

Embedding fieldwork into the curriculum

Using Cheddar and surrounding settlements for fieldwork will provide you with a range of topics to study at Key Stage 3. We are aware of schools in the area who undertake a days fieldwork in the area, with one group going to Wedmore for their village study, and the other using Axbridge. Both groups then visit Cheddar Gorge.

The day can successfully pull together a range of topics, but can also focus on one in particular if necessary. The topics which can be covered by a day in the area include:

- Mapwork, including annotating maps of the area before and during the fieldwork
- Quarry visit to the limestone quarry near Cheddar (impacts on local settlement)
- Limestone landscape in Cheddar (and how tourism may affect surrounding settlements)
- Tourism in Cheddar, including facilities offered to visitors and residents
- Settlements study (eg Axbridge, Wedmore, Paulton, Keynsham, Wells)
- Shopping / economic activity study
- New Developments and urban sprawl
- Rurality

There are several cross curricular themes such as:

- Can be linked to other geography units such as unit 5 'Exploring England', unit 9 'Shopping - past, present and future', unit 19 'Tourism ? good or bad?', unit 16 'What is development?' and unit 24 'Passport to the world'
- Links to mathematics including handling, collecting and interpreting data, shape, space and measure (coordinates)
- Links to ICT including using internet search engines, graphics or model prediction packages, spreadsheets
- Key skills such as working with others
- Citizenship issues such as topical social issues, expressing and explaining viewpoints
- History links including work on phases of English settlement, transport developments
- Science –links such as work on rock cycles, geological changes
- May be linked to Leisure and Tourism GNVQ

QCA unit schemes available to download for:

Geography http://www.standards.dfes.gov.uk/schemes2/secondary_geography/?view=get

Accompanying scheme of work

The scheme of work below has been adapted from one kindly provided by Rick Cope from Backwell School. It has been written for year 7, but can be adapted for years 8 and 9 if necessary.

QCA Units of work that may also be relevant:

Unit 3: People Everywhere

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo03/?view=get

Unit 9: Shopping- past, present and future

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo09/?view=get

Unit 13: Limestone landscapes of England

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo13/?view=get

Unit 19: Tourism- good or bad?

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo19/?view=get

Settlements

About the unit

In this unit pupils learn how settlements grow and change over time. They examine settlements in their local area, focusing on function, change over time and services provision. They begin to investigate how forces such as tourism, quarrying, crime and sport can have an impact on the people and environment of a settlement. Some of these themes are referred to in other fieldwork resources from the RGS-IBG. The unit ends with a geographical enquiry based on several contrasting settlements within a local area, such as one that is a tourist destination and one that is mainly residential.

The unit builds on pupils' knowledge of their local area. It is flexible and there is scope to vary the teaching activities so they more closely reflect the location and background of the pupils.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- suggest investigation sequences
- collect/record/present evidence
- analyse evidence and draw conclusions
- use extended geographical vocabulary
- use maps
- use secondary evidence
- experience geographical enquiry

Knowledge and understanding of places

Pupils will:

- locate places and environments
- understand more about their local area
- describe and explain how and why physical and human features affect settlements

Knowledge and understanding of patterns and processes

Explored through:

- settlements
- tourism
- people and environments

Expectations

At the end of this unit

most pupils will: know what a settlement is; understand the different types of settlement and be able to put them into a hierarchy; Understand about settlement function and that it can change over time; Understand that settlements vary depending on their function, and be able to write a comparison of 2 settlements with varying functions; suggest suitable geographical questions, a sequence of investigation and use a range of geographical skills to help them investigate settlement; use primary and secondary sources of evidence and communicate their findings using appropriate vocabulary

some pupils will not have made so much progress and will: know what a settlement is; understand the different types of settlement and be able to put them into a hierarchy; Understand about settlement function; Understand that settlements vary depending on their function

some pupils will have progressed further and will: know what a settlement is and be able to identify settlement types in their local area; understand the different types of settlement and be able to put them into a hierarchy and explain their position in the hierarchy in terms of services provision; Understand about settlement function, that it can change over time and why these changes occur; Explain how settlement function and change can have an impact on people and services within a settlement; Understand that settlements vary depending on their function, and be able to write a detailed comparison of 2 settlements with varying functions; select information and sources of evidence for their investigations, suggest plausible conclusions and present their findings both graphically and in writing

Prior learning

It is helpful if pupils have:

- some basic map skills, *eg can identify symbols, use grid references*
- learnt to work constructively in pairs and groups, and in the field; worked independently
- carried out research using a range of sources

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- settlement *eg dispersed, nucleated, linear, hierarchy, hamlet, village, town, city, function, situation*
- function, *eg commercial, industrial, tourism, honeypot, residential, land use*
- Fieldwork, *eg survey, questionnaire, field sketch, graph, primary data, secondary data, analysis, conclusion, hypothesis, enquiry*

Speaking and listening – through the activities pupils could:

- organise, sequence and link what they say, so listeners can make sense of it

Reading – through the activities pupils could:

- spot connections and links between how information is presented in different forms

Writing – through the activities pupils could:

- make notes, summarise, etc, to clarify ideas and thinking which can be used later

Resources

Resources include:

- local maps
- reproductions of historical photographs of various settlements
- historical maps
- local data such as that found on the Neighbourhood Statistics website
- Local tourism information

Future learning

Aspects introduced in this unit are returned to later, *eg crime, tourism*. A better knowledge and understanding of their local area should enable pupils to make more pertinent and relevant comparisons when other areas are studied later, in years 8 and 9.

Links

- Can be linked to other geography units such as unit 5 'Exploring England', unit 9 'Shopping - past, present and future', unit 19 'Tourism- good or bad?', unit 16 'What is development?' and unit 24 'Passport to the world'
- Links to mathematics including handling, collecting and interpreting data, shape, space and measure (coordinates)
- Links to ICT including using internet search engines, graphics or model prediction packages, spreadsheets
- Key skills such as working with others
- Citizenship issues such as topical social issues, expressing and explaining viewpoints
- History links including work on phases of English settlement, transport developments
- Science –links such as work on rock cycles, geological changes
- May be linked to Leisure and Tourism GNVQ
- Could be used with RGS-IBG Local learning through GIS resources (see www.rgs.org)

What makes a good site for a settlement?			
<ul style="list-style-type: none"> • To define and understand what a settlement is • To understand what makes a good site for early settlements in Britain. • To investigate the shape of settlements and why variations occur 	<ul style="list-style-type: none"> • Define and explain the word settlement. Ask them to mark and name local settlements of varying sizes correctly on an outline map. • Ask pupils to think about the siting of settlements. What makes a good site i.e. defensive sites, near water, near fuel, food etc, close to local markets • Decision Making Exercise- where to site your settlement. Provide pupils with an outline map of an area, with several possible locations for a settlement. Pupils must annotate the outline map, explaining the advantages and disadvantages for each site. They should then rank them 1-4 depending on which sites they feel are best and worse, and explain their decision. • Map skills can be tested by asking students to located dispersed, nucleated and linear settlements on a local map. 	<ul style="list-style-type: none"> • identify the what makes a good site for a settlement • identify and define what is a settlement • Name different types of settlement ie hamlet, village, town, city • To appreciate that settlements reflect physical and economic constraints 	<ul style="list-style-type: none"> • It might be helpful to allow students time to look at a map of their local area, pointing out different types of settlement. They will then be able to associate settlement with actual places.
Why do settlements grow and what functions do they have?			
<ul style="list-style-type: none"> • to use extended vocabulary • to ask geographical questions about settlement change • to use secondary sources of evidence to show previous settlement functions • to describe physical/human features which can affect settlement growth • to describe and explain patterns of settlement growth 	<ul style="list-style-type: none"> • Use case studies and local examples to illustrate functions of settlements, settlement growth and function change over time. This may include using historical photographs, local newspaper cuttings, internet searches, historical town records (trade, residents jobs etc) • Discuss the reasons why settlements might grow, introducing ideas of urban sprawl, new developments, out of town shopping, commuter villages, new towns. • Think about the impact settlement function and settlement function change might have on an area. Perhaps use the Bristol Harbourside as an example of how function change over time can affect different groups of people, visitors, residents, workers etc. Graph population change over time and annotate with reasons for this change. 	<ul style="list-style-type: none"> • use appropriate vocabulary • make a personal response to places using images • identify, describe and offer explanations for settlement change over time 	<ul style="list-style-type: none"> • Select images which include some from their own locality. • ICT: this activity provides pupils with the opportunity to use the internet to research local settlements and their past functions.

What is a settlement hierarchy?

- to ask geographical questions
- to suggest appropriate sequences of investigation
- to collect, record and present evidence
- to analyse evidence and draw conclusions
- to investigate the composition of England's population
- about the causes and effects of migration

- Using the information students have previously learnt about different settlements in their area, ask them to list them in order of size. Link these places to the idea of a settlement hierarchy, explaining which type of settlement appears where on the hierarchy.
- Discuss with pupils what types of goods and services are found in each settlement type, and why they may be found. Link this to settlement function, and discuss what services may be found in settlements that are tourist destinations compared to settlements that are mainly residential.
- Compare 2 settlements, using information collected during a field day, to show how settlement function varies, and how this can affect settlement services and good provision. A good example to use would be comparing Cheddar to a similar size settlement which is not a tourist destination, looking at shops, traffic, crime, house type, features, growth etc.

- relate the study of settlements to investigation during a field day
- connect their local area to the concepts and theories behind settlements
- identify the different types of settlement and how their services provision is related to their function

- Homework activities:
 - ask pupils to find out what services there are in the area around their home. Ask pupils to plot these on a map

What can have an impact on a settlement?

- to apply the geographical skills they have learnt in different contexts
- about decision making
- about place location

- Provide groups of pupils with information about fieldwork destination settlements which have something which may affect their environmental quality. This could include a local quarry, tourist attraction, crime, football stadium, motorway, new development etc.
- Students use their days fieldwork to investigate various hypotheses, which link settlement to a wide variety of topics. Always link back to the affect these impacts may have on the settlement and the people who live there. How might these determine the size and shape of the settlement? How might the people and economics of the settlement be affected? What services are provided specifically for this?

- produce an appropriate geographical enquiry based around settlements and other topics.
- extend their knowledge and understanding of settlements in their local area and how they can be affected by external forces on the area.

- This section is linked closely to the other fieldwork resource provided by the RGS-IBG. By using the other resources such as 'sport', 'limestone landscapes and their uses', 'tourism' and 'crime', you can easily incorporate a range of aspects into a days fieldwork and cover a wide variety of topics whilst focusing on settlement.

Potential fieldwork locations

See the 'Limestone landscapes and their uses' for quarry locations in the region.

Cheddar Gorge

Cheddar Man and the Cannibals

Cheddar Caves and Gorge, Cheddar, Somerset BS27 3QF

Type: Private/site

Managing Body: Longleat Enterprises

Telephone: Cheddar (01934) 742343

Fax: 01934 744637

e-mail: caves@cheddarcaves.co.uk

web-site: www.cheddarcaves.co.uk

Curator: Bob Smart

Opening Hours: Daily 10.00am - 4.30pm, July and August 10.00am - 5.00p.m.

Admission: Adult £11.50, Child £8.50 (Showcaves inclusive ticket), Family ticket, £31.50 (2 adults and 2 children)

Collections Owner: Longleat Enterprises

Collections: Formation of Cheddar Gorge and Caves. Palaeolithic "Cheddar Man" - 9000 year old skeleton - and tools from Gough's Cave. Cheddar local history - Romans, Saxons and Victorians. One hundred years of Cave Exploration - Richard Gough 1890 to Cave Divers 1990.

Information taken from

<http://www.somerset.gov.uk/somerset/culturecommunity/museums/somersetmuseums/directory/at/oz/pagec.cfm>

Cheddar Gorge is a Nature Reserve, with karst limestone cliffs, rare plants and animals and archaeological remains. The Gorge has an 'Explorer Bus' which can be booked for school visits. The bus takes pupils up and down the Gorge, explaining its formation and management.



The Gough's Cave has a child's version of the audio commentary they supply, which can be hired for free during your visit. This explains how the caves have been formed over time, how they were used in the past and how they were discovered. Tours can be tailor made for schools if necessary, covering geography, geology, conservation, ecology, travel and tourism and environmental science. Online fact sheets for teachers are available on www.cheddarcaves.co.uk, and include information about how the gorge was formed.

Prices for a trip to Cheddar Gorge for school parties are:

3 attractions: £5.75 per student, with 1 adult free per 10 students

All attractions: £6.50 per student, with 1 adult free per 10 students.

The Gorge bus is an extra £1 per student.

Coach parking is free but must be booked in advance.

A school lunch room is available and also free, but must be booked.

A schools information pack is available on request, along with a DVD to watch before your visit.

Choosing a site for a field visit

Using an Ordnance Survey map, it is very easy to identify possible locations for local fieldwork. A number of features on the map can help you to find appropriate and accessible sites. Here are some useful tips:

- Look at the shape of settlements on the map and clues for what they are centred around (crossroads, railway station, river bridge)
- Look for indications historical and archaeological sites within or near settlements (such as a fort, castle, monument) which can be used to explore reasons why the settlement was originally sited there.

The exact choice of sites will depend on the topical focus of your fieldwork, the field techniques to be used and the time available. Topics may include:

- *Settlement morphology* – comparison of different village shapes (linear, etc) and observations to discover the reasons for varying shapes.
- *Settlement hierarchy* – comparison of several sized settlements (hamlet, village, town, city) to investigate the provision of services.
- *Land use* – mapping the land use within different sectors of a town.
- *Environmental quality* – monitoring environmental quality using a variety of different measures of (noise, litter).

Example (please note this is written from the perspective of a teacher researching potential settlements fieldwork locations- these locations may not be suitable for fieldwork and must be checked first)

I am a teacher in Bristol. Using the OS map to look for sites in and around Bristol, I can suggest researching the following locations for different types of fieldwork:

If I want to focus on land use, it is probably best to choose a medium-sized town, since a city is too large for coordinating and overseeing groups of children. It may be best to avoid towns that have evolved largely as commuter settlements as land use will be predominantly residential. Instead, historical towns are likely to have more diverse land use. I might choose **Keynsham** which appears on the map to be of manageable size for fieldwork in groups and has a variety of features marked including residential areas, churches, schools, leisure centre, hospital, railway station, factory, mill, long-distance trail. In addition to land use surveys, students could also conduct environmental quality surveys.

If I want to look at settlement morphology, I may want to choose a route through three or four villages to compare different types. The fieldwork may be centred around observations and a mapping exercise, but could also include environmental quality surveys and questionnaires. Looking on the map just a few miles north of Bristol, there are a number of possible settlements: **Easter Compton** looks like a good example of a linear settlement, as it is stretched out along one road; **Tockington** seems to be centred around a village green with a church; **Oldbury-on-Severn** is centred around a river crossing and there are indications of an ancient settlement.

Choosing the right settlement

The settlement you chose will depend on what you are intending to investigate. For example, **Corston** could be used if you wanted to look at the development of villages over time, the use of old buildings in recent developments, and the types of services found within a small village (shown below)



Paulton could be used if you wanted to investigate a bigger village, the types of services found and do a survey of the residential area and house types. Paulton has a great roundabout (shown below) at which traffic surveys could be taken, looking at which direction the cars and heading and coming from.



Paulton also has a variety of shops, ranging from low order to specialist (which are quite unusual in a village like this). The village is also large enough for a decent residential survey, but small enough that pupils can follow a route and see most of the village.

Keynsham has also been used by teachers in the area, especially the High Street for land use and shopping surveys. A good transect can be found for land use zones, incorporating:

- Charlton Road
- Broadlands
- Queens
- Road
- Rock Road
- Traffic surveys on the A4 and at Avon Mill Lane

Fieldwork activities

There are a variety of activities which can be done based around the topics of:

- OS map work
- Quarry visit
- Limestone landscape
- Tourism
- Village study
- Settlements

Please see the 'limestone landscapes and their uses' resource for limestone and quarry activities and data

Settlements fieldwork

Settlements fieldwork is a great way for students to look in more detail at their local area. Several approaches can be made to this fieldwork:

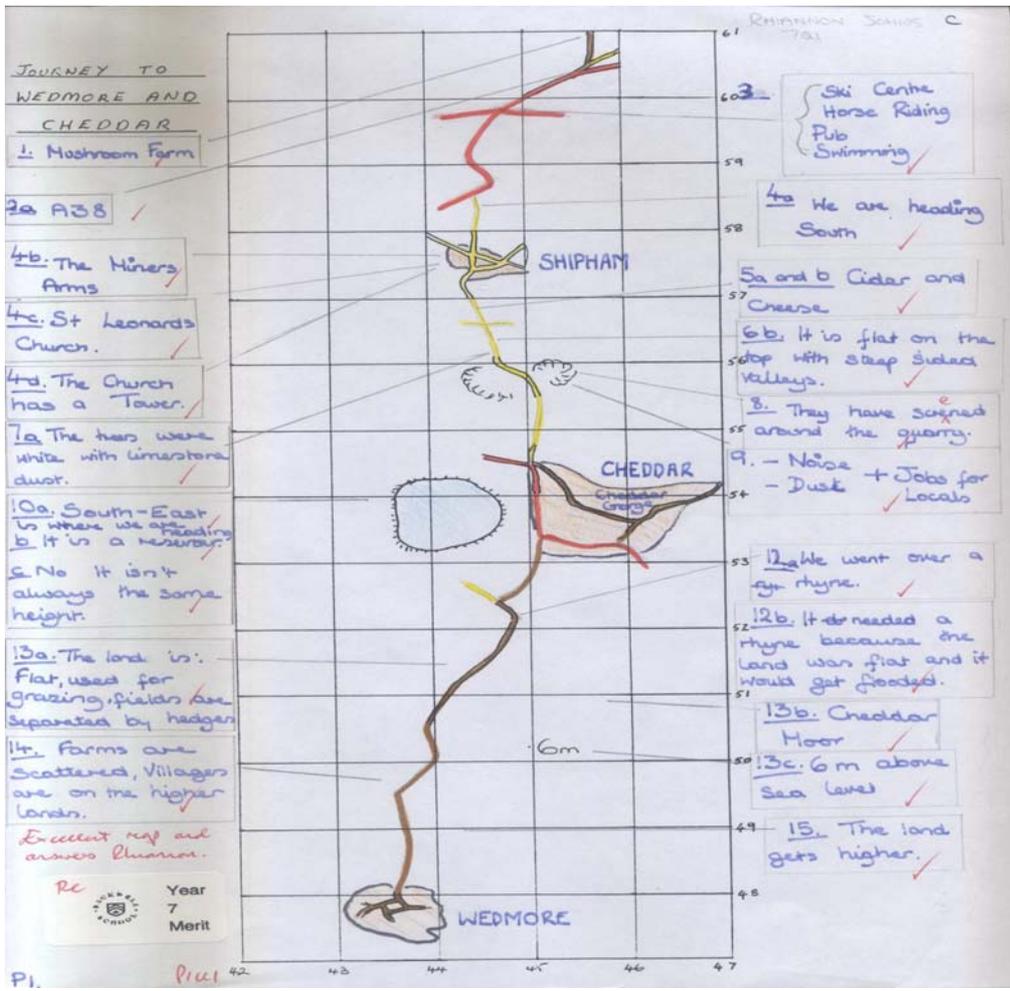
- A study of the area in which your school is located, looking at service provision, types of housing, census data and land use
- A study of several different size settlements, perhaps along a transect, looking at service provision, types of housing, census data and land use in order to create a settlement hierarchy.
- A settlement study in an area where you already undertake other fieldwork activities i.e. rivers fieldwork
- A study of settlements with different functions i.e. residential, tourist honeypot, commercial, industrial
- Looking at the site and situation of a settlement
- Looking at settlement patterns

Map skills

Both before and during your field day to the Cheddar area, you can ask students to look at OS maps of the destinations. These can be used to look at map skills e.g. scale, symbols and general observations, and can also be used as an annotation exercise. You could ask students to:

- Annotate the main features of the destination towns or villages, noting what they can tell about the area from the map, what features are there, any tourist facilities or attractions, the height and shape of the land etc.
- Make notes on the coach about the area by following on the map their journey to or between towns and villages
- They can perhaps compare their initial notes about the area made from the map with their observations made during their visit to the area
- Work out grid references of areas / features, and make a grid reference guide to the fieldwork day.

An example of a study of the journey to Wedmore and Cheddar from a student at Backwell School is below:



Facilities survey

The facilities survey can be used if looking at tourism or settlement in the area. Give students an idea of the types of facilities they are looking for, even providing a list for less able students so they can tally them.

Example

Location: Wedmore

Facility	Number	Total
Post Office	I	1
Pub	IIII	4
Food shop	IIII II IIII IIII IIII III	23

Students should also look into the types of amenities and facilities that are available for local residents as well as tourists, and think about what it might be like to live in a town or village that attracts lots of visitors. This can then be linked to the management of problems caused by large numbers of (possibly seasonal) visitors to an area.

The number and type of facilities within a town or village can be linked to function of a settlement and settlement hierarchies. If you are undertaking environmental surveys in the areas these can also be linked to the findings of the facilities survey e.g litter, well kept open spaces, traffic problems.

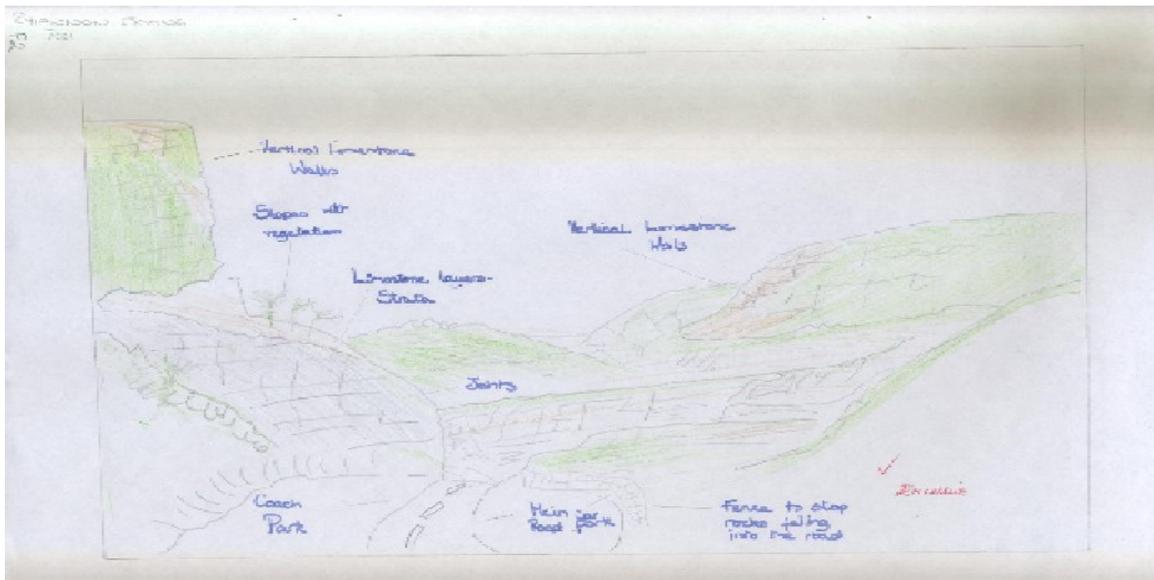
See tables 1-4 in the worksheet section

Instead of using a tally you could also give each type of facility a score depending on whether it has been set up for tourists (5 points), for local residents (1 point), or for both groups (2-4 points depending on who it is more useful for). These scores can then be mapped onto a transect of several different settlements, to compare settlements such as Cheddar who aim at tourists with other more residential villages and towns.

Please note: Cheddar is a difficult area in which to do independent fieldwork. The area is privately owned so you will need permission beforehand. The area is quite busy with traffic, roads are narrow, paths are not very wide and generally contain many people. There are also lots of older tourists who may find crowded pathways a problem. The area also has lots of tourist shops, which may lure students away from their work.

Field sketches

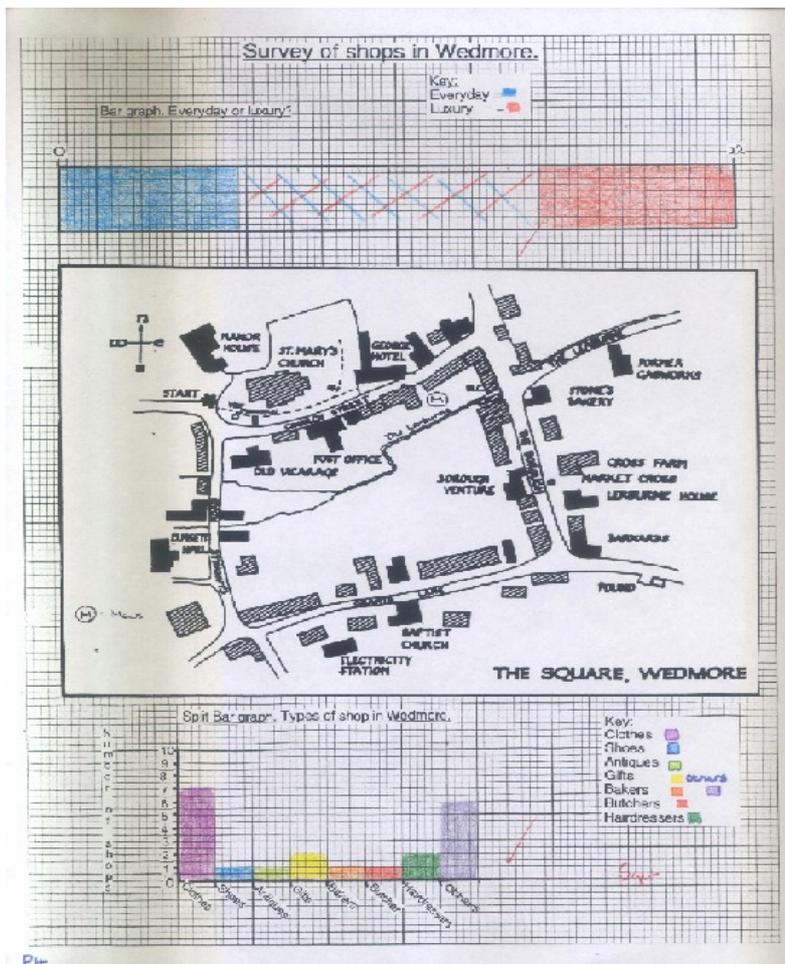
Depending on the ability of your students you can either provide an outline sketch of the area you want them to look at, or you can get them to draw the view from scratch. For years 7-8 an outline sketch will probably produce the best results, especially if you leave some features of the view off so that the students can add them to the sketch themselves. Students should then add key words to the sketch. An example of a field sketch of Cheddar Gorge from a student at Backwell School is below:



Shopping survey

A shopping survey can be used in a town to give it a position within a settlement hierarchy in terms of high, middle and low order goods. These findings can then be linked to range, threshold and settlement function (higher ability students only).

Students can then produce graphs like the ones shown below to highlight the types of shops available and what order they are. The example below is provided by a student from Backwell School.



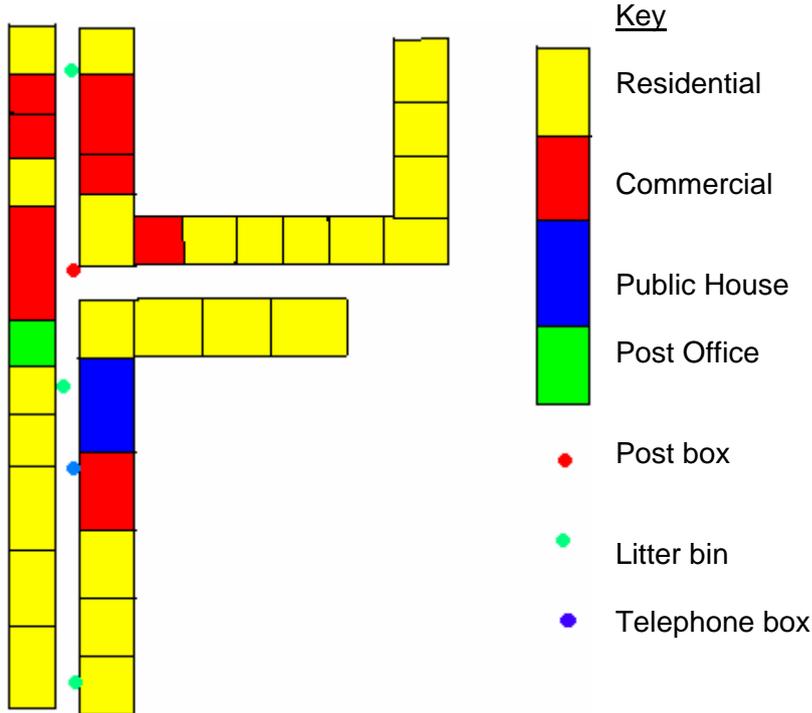
This type of study can be done in the several areas visited in one day, and can be used to compare the types of goods available in a town or village that attracts lots of visitors and a town or village that does not. This can then be used to show how the choice of goods varies depending on the function of a town or village. See table 5 in the worksheet section

Land use

Land use surveys for an area are a good way of determining what type of settlement you are studying.

1. Provide students with a simple map of the survey area, showing roads and buildings (as squares along the roads).
2. Provide students with a key showing land use types and services you wish them to map out.
3. Provide students with a slightly more detailed map of the survey area (including all road names), showing the route you wish them to follow to carry out the land use survey, and the locations in which you want them to undertake the environmental survey. Split the entire mapping area into sections, with one environmental survey in each section.
4. Students follow the route given, coding the land use squares according to what is located there (ground floor only). These squares can then be coloured at a later date according to land use.

Example section 1



5. Using the information collected during the land use survey, students then complete the table below

Example section 1

					●	●	●
Section 1	7	1	24	1	1	2	1
Section 2							
Section 3							
Section 4							
Section 5							
Section 6							

Follow up work:

- Students then use the numbers from the table above to make a bar graph of land use in the settlement, splitting the graph into sections along the bottom so that land use in each section can be compared.
- Students draw bi-polar graphs to show the environmental quality in each section, which can then be used to annotate the graph above to show how land use in a settlement can affect environmental quality.

Environmental quality

Location:

Date:

Weather:

Observations:

	-2	-1	0	+1	+2	
Ordinary						Distinctive
Cramped						Spacious
Dirty						Clean
Ugly						Beautiful
Noisy						Quiet
Boring						Interesting
Untidy						Tidy
Unattractive						Attractive
Unpleasant						Pleasant
Badly kept						Well kept
Dangerous						Safe
Unfriendly						Friendly
Monotonous						Varied
Polluted air						Fresh air
Total score						

Environmental quality should be surveyed in several different places in each settlement, with the results annotated onto the land use graphs for each area. Environmental quality data can be used along with census data to show how demographics can influence the environmental quality of an area. This will obviously affect the environmental quality of different settlement sizes and types in different ways.

Things to think about

- Vary the villages you are sending groups of students to, both on the designated field day and over several years. This will stop local residents getting annoyed that their village is being used every time.
- Check who owns the land and that you have permissions before you begin any fieldwork. For example, Cheddar Gorge is actually private land, so you must get permission before you take large groups of children into the area.
- When asking students to work on the coach, be aware that some students may experience travel sickness.
- Be aware of potentially hazardous areas such as the gorge, quarry, rock falls etc. Have a risk assessment ready and ensure children wear adequate footwear and protective clothing if necessary.

Many thanks to Rick Cope at Backwell School for providing an insight to his fieldwork at Cheddar Gorge, and also providing examples of student's work (thanks also to Rhiannon Johns 7Q1).

Fieldwork worksheets

Table 1

List the attractions of _____ (location) _____ to visitors

Table 2

Complete the tally chart to show the facilities available in _____ (location) _____.

Facility	Tally	Total

Table 3

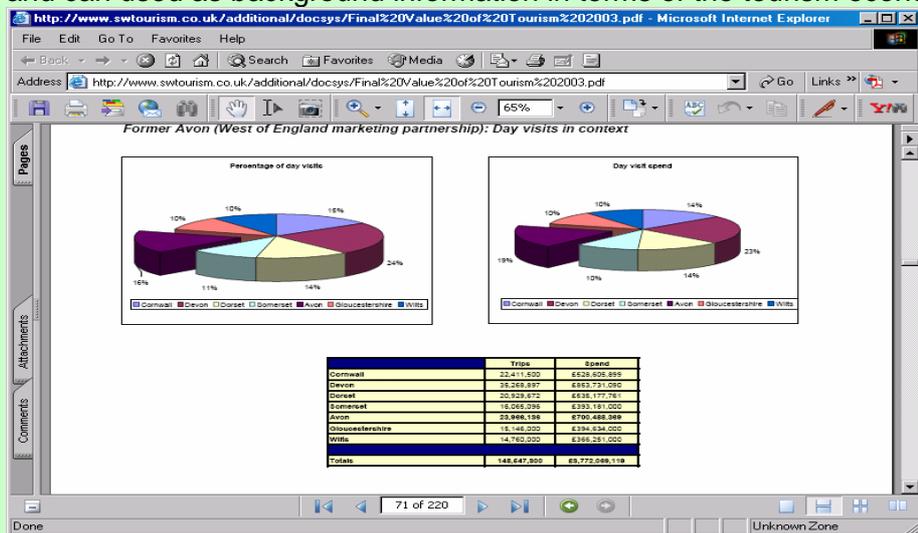
What amenities does _____ (location) _____ provide for its local residents?

Adding value to your fieldwork with additional data

Using tourism data

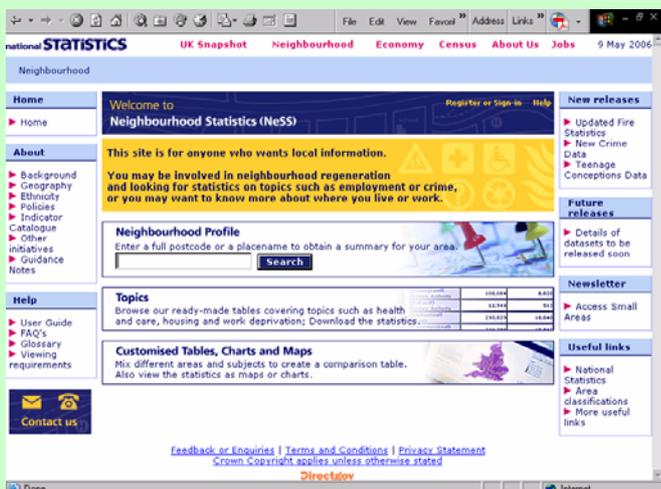
South West Tourism have produced a report about 2001 tourism in the area <http://www.swtourism.co.uk/additional/docsys/Final%20Value%20of%20Tourism%2003.pdf>

The document contains visitor data and expenditure data for the areas within the region, and can be used as background information in terms of the tourism economy in the area.



Using Neighbourhood statistics

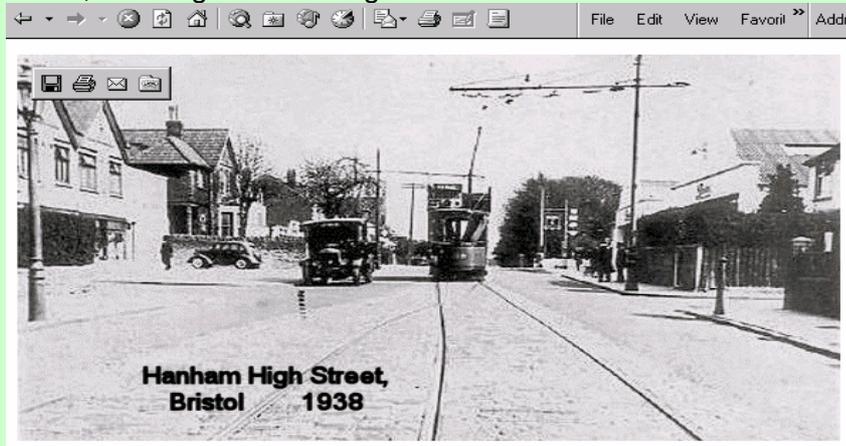
The Neighbourhood statistics website is extremely useful for a variety of topics links to this fieldwork, including settlements, economic activity and tourism. The Domestic Tourism section <http://www.statistics.gov.uk/CCI/nscl.asp?ID=8257> contains information about top tourist destinations, visitor numbers and tourism economics. This data, especially for top London tourist attractions, can be used to compare with any data gained from the tourist attractions you may be visiting e.g. Cheddar Gorge. This may then lead to a discussion about types of tourism, accessibility to tourists and the 'pull' factor of certain attractions.



The Neighbourhood Statistics home page allows you to search for a neighbourhood profile (see above) at <http://neighbourhood.statistics.gov.uk/dissemination/>. This means that you can enter the name of any town or village and their local ward data will be available. This will provide information such as population demographics, crime and economic activity, which can be used to compare towns and villages or to give an idea of the size and composition of a local population.

Using historical photographs

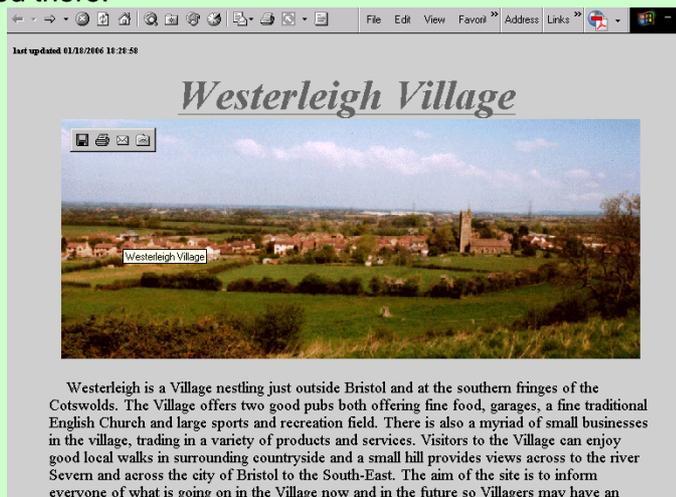
BristolHistory.com <http://www.bristolhistory.com/?pageid=46138> has a range of old historical images of Bristol and the surrounding area. These are an excellent resource for seeing how villages and towns have changed over time, and can be used to look at differing functions, facilities and the development of towns and villages as tourist destinations. The site even offers a 'Then and now' section, where recent photographs have been taken from the same position as old images. An example of the old images is below, showing Hanham High Street



If you have access to local historical images, it is a great idea to allow students to work out the position from where these pictures were taken, then take the 'now' picture themselves. This can then be used back in the classroom to add value to any investigations, and to prompt discussion about the impact of change on residents, economics, tourism etc.

Using town or village websites

Many villages and towns have their own websites, usually run by local residents. For example, Westerleigh Village's website <http://www.westerleigh.f9.co.uk/> contains a wealth of information about the village, including history, local news and information about the services located there.



This is an ideal opportunity to do an initial sweep of potential fieldwork locations, looking at suitability and also to see if there is potential support for your fieldwork activities within the town or village. The sites can also be used for students to see how towns and villages are 'sold' to visitors, and see if they live up to the claims made on the websites. Perhaps students can then design their own web pages to advertise a town or village?

Cheddar village has a similar sites, found at <http://www.cheddarsomerset.co.uk/> and <http://www.cheddarvillage.co.uk/> The sites contain village history, services information and news about local events and attractions.

Using Cheddar Caves and Gorge

Cheddar Caves and Gorge is an area of private land, so access is restricted. Visit the Cheddar Caves and Gorge website <http://www.cheddarcaves.co.uk/> for information about access to the area, access to free guided tours for school groups and information about events happening at the Gorge. The company who run access to the Gorge may also be able to provide you with additional information such as visitor numbers to the site, which can be used to look at limestone feature tourism, its management and conservation. If you take a guided tour you could also ask the guide to discuss the cave and gorge management as well as information about its formation. This means that a visit to the Caves and Gorge can have 2 dimensions:

- How the Caves and Gorge were formed
- How tourism at the site is managed.

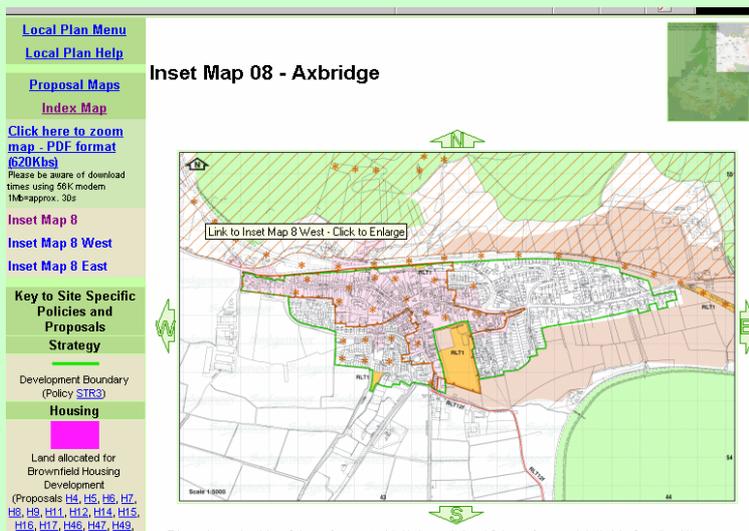
Students can use the information collected during a guided tour and through sketches and research to create a tourist poster for the Gorge and Caves, or to create their own management plan for the area.

Using Local Plans

Local Plans usually form part of the development plan for a town or village. An example is Sedgemoor District Local Plan, found at

<http://www.sedgemoor.gov.uk/index.cfm?articleid=1704>

The Plan contains maps, including the one below which shows the village of Axbridge and highlights area of land allocated for Brownfield and Greenfield housing developments, transport plans, land allocated for economic purposes, countryside management, leisure and recreation.



These Local Plans can be used to look at development plans and restrictions for towns and villages, which can then be used to look at urban sprawl, loss of Greenfield sites and conflicts of interest. Proposed plans for development and transport could also be drawn onto an existing map to show the impact of these plans on the town or village. During the visit to these areas, you could take students to an area of land where development has been proposed and ask them to draw a sketch map of what they can see. Back in the classroom they can overlay this with a piece of OHP transparency, on which they can draw what they think the area may look like after development. This would then lead to discussion about conservation, issues of pollution and waste, impact on local rivers and woodlands, impact on current residents etc (both positive and negative)

Bristol Local Plan available at <http://www.bristol-city.gov.uk/ccm/content/Environment-Planning/Planning/adopted-local-plan.en.jsessionid=8BBDBDFCB2DEE127173E5FAFBD9F3B8A>

Using UpMyStreet.com

UpMyStreet.com <http://www.upmystreet.com> contains a wealth of information about settlements. By entering a town or village name or a postcode you can access information including average house prices (for each type of housing), information about the population of the area (income, ownership, vehicle use etc). You can also see how house prices in the area have fluctuated, which can be used to look at the economic activity in the area and the impact of development on house prices. You can also gain access to information about individual house prices, so you can look at house prices on certain roads within an area (via the Land Registry). There is also information about crime, schools and local entertainment. Local councils are also accessible through this site, so if you are unsure which council is responsible for your fieldwork area this is the place to look.

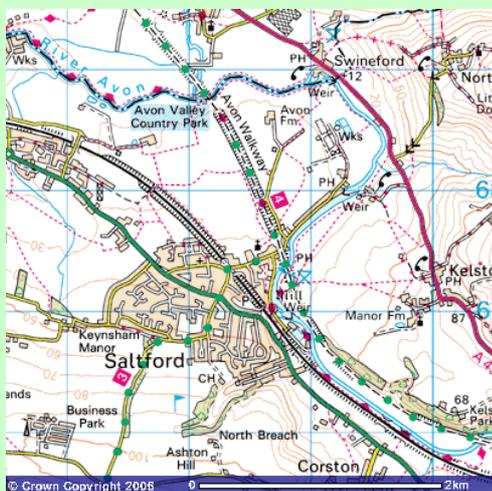
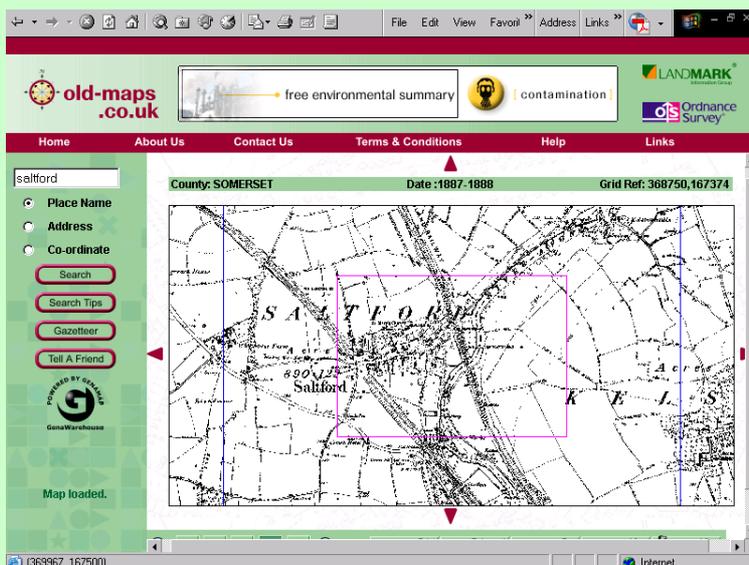
Using old and new maps

Historical maps can be used to monitor the changes to a settlement over time. They can also be useful for highlighting changes in land use, which is especially effective when looking at maps of a town or village from a range of different years.

Historical maps can be found online at <http://www.old-maps.co.uk/> or purchased from Ordnance Survey

http://www.ordnancesurvey.co.uk/oswebsite/jsp/mapshop/mapShop.jsp?display=/products_new/oneinch/index.cfm?shop_ID=1

This map is taken from <http://www.old-maps.co.uk/> and shows the town on Saltford which is on the River Avon. It can be compared to the latest OS map for the area, shown below



Taken from

<http://www.ordnancesurvey.co.uk/oswebsite/getamap/>