Should we teach students about their local area?
(and if so, how do we do it?)

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@Miss_McGeown
# How has my local area changed?

**Place: Stoke/Staffordshire**

## Skills

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### Topic Overview

1. **What is the physical landscape of the UK?**
   - Definition of landscape.
   - Description of the UK's physical geography.

2. **How has my local area changed?**
   - Overview of extreme weather events (as a separate lesson).

3. **What are the UK's climate like?**
   - Drawing a climate graph.
   - Introduction to the factors surrounding the UK's climate (latitude, ocean currents and air masses).

4. **What process shape physical landscapes?**
   - Introduction to geomorphic processes, weathering, erosion and deposition.
   - Explanation of the influence of ecology.

5. **Is the UK's weather becoming more extreme?**
   - Categorisation of the impacts of an extreme weather event (The Beast from the East).
   - Overview of the 4 aspects of wetland processes: climate, sea, vegetation and animals.

6. **How have extreme weather events impacted people and places?**
   - Homework - My Landscape

7. **Is the UK being visited by alien invaders?**
   - Definition of alien and invasive species.
   - Research of invasive species in the UK.
   - Writing an argument if invasive species should be controlled.

8. **Why do animals become extinct?**
   - History of extinction events.
   - Overview of factors causing current extinction event.

9. **Is the UK facing the next big animal extinction?**
   - Explanation of how invasive species, habitat loss and hunting impact the UK.
   - Evaluation of the largest cause extinction globally.

10. **End of Topic Assessment**
    - Planning, assessment and feedback.
• 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://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/ukpopulationpyramidinteractive/2020-01-08
How has my local area changed?

Content:
- Physical landscape of the Staffordshire Moorlands
- Deindustrialisation in Stoke on Trent
- Changes in population structures

Skills:
- Fieldwork
- Map Skills (grid, references, distance and direction)

Year 7

UK in the 21st 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 9

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

Year 10
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?
   - The city’s location and importance within its region, the country, and the wider world.
   - Patterns of national and international migration and how this is changing the growth and character of the city.
   - Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption.
   - Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.
   - Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal.

b. How can cities become more sustainable?
   - For each city investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.
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?

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).

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