

Made in Britain?

Lesson One: The Historical Geography of the Manufacturing Industry in the UK

Starter Activities:

Teachers should introduce to students the idea of industry as a system that needs inputs, processes and outputs. They should be able to recognise some obvious inputs like energy and raw materials, but through discussion, or by using Industry System Game Presentation teachers can also highlight the less tangible inputs of labour and location. Running the Locating Industry Presentation, teachers can ask students to guess the industry that formed part of the UK's original industrial revolution from the clues and then, based on its related inputs, where in the UK it might be found. The industrial location map on the final slide can be used as a discussion point about whether these industries still exist in those cities. If the students are from a particular location they might like to discuss the industry most local to them or why their location never became a major centre of trade for a particular product.

Main Teaching:

A short discussion on the nature of the Industrial Revolution might be useful for students who have not studied it in history (the Industrial Revolution Presentation might be useful). Show students the Clarke-Fisher Model Presentation and ask them to predict how lines for each of the four sectors will look as each is revealed (in order: primary, secondary, tertiary and quaternary). This can be followed by asking students to define deindustrialisation and to mark the point on the Clarke-Fisher model where deindustrialisation began. Other 'Living Graph' style statements could be constructed and put on the graph too.

Then students can hypothesise why manufacturing is no longer a dominant industry in the UK. Do not allow students to simply say that all manufacturing has moved overseas – ask them to explore the more in-depth reasons for this transition, such as how the nature of manufacturing has changed over time. Students can attempt the Deindustrialisation Jigsaw to create a flow diagram to explain why the UK has experienced deindustrialisation and the factors that allow it to continue. This can either be used as a starting point for further discussion or as a writing frame for students to create a written explanation. It is recommended the jigsaw is printed in A3 size.

Ask students to identify which part of the flow diagram was the most important or which provided the tipping point beyond which industry rapidly moved out of the UK. Equally, ask students to identify which part of the flow diagram should be targeted if a manufacturing industry were to return to the UK.

Plenary Activities:

In pairs or small groups, students can begin to draw up a list of all the players who had a role in the Industrial Revolution. These can be shared via an interactive white board and collated. Students can then choose one of the players and, in character, write a speech saying how their life has changed socially,

economically and environmentally as deindustrialisation swept the country. Credit should be given to those students who are able to think clearly about how industrial changes had a deep impact on their lives.

Extension / Homework Activities:

Showing students UK Export Data Presentation (or giving them UK Export Data Handout) ask students how they might choose to present the information more graphically. Praise those who attempt to go beyond those techniques associated with relatively simple presentations such as pie charts and bar charts or histograms. Discuss how some data might need to be manipulated in order to make it more workable (such as by turning it into percentages), how colour and scale might be useful tools (such as in choropleth shading) and how some techniques are wholly inappropriate with certain types of data (the pitfalls of continuous and discontinuous data for example). Students can be asked to evaluate a certain data presentation technique for a certain set of data or actually have a go at presenting in an original format, be this through GIS, hand drawn or utilising a spreadsheet and data software package such as Microsoft Excel.
