UK?	<ul style="list-style-type: none"> <li>• Description of the 4 aspects of temperate forest ecosystems: climate, soils, vegetation and animals.</li> <li>• Homework – My Landscape</li> </ul>
	7	Is the UK being visited by alien invaders?	<ul style="list-style-type: none"> <li>• Definition of alien and invasive species.</li> <li>• Research of invasive species in the UK.</li> <li>• Writing an argument if invasive species should be controlled.</li> </ul>
	8	Why do animals become extinct?	<ul style="list-style-type: none"> <li>• History of extinction events.</li> <li>• Overview of factors causing current extinction events.</li> </ul>
	9	Is the UK facing the next big animal extinction?	<ul style="list-style-type: none"> <li>• Explanation of how invasive species, habitat loss and hunting impact the UK.</li> <li>• Evaluation of the largest cause extinction globally.</li> </ul>
	10	<b>Mid Topic Assessment</b>	

- ← Landscapes
- Upland/lowland
- Geomorphic processes

- ← Weather
- Factors affecting climate
- Extreme weather

## Climate graphs

- ← Ecosystems
- Temperate forest
- Extinction

## Fieldwork

11	Where am I in the UK? <b>Part 1</b>	<ul style="list-style-type: none"> <li>• Map skills lesson to include direction, 4-figure grid references and map symbols.</li> </ul>
12	Where am I in the UK? <b>Part 2</b> NEW 2020/21	<ul style="list-style-type: none"> <li>• Map skills lesson to include scale, <u>distance</u> and grid references.</li> </ul>
13	What is the landscape of my local area?	<ul style="list-style-type: none"> <li>• Fieldtrip into local area. Introduction to fieldwork skills like sketches, land use surveys and pedestrian counts.</li> </ul>
13	Do I live in a rural or urban areas?	<ul style="list-style-type: none"> <li>• Definition of population density.</li> <li>• Comparison of rural and urban places.</li> </ul>
14	How has Stoke on Trent changed?	<ul style="list-style-type: none"> <li>• Analysis of industrial change in Stoke. (Linked to Clarke-Fisher model)</li> <li>• Evaluation of the impact of industrial change on population.</li> </ul>
15	Why is there a North-South Divide?	<ul style="list-style-type: none"> <li>• Use of statistics to evaluate if <u>Stoke</u> is in the North or South.</li> <li>• Link to Covid-19.</li> </ul>
16	What is the population structure of the UK?	<ul style="list-style-type: none"> <li>• Creation of population pyramids.</li> <li>• Comparison between countries.</li> </ul>
17 18 19	<b>End of Topic Assessment - Planning, assessment and feedback.</b>	

Map Skills (grid, references, distance and direction)

- ← Development
- Deindustrialisation
- Employment structures
- ← Population
- Population pyramids

# KS3

- Mini fieldtrips (homework) – Students wrote about the geology, ecosystems and climate were in their area.
- Map Skills – Students used OS maps to write about their journey home.
- Population Structure – Students compared the population structure in the areas where they lived; Staffordshire Moorlands (rural) and Stoke-on-Trent (urban).

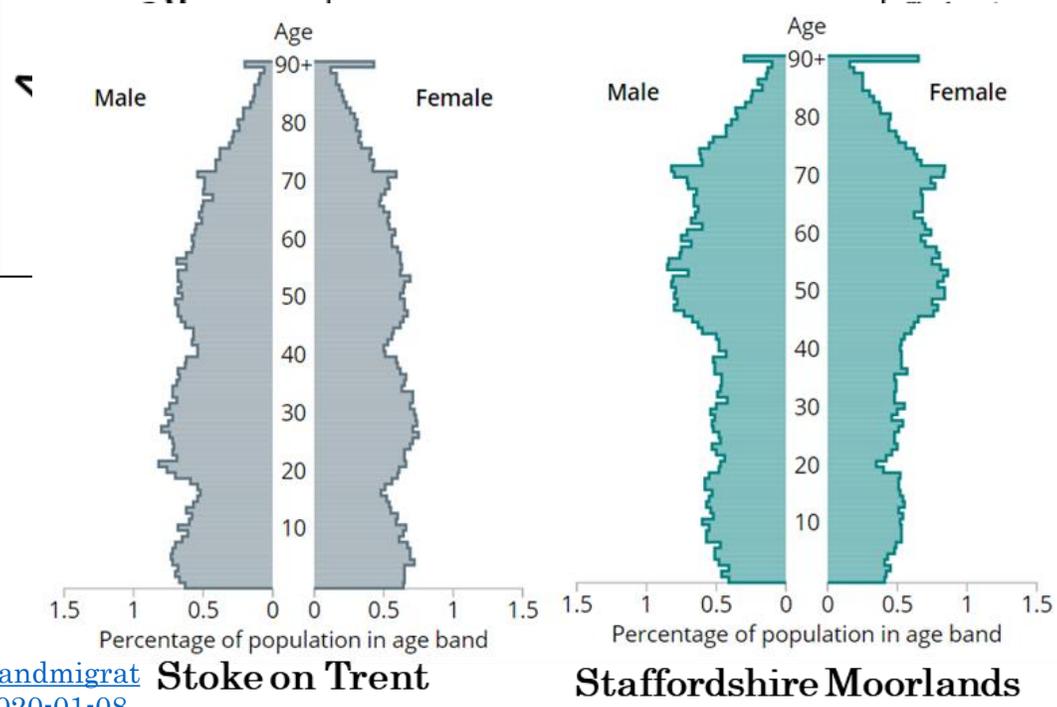
<https://explore.osmaps.com/>

6-Figure grid references  
Moorside High School  
**953 478**

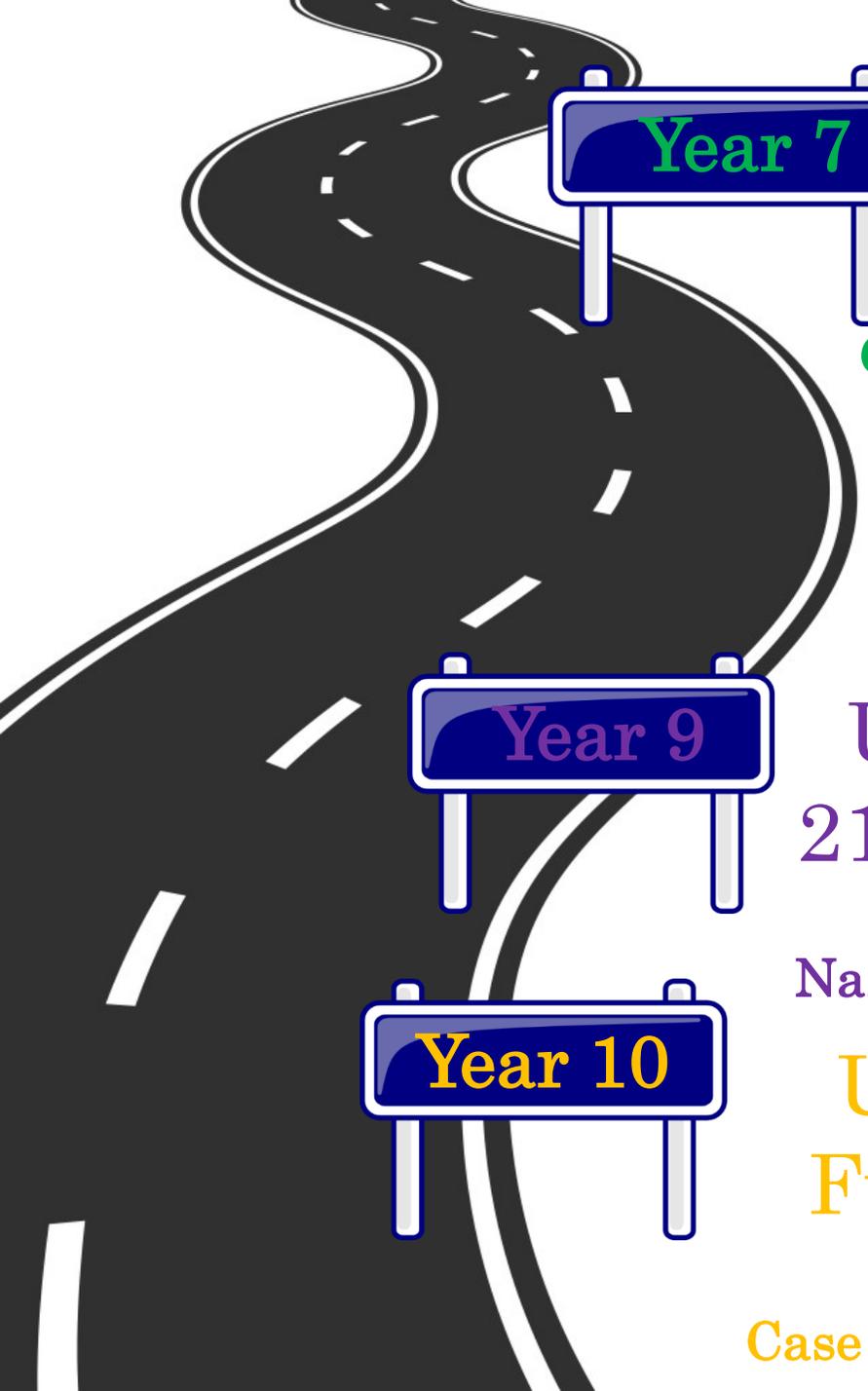
Find the 6 figure grid reference for:

1. Werrington Telephone
2. Werrington Primary School
3. Round Meadows Round Stables

Where am I?  
Write a paragraph describing a route from home to school, use as many skills you have over the last two lessons as possible.  
Then write how you would walk from Moorside High School to Platts Farm



<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/ukpopulationpyramidinteractive/2020-01-08>



Year 7

## How has my local area changed?

<b>Content:</b>	Physical landscape of the Staffordshire Moorlands	Deindustrialisation in Stoke on Trent	Changes in population structures
<b>Skills:</b>	Fieldwork	Map Skills (grid, references, distance and direction)	

Year 9

## UK in the 21<sup>st</sup> Century

- The population structure and ethnic diversity of a named place of the UK has changed since 2001.
- Major economic changes in the UK since 2001 including employment sectors.

Named Example: Birmingham

Year 10

## Urban Futures

- Patterns of migration and how this changes the growth and character of a city.
- Ways of life in the city such as culture and ethnicity.
- Challenges that affect life in the city such as access to services and inequality.

Case Study: Birmingham

# KSA

## Birmingham



## Stoke on Trent

West Midlands, England  
Shropshire, Staffordshire, Herefordshire  
Worcestershire, Warwickshire,  
Birmingham.



WithNature.co.uk

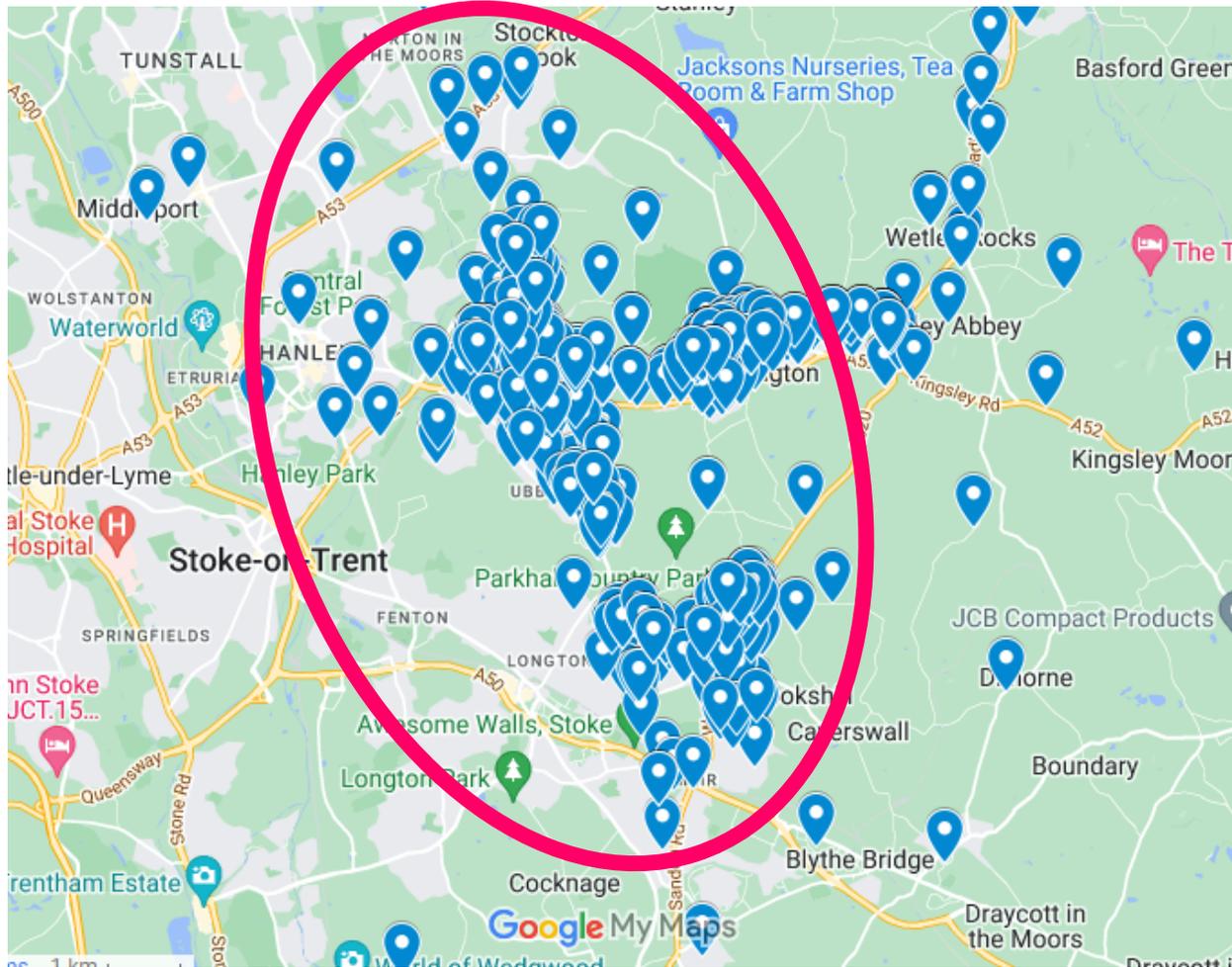
b. How is the UK's population changing?	<ul style="list-style-type: none"> <li>Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model.</li> </ul>	N
	<ul style="list-style-type: none"> <li>An understanding of the causes, effects, spatial distribution and responses to an ageing population.</li> </ul>	N, R
	<ul style="list-style-type: none"> <li>A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.</li> </ul>	R, L

### 5.2. What are the challenges and opportunities for cities today?

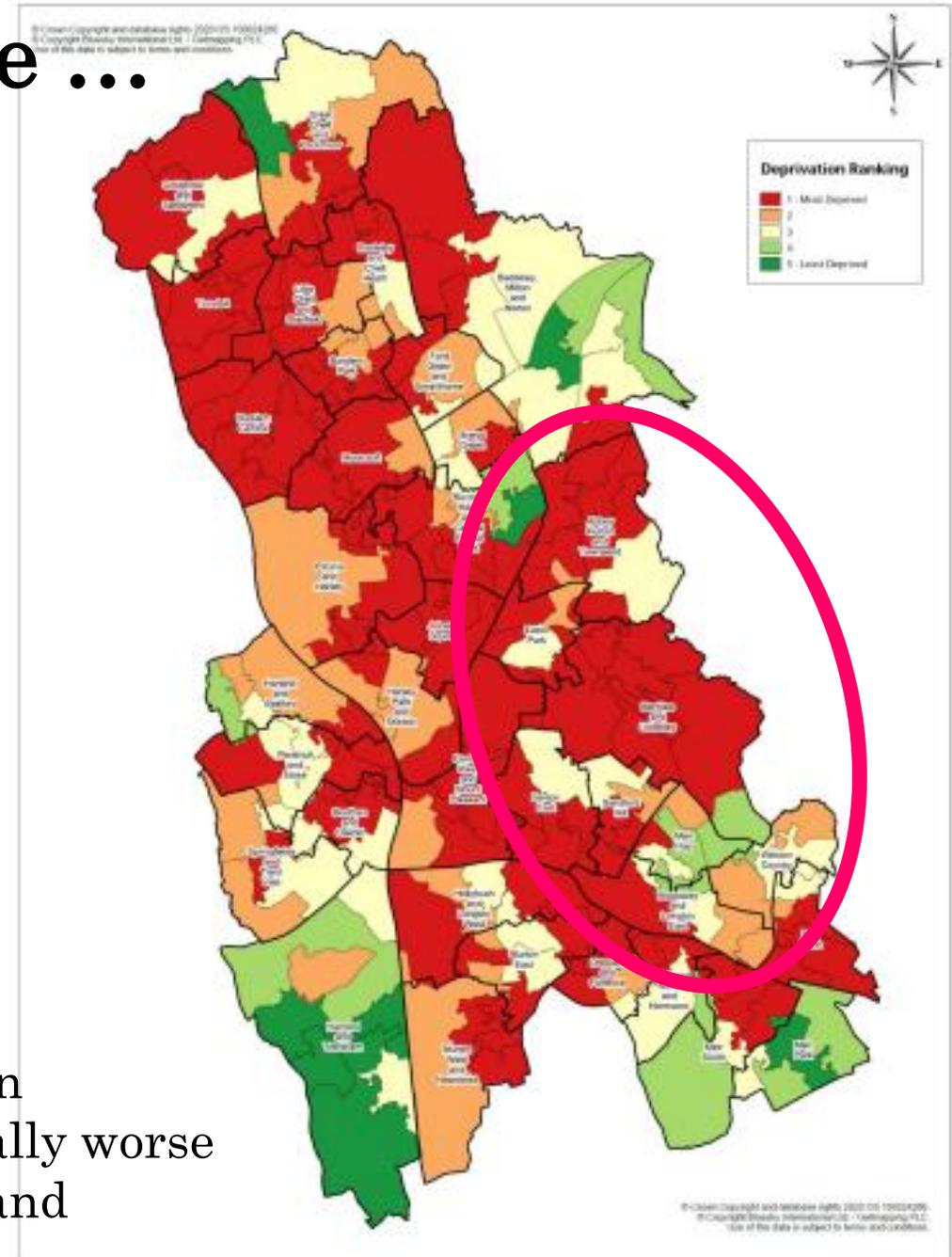
This enquiry question is studied through **case studies** of **one** city in an AC and **one** city in an LIDC or EDC to answer sub-questions a and b.

a. What is life like for people in a city?	<ul style="list-style-type: none"> <li>The city's location and importance within its region, the country, and the wider world.</li> <li>Patterns of national and international migration and how this is changing the growth and character of the city.</li> <li>Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption.</li> <li>Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.</li> <li>Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal.</li> </ul>	G, R, N, L, F
b. How can cities become more sustainable?	<ul style="list-style-type: none"> <li>For <b>each city</b> investigate <b>one</b> initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.</li> </ul>	L, F

# Swapping Birmingham for Stoke ...

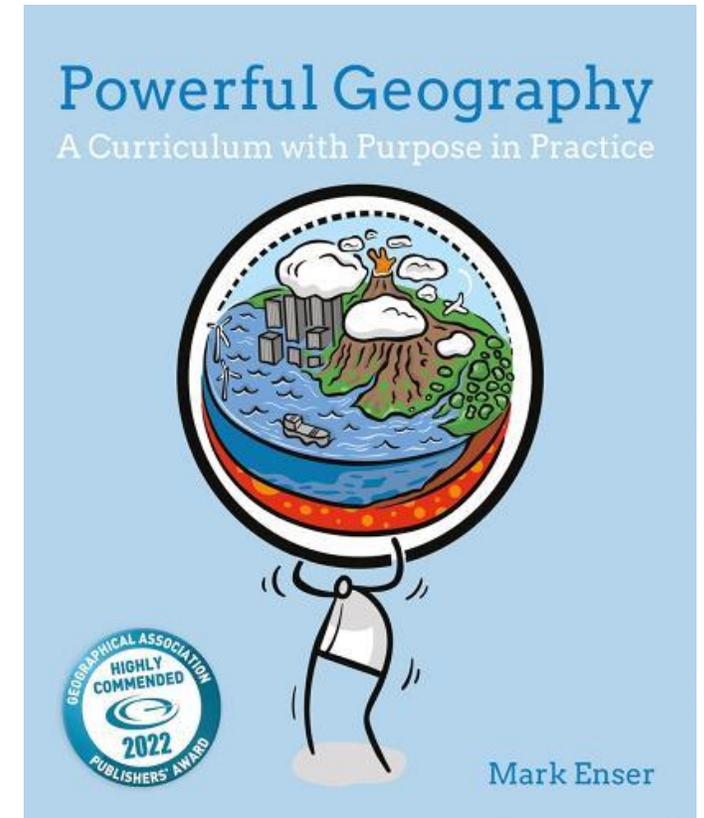


Stoke-on-Trent is one of the 20% most deprived districts in England. The health of people in Stoke-on-Trent is generally worse than the England average. Life expectancy for both men and women is lower than the England average.



We could begin by considering a place against the following criteria:

- Does this place take pupils beyond their everyday experiences?
- Will studying this place lead to the development of powerful geographical knowledge?
- Do I, as a teacher, know enough about this place to teach it powerfully?
- Can I find the information I need to teach this place effectively?
- Does this place help to build on knowledge of places and locations studied previously?
- Does this place allow us to tell a complex story and avoid simple headlines?



Enser, M. (2021). *Powerful Geography: A curriculum with purpose in practice*. Crown House Publishing Ltd.

# How can we teaching about place more effective?

## Powerful Knowledge

‘Powerful knowledge’ is powerful because it provides the best understanding of the natural and social worlds that we have and helps us go beyond our individual experiences (Young, 2013, p. 196).

Knowledge is ‘powerful’ if it predicts, if it explains, if it enables you to envisage alternatives (Young, 2014, p. 74).

### Education

**What are the challenges Birmingham?**  
There are large inequalities in Birmingham's Education. Whilst some children attend some of the countries most prestigious private schools or a part of the large grammar schools system (8 in total), the city is also home to some of the most underperforming schools in the country.

Low-income families were over four times as likely as richer students to be permanently excluded from school.

**The Gap:** (No. of 5 A\*-C) Sutton Four Oaks 74% and Sparkbrook 52%  
(Working population with no qualifications) Sutton Four Oaks 21% and Sparkbrook 50%  
(Children living in poverty) Sutton Four Oaks 7% and Sparkbrook 49%

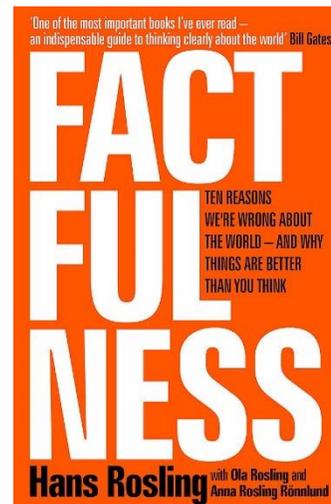
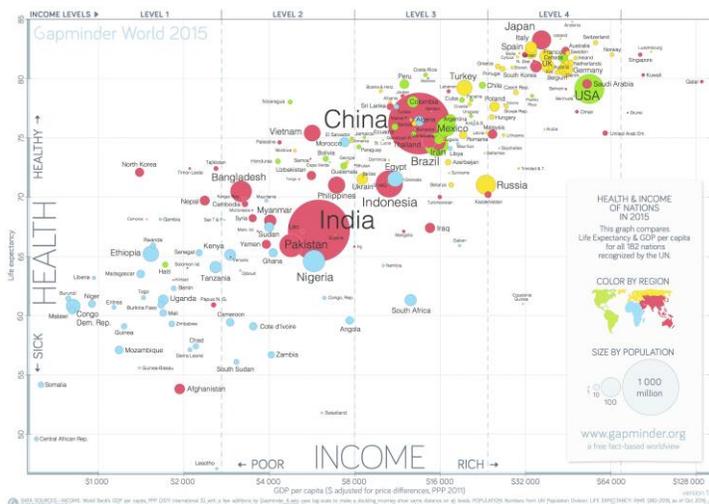
**What's the impact of these challenges?**  
Birmingham has a higher proportion of residents with no qualifications (28%) compared to England (22.5%).

For each challenge answer the questions:

- What are the impacts of the challenge on quality of life?
- What evidence do you have to show it's an challenge in Birmingham?
- Explain why this factor is an challenge in Birmingham.



- Allow students the time to reflect and compare a case study to their own experience.
- Move away from only teaching ‘The Gap Instinct’



Firth, R. (2013). What constitutes knowledge in geography? In D. Lambert & M. Jones (Eds), Debates in geography education (pp. 59–74). London: Routledge.

Firth, R. (2014). Constructing geographical knowledge. In M. Young, D. Lambert, C. Roberts, & M. Roberts, Knowledge and the future school: curriculum and social justice (pp. 53–66). London: Bloomsbury Academic.