



Lesson 2

How sustainable is my place?

Stimulus

The students study the Egan Wheel on **PowerPoint 1**. It shows eight criteria to assess the sustainability of a community. They compare these with the factors they thought of in Lesson 1. Which criteria on the Wheel did they think of? Discuss what each of the criteria mean and how they can be assessed.

Development

The students look at the photos of Salisbury in **Photo set 2**. Using the table on **Activity sheet 1** they identify the features in each photo and use them to assess sustainability. They match each photo to one or more of the sustainability criteria, say whether it shows evidence of sustainability or a lack of it and briefly explain the nature of the evidence. They then come to an overall conclusion about how sustainable Salisbury is.

Debrief with the students what they found. What evidence did they find of sustainability, or lack of it? Which criteria were the most difficult to assess? What further evidence might be required to assess sustainability? Overall, how sustainable do they think Salisbury is? Refer to the World Wildlife Fund survey (**Information Sheet 3/Lesson**

3) that ranked Salisbury the third most sustainable city in Britain. This is reflected in the photos in **Photo set 2**, most of which show sustainable features of the city.

Consolidation

Ask the students to think about their place. What features of their place would they point to as evidence of its sustainability, or lack of it? They think about how they would go about assessing sustainability in their place and plan a sequence of enquiry.



Extension

The students could carry out an investigation to assess how sustainable their place is. They could do this either from photos or by doing their own fieldwork. They can use **Activity sheet 2** to guide them.

Key questions

- How can we assess the sustainability of a community?
- How sustainable is the place where I live?

Learning objectives

- To understand the criteria used to assess sustainable communities
- To be able to assess how sustainable a place is

Key terms (see glossary)

- connectivity
- environmentally sensitive
- equity
- governance
- socially inclusive

Online resources

- Activity sheets**
 - Assessing sustainability
 - Assessing sustainability through fieldwork
- Photo set**
 - Salisbury
- PowerPoint**
 - Egan Wheel: assessing sustainable communities

Living Geography



Although the students may never have been to Salisbury, they will be able to relate characteristics of Salisbury to their own place. It is always helpful if students build on prior learning, connecting new ideas with what they already know. They can link the Egan Wheel with what they learned about sustainable development in Lesson 1.



Exam skills



Fieldwork is a requirement of all the GCSE specifications, and also as part of controlled assessments. Planning a sequence of enquiry is the part of fieldwork that is often overlooked.

Exam practice

For any fieldwork enquiry that you have carried out,

- Outline the sequence of enquiry. (5 marks)
- Describe any problems you encountered when you carried out the enquiry. (5 marks)

(Answers on *Exam practice questions and answers* download.)

Salisbury is one of Britain's most sustainable cities.

Photos: John Widdowson