

‘WHERE WILL I LIVE?’

A PROJECT BY

THE GEOGRAPHICAL ASSOCIATION
(GA)

IN PARTNERSHIP WITH

THE COMMISSION FOR ARCHITECTURE AND THE BUILT
ENVIRONMENT (CABE)

EVALUATION REPORT

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1. Overview of the Evaluation

Any evaluation ought to be aiming for balance and as much objectivity as humanly possible. I shall hope to achieve this by playing the role of rapporteur – reporting on what I observed actually happening – more often than not.

However, it is naïve to suppose that any evaluator will be able to set aside his or her own enthusiasms altogether. Indeed, without some enthusiasm to express, an evaluation would make pretty poor reading.

I wish to declare therefore, in advance, that my own preference in education is towards projects where the following elements are present:

1. The teachers find themselves extending their understanding of their own subject – and of education itself – as well as their pupils’.
2. The driving force to the learning is inherent interest rather than extrinsic reward.
3. The learning is conceptual – i.e. pupils do not merely gather ‘facts’, but continually to relate facts to each other within a growing framework of understanding.
4. The learning is appreciative – i.e. encouraging of good judgements, both of what is the case, and of what might, or even should, be the case.
5. The learning is collaborative – i.e. involving constructive dialogue and collective planning and decision-making.

Given the nature of this project – which, of course, I shall analyse more closely later - it was always likely that some, if not all, of these elements would be observed. I am happy to say at once that the evidence confirmed this.

I can go further and say that there were many other positive elements of the project, and hardly any negative ones, as far as I was concerned.

Perhaps that gives the game away too early! On the other hand, it is clearly up to me now to justify such a glowing report.

Before beginning my attempt, I must record the precise brief that I was given as evaluator, and explain how I propose to meet it; and this will be immediately followed by a short resume of the evidence-base for my judgements.

The brief was to answer the following questions:

1. How far have the original aims of the project been met?

(The aims of the project were stated in the bid, and are quoted below.)

a. Consider the different spatial outcomes of an interconnected housing market.

b. Develop an ability to make transparent the social, environmental, political and economic systems that create and change places.

c. Engage in place-based argumentation strategies to both demonstrate how places are created and to stimulate discussion as to how places could be re-created.

d. Value young people's geographical imaginations and use these to enrich place-based decisions by including the geographies of young people.

e. Use spatial, graphical and cartographic texts, both as information and as articulations of alternative futures for the housing market.

2. How does the project enhance geography's contribution to the two overarching aims of the National Curriculum (2000)?

a. The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

b. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

3. How has the 'Where Will I Live?' project enhanced the work of the GA regionally and locally?

4. What lessons can be learnt from the 'Where Will I Live?' project for the future collaborations involving Geography and Citizenship education?

It is my intention to look more closely at aims 2 & 3 in Sections 5 & 6 of this report, and aims 3 & 4 in Sections 8 & 9, but I want to make it clear, if it is not already so, that I have opted in general for a looser structure and more wide-ranging approach to the report than addressing these questions, simply and solely, would have allowed.

2. Evidence base for the evaluation report

1. I was provided from the start, and throughout the project, with ample information, largely through email, by the project manager, and had several conversations, both formal and informal, with her to clarify ends and means.
2. I attended one teacher preparation day in each of the two regions where the project was based – Cambridge and E. Lancs. On these occasions I was able to assess the reactions of the participating teachers to the conceptualisation of the project by the project manager. I was also able to assess the early input and potential support of CABE, who were represented by a speaker on each occasion.
3. I also had the benefit of seeing some of the teachers' own evaluations of those days, which informed my judgement in some part.

4. I visited two schools in the early stages of the project, to talk with teachers who were working with quite different ages (Lower 6th, and Yr 9) and fairly different groups (girls only, and mixed). I also had an interview with a Headteacher, Citizenship Co-ordinator and Head of Geography at another school, to get a feel for the extent of communication between key partners.
5. I attended the final evaluation day at the TIDE Centre in Birmingham, where some teachers presented displays of students' work, and where all teachers were given ample opportunity, both in plenary and in small group discussion, to give their own reports and assessments of the project. 7 pages of notes that I took on the day have been incorporated at various points within this report.
6. I had a final discussion of the evaluation report with the project manager, both to ensure the accuracy of the reportage, and to gain the most intimate perspective on the whole project. It is important for me to stress that at this stage, but indeed at every stage when I spoke with her, Diane Swift evinced a very model of appropriate self-criticism. It was/is precisely such attention to improving her own ideas, as well as the general ideal, that enables me to aver confidently that the management of this project could hardly have been in better hands.

3. Context of the project

The project was originally conceived under the 'Local Solutions' scheme of the GA, which in essence seeks to provide innovative professional development for members of the subject association. Projects under this scheme often seek partner organisations – a former project was with NATE (National Association for Teachers of English), for example – and usually focus on a current national educational priority. With an eye to the themes of sustainability and citizenship, the GA sought and secured a partnership with CABE Education.

The enthusiasm of CABE for engaging all citizens – not just the young – with issues surrounding the quality of the environment, and in particular of housing, was clear at both the teacher preparation days. Each speaker previously mentioned inspired confidence that this would be a project of relevance as well as interest to their pupils.

(Minor note: The public 'mission' of CABE 'to inspire people to demand more from their buildings and spaces' was implicit in their presentation, and might better have been more explicit – as might the goal of CABE Education 'to nurture a generation of confident and demanding citizens to play an active role in improving the villages, towns and cities that we live in.' Of course, these were not explicit aims of the project, but they should indeed be noted as an important part of its context. And, for what it is worth, there is evidence – see Appendix – that at least some of the young people involved in the project were thus nurtured.)

A further significant connection should be made with a curriculum experiment, supported by the GA and sponsored by the QCA (Qualifications and Curriculum Agency). This is a GCSE examination in Geography being piloted by OCR, (Oxford, Cambridge and Royal Society of Arts Examination Board). The aim is 'to engage teachers and learners with a relevant and stimulating geography that is of value in helping us start to make sense of a complex and interconnected world'.

In short, it places an equal emphasis on personal perspectives and global connections. The central question of this project, 'Where will I live?', fits well within one of the three core modules of the GCSE, viz. 'My Place', and an ongoing aim of the project is to develop materials for a teaching resource pack for use within that module.

(Note: some of the materials are already well gathered – for example, an excellent CD of professional photos of houses and their surroundings in both Cambridge and Blackburn. Other materials will take longer to edit and collate, such as lesson plans, statistical presentations, sample diagrams, etc. It will be important to bear in mind that part of the excitement and satisfaction for the teachers in this particular project was that they themselves were gathering information about - and, in some cases, first hand evidence of – local environmental issues. Whatever resource pack is produced, then, for the GCSE should attempt to provide just such opportunities/challenges to teachers, even those operating within examination criteria.)

Finally, in regard to context, I should like to revisit the notion of innovativeness mentioned at the start of this section. Depending on the approaches normally taken to education in general, and geography in particular, there might be various ways in which this project was likely to prove innovative.

One of these, for example, could have been the deliberate pairing of teachers (and, indirectly, of students) from two apparently very different areas of the country. In the outcome – perhaps desirably - interesting commonalities between the circumstances and the needs of the two areas emerged in some studies. The most striking evidence of this was when some pupils in S. Cambs, on seeing photos of 'run-down' housing, accepted the assumption that the houses were in E. Lancs, when in fact they were in Cambridge itself.

But actually underlying the aims of 'opening eyes and minds', so to speak, was a deeper philosophy of teaching and learning, which again it is well to make explicit now.

It is presumptuous, in a way, for me to give a brief articulation of this myself, because the philosophy is drawn, in part, from scholarly work in the field of geographical education, which is not my speciality. To minimise any misrepresentation, I repeat in Appendix 1 a quotation from Professor Doreen Massey that is taken from the original project description. But, for the purposes of this overview, I will still attempt a distillation.

The thesis is that common concepts in geography – but ones which merely echo usage in everyday life – (such as 'places', 'sustainable', 'market' as in 'housing market', 'communities', 'environment', 'urban / rural', 'change / development', 'connected', etc.) carry such diversity and complexity of associations for individuals, that a major part of geographical education must consist in the negotiation of more comprehensive concepts and conceptual structures.

This negotiation will be partly done through the traditional 'giving' (or, better, 'gathering) of facts, but will more significantly be done through exploratory *dialogue* - especially when the concepts concerned are being used within *argument*. Thus, in the words of the project description, teachers and pupils 'will develop capacities to engage in place-based argumentation strategies to both demonstrate how places are created and stimulate discussion as to how places could (and, possibly, should) change. In this way the project's pedagogy can be said to mirror its philosophy'.

Put another way, the philosophy of the project was to move away from providing a ‘culture of answers’, and towards ‘promoting more creative, critical enquiry with more open-ended questioning’. The very name of the project, ‘*Where will I live?*’, provides a model starting-point for such questioning – one which had every chance of stimulating that ‘deep thinking about what makes a well-designed community in all its aspects and what can be done to create better places in the future’, which was the formulation of the project on the GA website.

It is doubtful, of course, whether the pupils (or even, perhaps some teachers - who I suspect may not all have been given the opportunity to think through these formulations) will have been particularly conscious that the project was designed to elicit such arguments/dialogues and critical/creative capacities, but I was careful to write into the pupil self-evaluation forms some opportunity for them to recognise the pull in these directions. Happily, they gave enough evidence of such recognition.

More generally, I observed, several teachers at the evaluation day spoke animatedly of the journeys (conceptual, as much as physical) that some of their pupils made, and my hunch is that most participants would have welcomed the project precisely because of the scope it gave for personal discovery and growth, not to mention the likely development of more observant and – dare I say it? – objecting citizens.

4. Summary of the approaches to the project

Given the different regions involved in the project, which did, after all, face different major social questions – which I would roughly characterise as ‘How best to manage urban regeneration?’ in E. Lancs, and ‘How best to manage urban expansion?’ in S. Cambs – it is not surprising that schools chose different questions for enquiry.

But it should be remarked that almost every school responded positively to the encouragement to frame their project around more specific questions than the overarching one of ‘Where will I live?’ This can be seen from the brief list of project descriptions, along with schools and teachers, which I present in the table below.

(I have not entered in this table any details of how the questions were addressed, partly because it would have been a major task in itself to collate that information, and partly because that sort of reportage could easily obscure, rather than illuminate, the best features of practice. Suffice it say here that the range of approaches and investigations, as reflected on the evaluation day, seemed always appropriate to the particular learners, and often impressive in their energy, scope and innovation.

I would especially comment on the enthusiasm of several teachers for engaging the pupils in practical research, e.g. visiting estate agents, taking photographs of their own, etc. And I would note, in particular, a ‘conference-day’ format devised by one school for the final stage of their project. This seemed to work so well that they are minded to repeat the format annually, if not the project!)

E. Lancs
Colne Primet High School, Colne (Paul Riches) <i>A piece of GCSE coursework, investigating the environmental quality and housing price differentials between Colne and the Ribble Valley</i>
Edge End High School, Nelson (Dave Collinge and Susan Procter) <i>'What is all the fuss about?' Year 7 tutor groups to consider their perceptions of East Lancs and to compare their area with another</i>
Habergham High School, Burnley (Brian Jeffery and Claire Willis) & Ivy Bank Business and Enterprise College, Blackburn (John Hargreaves and Rachel Leech) <i>A key stage 3 enquiry into Contrasting Areas of Blackburn</i>
Queen Elizabeth's Grammar, Blackburn (Margaret Foxley and Alan Young) <i>A key stage 4 year 10 geography and citizenship enquiry: 'Where would you be willing to live within Blackburn-with-Darwen at different stages of your life?'</i>
Westholme School, Blackburn (Annie Woodhouse and Liz Brown) <i>A Geographical Mystery: 'Why do two similar houses in different areas of Blackburn have such widely differing values?'</i>
S. Cambs
Chesterton Community College, Cambridge (Andy English) <i>'Where would you like to live?', 'What governs where we live?', 'Are you a church mouse or a country mouse?', 'Who decides on, and designs, new housing?'</i>
Coleridge Community School, Cambridge (David Beresford and Tim Pearce) & Parkside Community School, Cambridge (Jacqueline Billing) <i>'What has this got to do with me? (linked to homelessness, esp in Cambridge), 'Why and where do we need extra houses? (comparisons drawn between regions)', 'What should happen to Marshall's airport (comparison with Ipswich airport)?' and 'What sort of housing development would students recommend for the area?'</i>
Comberton Village College, Cambridge (Nicola Gamble and Carol Pearson) & Saffron Walden County High (Hannah Galama) <i>Yr 9 preparation for GCSE, 'Why the pressure for change?' and 'What makes a sustainable community?'</i>
Faculty of Education, University of Cambridge (Jen Lyon and Laura Lowther) <i>who were on placement in project schools and collaborated with Parkside and Coleridge Community Schools.</i>
Hills Road, Sixth Form, Cambridge (Bridget Oeppen) <i>Link into A2 Managing Urban Environments, and some extension AEA activities - 'What are the current changes in social geography (increased demand for smaller dwelling units)?' and 'How do these affect the Eastern region?'</i>
Linton Village College, Cambridge (Nick Fowler) & Sawston Village College, Cambridge (Andy Berry) <i>'How come we are here in the first place?' and 'When will students need to rent/buy houses?'</i>
Manor Community College, Cambridge (Candy Turner) & St Bede's Inter-Church Comprehensive School, Cambridge (Amanda Alderton) <i>'What is our area like?' and 'What choices do planners and local people have?'</i>

It clearly was not possible for me to witness or assess the full extent to which project themes and plans were developed on the ground, though I shall fill out my general impressions with some specific comments in the next sections. Here, finally, I wish to comment in particular on the quality of teacher preparation involved in this project.

I mean 'teacher preparation' in two senses: the preparation that teachers did for their own particular projects, and the preparation of teachers by the project manager.

The quality of the former can be gauged, to some extent, from a couple of samples of lesson plans to be found in Appendix 3. Generally, it is obvious that all teachers gave a good deal of time and thought to planning this project, even though it was made clear from the start that it was conceived as a limited project – perhaps taking no more than 4 or 5 lessons.

Teachers themselves recognised that the effort needed on their part to make the project a success would be considerable. As well as feedback from the Teachers' Days such as *'Head up, grey cells working, renewed hope for the subject'*, and *'Enjoyed having quality thinking time'*, there were also remarks such as, *'Slightly depressed about the work ahead'* and *'Excited in the main, slightly anxious about the workload, but I'm sure I'll cope. Thanks very much for the day.'*

The Teachers' Days, in fact, were very well received by almost everyone. Teachers felt they learnt themselves from the presentations (not only the CABE ones, which were very professionally executed, but also, in Lancs, from Charles Rawding's fascinating brief about Pendle's society and economy).

They relished some of the challenges that the days and the project brought to them, e.g. *'how to translate some of the housing issues into work that can be done in schools without reinforcing stereotypes and encouraging tension'*, or *'addressing the idea of ghetto development in Nelson'* and *'Challenged about own ideas about what is expected : challenges for the future for our students. Challenged by Elevate/CABE agendas and how they are part of the overall regeneration package.'*

They commented on the *'new thinking on geography and development'*, and *'the opportunities for blue skies thinking'*, and they loved the opportunity to share ideas and planning with colleagues from other schools as well as their own, expressing genuine admiration for each other's lessons plans.

(I should say, in passing, though that a strong feature of the project, anyway, was the frequent collaboration within schools between the geography teachers and the citizenship coordinators – definitely something that could be built upon by the GA.)

Not least, they appreciated the design and tenor of each day's programme. This was summed up in one written comment: *'More relevant, useful, inspiring than any other course previously experienced'*.

Much of the credit for such appreciation should go to Diane Swift, who not only designed the programme very carefully in advance (drawing on her previous experiences of project management with the GA), but also continually showed a remarkable sensitivity and flexibility in response to the teachers throughout each day.

5. Closer analysis of aims of project

I turn, now, to a closer analysis of the aims of the project, referring back to the particular brief I had, and to other elements of the project description. (I have given the aims short tags of my own, for ease of reference.)

a. Consider the different spatial outcomes of an interconnected housing market. (Interconnectedness)

b. Develop an ability to make transparent the social, environmental, political and economic systems that create and change places. (Change)

c. Engage in place-based argumentation strategies to both demonstrate how places are created and to stimulate discussion as to how places could be re-created. (Argumentation)

d. Value young people's geographical imaginations and use these to enrich place-based decisions by including the geographies of young people. (Young people's geographies)

e. Use spatial, graphical and cartographic texts, both as information and as articulations of alternative futures for the housing market. (Futures)

a. Speaking as a 'layperson' – but also, therefore, quite probably representing a young person's perspective on their geographical learning - I should say that 'spatial outcomes' seemed/s rather jargonese to me. I would wonder how many, if any, teachers actually used the phrase with their pupils at any stage. Not that that would matter too much if we took the view that it is the ideas themselves, rather than the particular vocabulary, that one is trying to familiarise the pupils with.

On the other hand, I have already expressed the concern for the pupils' conceptual structures to be enhanced through this project, and if this phrase is anything other than shorthand for something plainer, such as 'effects on the environment', then, in my view, the very concept of 'spatial outcomes' needed to be explicated at each stage of the project. And I'm afraid I saw no evidence of that in the early stages. (But perhaps I am indeed betraying a layperson's ignorance. If the concept is an everyday one in geography teachers' own discourse, and even in geography classroom discourse, then my own concerns must be laid to rest.)

b. I would simply make the comment here that the aim, so expressed, is admirable and important. But it is also a 'big ask'! I hope/imagine everyone will be content if my evaluation focuses on the development of the *ability* to make these things transparent, rather than on the things themselves.

c. I suggest that quite a lot hangs on the epithet 'place-based' in this aim. To my perspective it is (quite properly) loaded with a concept of 'place' that is much richer than the mere labelling of one place/space as distinct from another (e.g. Blackburn as distinct from Cambridge, or a shopping mall as distinct from a hypermarket). I have already pointed to this conceptual framework, inspired by Doreen Massey, in the appendix. Again, it may be

commonplace (!) among geography teachers to use and promote such a framework, but if not, then it clearly was a challenge for them to do so. Happily, Diane circulated a very useful chapter on 'Place' by Tim Cresswell, from 'Introducing Human Geographies' (1999), and I can again only hope – rather than confirm - that this informed the teachers' interpretation of the project, and this aim in particular.

One other point in respect of this aim is that one would suppose that there is a difference between engaging in *argumentation*, and engaging in *argumentation strategies*. I think I would be able to articulate the difference, along the lines that a strategy is a planned approach to something – in this case using argumentation (perhaps with different stimuli, or in different forms) as a means of drawing out different aspects of the process of change. But my point is that, for the project aims to be fully met, greater exploration of what these strategies might be, and how they could be implemented in the context of the project, should probably have been written into the teachers' days.

d. I shall only note, but not revisit, the emphasis on *place-based* here. A fresher remark is in regard to the concepts of *geographical imaginations* and the *geographies of young people*. Actually, I have no more problem with the latter phrase than I have with the *philosophies of young people*. Clearly everyone has 'a sense of place', which I hope/think can sensibly be translated into 'a geography' – though I'd readily concede that there could be more, or less, sophisticated 'geographies', just as there can be more, or less, sophisticated 'philosophies'.

My main point here, though, is to raise the question of whether something extra and rather subtle is being implied by the terminology in this case – something political, perhaps, along the lines of *enriching place-based decisions by including young people's **sense of how they are part of the physical and social environment around them*** ? Not that I mind at all if this, or some such political interpretation is put on the terms used – nor, to judge from CABE Education's stated mission, would they mind! But the point is that, if such were indeed part of the aim of the project, it might have been better made more explicit at some stage than it appeared to me to be.

Returning to the concept of *geographical imaginations*, I would make a more mundane point – that, if this is to mean more than mere imagination, I presume that such imaginations would need to be demonstrated in rather specific forms. The most obvious – and, when all is said and done, one of the best – ways of demonstrating this would be in the use of maps and other visual representations of place.

e. Actually, of course, these devices are particularly and properly mentioned in the final aim, though I take the main thrust of that aim to be towards pointing (young people's) imaginations towards the future. Here I would commend the steady encouragement given by the project manager at every stage towards the use of maps, etc., and I will comment briefly in the next section on responses to this encouragement.

Before embarking on that section, and leaving this analysis of aims, I want to note that, with the project manager's permission, I added a framework of my own to the stated aims above, highlighting the project's intended link with citizenship education. I explained this framework to teachers orally in Cambridge, and circulated it subsequently in writing to all teachers. I am not sure if all the teachers were quite comfortable with the framework – one or two expressed a little surprise when I first articulated it - but I suspect the main dis-ease was the one that quite a number of teachers, not only in geography, have about the 'citizenship

agenda' in general. I believe I was able, in my circular letter, to allay most, if not all, of their concerns. But, in any case, the citizenship dimension of the project was not concealed in the bid, nor indeed in the general description originally put out to teachers.

Another way of securing its place in this – and indeed in any respectable educational project, including 'education' as a whole – is to make the point that the concept of education without a social and, therefore, citizenship dimension is vacuous. Education is, of its nature, social, and even the most esoteric pursuit of 'knowledge for its own sake' is conducted within a social context.

In short, it is quite disingenuous for any teacher to suggest that their endeavours have nothing to do with citizenship. The problem in education is, rather, that some teachers claim to be 'doing citizenship education' (which, I have just averred they certainly are) but with hardly any understanding of what 'citizenship' is all about, let alone of how intimately and delicately connected it is with both the content and, more importantly, the process of teaching and learning.

Happily, in my view, geography teachers are less prone to making this error than many other subject teachers, and my impression when meeting the teachers in this project is that they might have been even less prone to this error than many of their other colleagues in the field.

But, going back to the framework that I circulated, I should say that it emphasised the ('citizenship') skills and attitudes that one might particularly hope to develop in students through the project.

- Growth in students' desire and capacity to ask **questions** of themselves and of others
- Growth in their sense of the complexity of the **world around them**
- Growth in their sensitivity to other people's **inner worlds**
- Growth in their capacity to make and articulate **reasonable**, if not wise, **judgements**.

Part of my purpose in offering such a framework was to give a slightly more practical, even possibly measurable, sense to one of the two overarching aims of the National Curriculum 2000, which was one of the aspects of the project that I was asked to evaluate, namely:

b. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

This aim is not entirely about the development of citizens per se, but it certainly contains strong pointers in that direction. Reference to pupils' spiritual development – which teachers in all disciplines find hard to interpret, let alone operationalise – is at least partly captured by my own reference to people's 'inner worlds'.

6. How well have those aims been met?

a. Notwithstanding the reservations expressed in the previous section, the question of whether the pupils considered *'the different spatial outcomes of an interconnected housing market'* can be answered pretty positively. At the evaluation day, pupils were regularly reported to have observed and commented on the different qualities and uses of spaces, especially public ones – whether in regard to shopping developments, or 'open' spaces. This focus was particularly noticeable in those projects which also focused on projections for future developments (such as Marshall's airport near Cambridge, or the Whitefield regeneration near Blackburn).

I think the people of Nelson would take exception to this description of Whitefield !

Perhaps the most adventurous and powerful investigation touched on the bigger, national question of housing provision for key-workers. In retrospect, this question might have been suggested as a useful way into the bigger questions of the project, but it could clearly also have led quickly – for some, perhaps, too quickly – into tricky areas of socio-economics.

Anyway, the point is that the shaping of the central questions of the project, and the teachers' preparedness to identify different aspects of those questions, enabled consideration of a wide range of spatial outcomes.

My only reservation in this area is as to whether the notion of *interconnectedness* emerged with much force either in the planning or in the execution of the different projects. This may be a slightly harsh judgement, since it could be argued that any investigation of the housing market would entail a consideration of how decisions in part of the housing market are affected by decisions in another. But, for all the accounts of pupils' raised awareness of price differentials, the steady theme that emerged was one of contrast and disconnectedness, rather than comparability and interconnectedness.

b. This last point might bear upon the question of how well the pupils were enabled to discover the *social, environmental, political and economic systems that create and change places*. As house-purchasers especially recognise, the factors involved in house pricing are many and subtle, and even estate agents can get caught out by the ups and downs of the market. It really would be quite hard, therefore, to assess the pupils' increased awareness without considerably more research.

Certainly the teachers generally felt that their pupils were better informed and aware of the complexities by the end of their projects, though this judgement should be tempered by the fact that one teacher described his pupils as 'not well-informed to start with'. Another felt that his pupils had only scratched the surface, but this only inspired his intention to take the project forward.

To give a couple more specific examples, some pupils learnt not only to recognise Victorian terrace houses, but also to understand the concept of regeneration (I think I also heard 'gentrification') as applied to such houses. Others interviewed older residents in their area and thus built up a better picture of the nature and needs of their local community. This fed very well into their subsequent discussion of how to plan a sustainable future for the community. More starkly, some Cambridge pupils were described as not only ignorant but shocked to learn more about housing in Burnley (not just, I suppose, about the huge price

differential between the two cities, but also about the different histories and current needs of the two places.)

It was perfectly credible, therefore, when teachers reported that pupils had '*increased awareness of the socio-economic background*' to their enquiry, or that they had a better '*understanding of different stakeholders*'.

c. The scope for argumentation within the project was considerable – not only in evaluating different theories to account for different situations, but also in expressing and defending different perspectives and even preferences, e.g. in regard to plans and designs to meet private and public needs.

I suspect the extent of genuine argument stimulated and sustained by the teachers involved was quite variable. It is well known that what many teachers call 'discussion' is little more than short dialogue between themselves and a selected few individuals. The evidence from the pupil feedback, moreover, is not itself encouraging: a high proportion declared that they did not find themselves disagreeing with others in the class.

This may reflect the danger, observed by one of the teachers on the evaluation day, of political correctness on the part of teachers, spreading perhaps to pupils. Several other teachers mentioned the potential trickiness of discussing/arguing about socio-economic and/or ethno-economic differences. (One teacher had expressed anxiety from the start that the project '*might reveal social divisions that could be uncomfortable*'.

But these comments should be set beside the observations in one case that '*cultural differences were applauded*' and in a second case that pupils gained a '*greater awareness of S. Asian cultures*', especially in discovering that some Moslem millionaires elected to stay living close to their mosque rather than move into expensive out-of-town houses.

It should also be noted that a number of the projects built in an element of speculating, if not planning, for the future, (e.g. in regard to Marshall's airport, or Cambourne, in S. Cambs, or Whitefield in Bolton) which will certainly have involved differences of opinion, and requirements to argue a case, that will have fulfilled this third aim.

The extent to which pupils increased their oral contributions through engaging with this project is probably reflected in comments by teachers that pupils '*realised they had power*' and saw themselves as '*decision-makers*'. One teacher felt that working on local issues '*undoubtedly grabbed their imagination*', whilst another suggested, in a fine phrase, that his pupils had moved from '*egocentricity to ecocentricity*'.

Such a move in their thinking would have reassured Charles Rawding, who was concerned at one point that investigating houses and house pricing might skew the project in the direction of '*private wants*' rather than '*public needs*'. Set against that, one might feel, was the planning decision by some lower 6th formers to knock a church down in order to build a 2 storey car park! Or perhaps this example demonstrates precisely that young people may have different geographical imaginations/priorities than PC teachers!

d. The extent to which young people's geographical imaginations were valued and '*used to enrich place-based decisions*' is partly answered by the references above. I have no doubt, in fact, that all the teachers were unusually supportive of pupil perspectives and interests in

forming their own judgements and aspirations. Teachers who were concerned about highlighting extremes of material wealth would have been especially sensitive about this. Yet one teacher reported a remarkable assessment of the disparity by Burnley pupils, who felt sorry for their peers in Cambridge for having to contemplate raising such high mortgages just to have a roof over their heads! (I would take this, incidentally, to be an intriguing case of entering into other people's inner worlds.)

Another example of how young people's imaginations were extended – though this would count as much in an aesthetic as geographical sense – is the development in some pupils of house representations away from the 'primary' stereotype of a square façade with four windows and a door into quite sophisticated pictorial and verbal representations of dwelling places.

e. The extent to which pupils used various devices to articulate futures for the housing market is again partly answered by the previous reference, but it should be noted that several teachers particularly commented on the extra stimulus that local work provided to the use and appreciation of maps and other representations of place. My own assessment is that the time available for the project was too short for much by way of detailed articulation, but that the approach taken by most teachers would have ensured more engagement with various forms of representation, including in some cases local town plans, etc.

As to whether there was sufficient impetus to pupils to conceive the future for their locality, or even themselves, I would also reserve some judgement. As a matter of fact, I believe that young people more often form their aspirations over extended periods of time, than in sudden resolutions. So it could be unrealistic to expect big changes in perceptions or attitudes. That said, there seems little doubt that the question of 'Where will I live?' hit home (!) to a high proportion of pupils, and that, of itself, I take to be a major achievement of the project. Virtually all the pupil evaluation forms returned a positive in answer to the first question, '*Did you feel engaged, i.e. actively interested, in this process most of the time?*' – which would be unlikely to be found in most 'everyday' lessons/projects.

In sum, I would suggest that each of the five project aims was attained to a satisfactory degree, and probably in some cases to a marked degree. I would have some doubts about the **depth** of development, but feel that the limited timescale of the project militated against real depth. I would also say that the deeper pedagogical presumptions and, in a sense, prescriptions built into the project were unlikely to be reflected in such a short time and without considerably more discussion beforehand about the role of the teacher, especially in stimulating and managing greater oral and dialogical involvement by the pupils. (As one teacher honestly admitted, her pupils were '*not used to such a deep-thinking process*'. But that should be taken as a propitious judgement.)

Before moving on, I should deal, briefly, with my own concerns articulated under the 'citizenship' brief –

- Growth in students' desire and capacity to ask **questions** of themselves and of others
- Growth in their sense of the complexity of the **world around them**
- Growth in their sensitivity to other people's **inner worlds**
- Growth in their capacity to make and articulate **reasonable**, if not wise, **judgements**.

And when it comes to it, I should say that, again, each of these ‘aims’ was probably attained to a satisfactory degree. Clearly all the projects required to some extent, and encouraged to a greater extent, genuine enquiries of all sorts by the pupils themselves. This was most marked in the project where older residents were interviewed – a simple but powerful resource.

The pupils cannot have failed to have grown in appreciation of the complexity of the world around them – though I will express in the appendix some disappointment in their capacity to translate that appreciation into straightforward vocabulary in their self-evaluation forms.

I detected, and have reported on some cases above, a growth in sensitivity to other people’s inner worlds – though again I feel that limited time, and possibly over-sensitivity on the part of teachers, may have reduced the potential for such growth. Put another way, as one who taught secondary English for 5 years and who now promotes philosophical enquiry in schools, I would have recommended a very general, but personal, discussion at some point in each project around the ethical/aesthetical question, ‘*How would I like to live?*’ – leading into the more practical, physical question of ‘*Where will I live?*’ But, sadly, not much education nowadays as oriented as personally as this!

Finally, in respect of developing reasonable judgements – well, I should not have been looking for *grand, rigid* judgements about how or where to live! The question is, rather, whether individuals in small matters of opinion and judgement were opening themselves to different perspectives and persuasions. I have to say that, now, I feel I can hardly judge of this without setting myself up! However, in this question, the pupil self-evaluations are fairly unequivocal in asserting that their understandings of the reasons behind decisions have grown, and I take that to be good evidence that they have advanced on the road to making better judgements themselves.

So, as to whether the project enhanced geography’s contribution to the second of the National Curriculum’s overarching aims (*b. to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life*) I again think the evidence is pretty unequivocal: yes, it did, in practical ways that make most other implementation of the curriculum seem rather impoverished.

And in regard to the first of those overarching aims (*a. to provide opportunities for all pupils to learn and achieve*) I think hardly anything need be added. It would be a surprise if any project failed altogether to provide such opportunities, but in my opinion this one provided them to a greater degree than usual. It was, in its own way, an exemplary short project, and the National Curriculum would have been much the richer itself if it had been designed along similar lines and with a similar philosophy behind it.

8. How well was the project managed?

I have already given various indications of my admiration for the management of the project, but I wish to make it quite explicit now that I think it could hardly have been managed better. Diane Swift provided an almost perfect model of how to conceive of, articulate, bid for, recruit for, plan for, coordinate, and implement a national project of this kind. My only reservations would be in regard to modulating the aims of the project to ones that would have been more realistic, given the short time teachers could devote to the project, and that might have been better explicated to teachers in advance of their planning and to pupils at the start

of their enquiries. Put another way, the ‘project objectives’ needed to be better owned by teachers and shown to pupils.

9. How has the project enhanced the work of the GA regionally and locally?

In terms of inspiring teachers locally it was highly effective – all teachers seemed really enthused by the project and grateful to the GA for involving them. It was thus, also, an excellent example to hold up to other teachers regionally and even nationally.

The website pages, in this respect, give a good impression of the nature and value of the project, and it is to be hoped that the aspirations towards disseminating the project through the website, and even CDs, are well realised.

It will, in any case, serve members well for the intended project resource pack to become available in due course, though I repeat my caution that it could be regrettable if this came to be used as an ‘already prepared’ recipe. (I was a little concerned to hear one teacher refer to the project as a ‘good piece of GCSE coursework’ – unless he meant that it was good precisely because it stimulated real enquiry and personal discovery, which are almost certainly lacking in many examples of GCSE coursework.)

Concerning the GA’s hopes and strategies for ‘new wave’ local branches, the potential of the project could be considerable. Partly this is because it clearly emphasises ‘local’ geographies, but perhaps more because it encourages both local and inter-regional collaborations. (One of the unexpected – and unbudgeted! – developments of the project was a visit by 6th formers from Cambridge to Burnley. This was no doubt of great benefit to the students, but it also had/has positive implications for the teachers who coordinated it. It is to the credit of the project managers that funding was reallocated towards this end.)

Throughout the project, it should be noted, the manager was guided by a template for the development of teachers titled ‘New Professionalism’ (McLaughlin, 1997). This suggested a need for the following emphases for professional development:

- Increasing dialogue (between teachers)
- Reducing isolation
- Nested opportunities for learning and discourse
- Professional safety and trust
- Restructuring time and space and scale in schools

It can fairly be said that all these elements were not only built into the design of the project, but also were exemplary features of its execution. This judgement includes the last category, which fits well with the GA’s own emphasis on school-based curriculum development. The only rider I would make to this is my impression that, notwithstanding the generally positive remarks about how well the project was received by senior managers in the schools, the project itself was small and likely to be of little continuing significance within the context of most schools’ ongoing curriculum design. The best that can be hoped as a result of this particular project is some small changes in the curriculum planning of a few geography departments.

Finally, a few teachers involved were minded to follow up the GA encouragement to qualify as Teacher Consultants, and if this intention reaches fruition, the GA will have further models to hold up to its own members and, indeed, to the wider teaching profession.

10. What lessons can the GA and CABE learn from the project?

Firstly, the following points/requests were made by the teachers themselves.

- Time for planning and finding resources was much appreciated (Teacher preparation days)
- On the other hand, they were soon overwhelmed by the wealth of resources provided and suggested! (They very much appreciated the commissioning of a professional photographer, though.)
- Value of outside experience/input (such as CABE) but more funding of visiting speakers, please, including alternative views (e.g. Council for Preservation of Rural England)
- More of a link between teachers and architects
- More linking between other teachers regionally/nationally
- Promote such projects as part of change in curriculum planning / joined up thinking

I made some rather pessimistic remarks in respect of the last in my previous section, but here I should like to support the teachers strongly in this call to continue the campaign towards more school-based curriculum planning.

In the bigger picture of education, David Lambert may well be right that the GA is '*one of the few independent creative forces left supporting curriculum development*'. Whether or which, it is vital for democracy, let alone for the professional autonomy of teachers and the ultimate personal autonomy of citizens, that some control of the curriculum is wrested away from central authorities, not least QCA and the examination boards. This project definitely points a way towards that happening.

That said, it should be of parallel concern to the GA that it develops its own form of assessment of such projects beyond that of inviting an independent evaluator. Speaking as that person, I regret, that I did not insist upon some written teacher evaluation of the project, and that I did not discuss further with the project manager whether there might have been other, simple, ways of evaluating and assessing not just the physical outcomes of the project (displays, etc.) but the processes involved. Perhaps there would have been no simple – or at any rate, inexpensive – ways of doing this, but it would behove the GA to give some further thought to this aspect in future. The government and its organs are unlikely to take a positive view of school-based curriculum design if there is not some fairly hard evidence of its 'effectiveness'.

As a footnote to the above paragraph, I would make the suggestion that the assessment/evaluation of any future project be given more time for discussion with the

evaluator in advance of its being rolled out, or even bid for. It is perfectly proper, of course, for the GA and its partners to set their own criteria for the success of a project, but no harm, and some positive benefit, could come from seeking independent advice in regard to the framing of those criteria.

As to the content and processes of future projects, especially any collaborations between the GA and CABE, I would make the following recommendations:

1. Do not lose sight of David Lambert's own plea for projects to excite and engage pupils by dealing with 'the bigger concepts', promoting 'in-depth knowledge' of 'the real world'. (I put most of these in quotation marks, because they are always in danger of being interpreted at a cliché level. The important point here is that this project was a good, initial translation of the terms into meaningful practice. It did not, however, go far enough in any of the three categories – largely, as I have indicated, because of shortage of time within the schools' planned curriculum. There is, longer term, a continuing need for the GA to identify and build projects around 'the bigger concepts' of 'the real world', and to promote in-depth knowledge, even or especially when the particular knowledge is not prescribed within the national curriculum.)
2. In regard to the engagement of pupils with 'the bigger concepts, do not lose sight, either, of the need for developing teachers' skills, particularly at managing oral work. Quite a few teachers expressed some concern about how they would manage this, especially in potentially controversial areas such as ethnic and/or socio-economic differences, and overall there is a continuing need in the 21st century for teachers to reconceive their role as 'guides on the side' rather than 'sages on the stage'. How this is to be done within the aegis of the GA and CABE is not for me to say, but it could be that a seminar for aspiring teacher consultants, or some such small-scale exploration of the needs and opportunities, would be a helpful starting point.
3. In regard to the promotion of in-depth knowledge, on the face of it this would/should be well assisted by the intended dissemination of materials from this project (and I would strongly encourage CABE to see through its intention to publish a book on Geography and Citizenship, presumably with at least one major element's being the built environment). However, I reiterate the caveat that too much 'knowledge' /information presented in dead form (or even 'living', video form) can be a turn off to genuine enquiry. So, a balance must be struck here, and also proper attention should be given to asking 'base' questions that are likely, indeed, to capture pupils' imaginations and sense of what is important. In that respect, an interesting possible development from the question, '*Where will I live?*', could be the question I posed earlier, viz. '*How will I live?*' This could open up collaborations with other 'subject' areas, most obviously RE departments, but also Science, Design and, as ever, Drama departments. Now, that could be a **real** cross-curricular project (but one which would nevertheless support the 'third leg' of the project, which David Lambert referred to, namely '*what the subject has to offer*'. Every subject/partner could well be asking themselves at the start of such a project, not only what they have to offer the project but also, more importantly, what they have to offer the pupils.
4. CABE, of course, is well placed to offer something 'real' and 'important' to the citizens of the future. My recommendation to them is to build on the potential of this

project by looking to repeat or extend it, and especially to prioritise ‘pupil voice’ within it – by engaging them more in the design and evaluation of the project.

11. Concluding remarks

The GA and CABE are to be commended for conceiving and implementing a project of this sort, which does provide a prototype for ‘real world’, ‘big concept’ initiatives within a national / ‘normal’ curriculum that is largely removed from the principal concerns of young citizens.

The project itself was superbly managed, mainly by the project manager herself, but also by the guiding hand of the sounding board, which consisted of expert but open minds (a combination that is less common than it should be).

That said, the potential value of the project is at risk of being lost, not because plans for dissemination are inadequate – far from it – but because the project itself was too small.

This could be interpreted in terms of its involving only 16 schools in only 2 regions, but there was actually a special value in such a two-way link (which could, incidentally, have been made even more of, within the project).

But the better interpretation would be that it was condensed into too short a timescale - that is, time that teachers could devote to it in and out of the classroom.

I would also argue that the bigger ambitions that inspired the project – to develop teacher skills and change their strategies for, if not philosophies of, teaching – needed not only more time but more appreciation by the teachers themselves.

I should end by simply reiterating the general feeling on the day that the teachers met for project evaluation: that it was a day of *‘high quality face-to-face communication’*. There should be more such days – not only for project evaluation, but also for professionals to reflect critically but constructively on their general practice.

Roger Sutcliffe, Aug 2005

Appendix 1

Where will I live? Project evaluation (for/by pupils)

Please answer Yes (with a tick) or No (with a cross) to the following questions:

1. Did you feel engaged, i.e. actively interested, in this project for most of the time?
2. Did you feel you got to know other members of the class better as a result of the project?
3. Did you find yourself disagreeing with their views more than in most other classes?
4. (If so, do you think most disagreements were handled well?)
5. Overall, do you feel glad you have been involved in it?
6. Has it noticeably changed the way you think about where you live now?
7. Has it helped you think more carefully about where other people live?
8. Do you feel you understand better why location seems to make such a difference to the price of a house?
9. Do you feel you understand more about how adults decide where to live?
10. Do you feel you understand more about the other decisions that people make which affect the areas where they live?
11. Have you ended up with a clearer idea of what sort of place you want to live in?
12. (If so, do you feel optimistic about finding that sort of place before you get too old?)
13. Has the project prompted you to draw at least one different picture of your own street or area in your mind?

Finally, write down 6 words that you have heard being used more frequently in this project than usual. Then choose one of them that you feel you have come to understand much better, and write two or three sentences to show how your understanding has changed.

Results and Comments

Returns were not received from all pupils involved, but from those that were the responses were so overwhelmingly positive (ticks) that detailed percentage results would not mean anything special. This need be of no concern, since the questionnaire was designed to be simple and to give very crude feedback about pupil engagement. Of more interest are (i)

particular questions where reservations were indicated, and (ii) the final section where a simple device is used to draw out the pupils' sense of their own conceptual development.

(i) A surprising number of pupils answered 'no' (cross) to question 3, whether they found themselves disagreeing more with each other in this project than in other classes. I myself would have hoped and expected more disagreement, given the potential for pupils to theorise in response to the complexities and subjectivities of the housing market and of housing and environmental choices.

One possible explanation of this result may have been expressed by a pupil who wrote, '*No, we think mostly the same*'. Mm. Perhaps that is indeed true of most pupils involved in the project. But then, perhaps we should be asking, *should* it be true? Were teachers giving enough challenge (and safety) for pupils to express different points of view, and to present arguments for their views and preferences? Is CABE likely to see the development of questioning and demanding citizens if teenagers 'think mostly the same'?

Of course, an alternative explanation is that there simply was not enough deep exploration of issues and perspectives going on – at least in that particular pupil's class.

Another two questions that produced slightly surprising results were 6 and 7. There was still a comfortable majority of positive responses to both, but there was a significant minority which felt that they had not noticeably changed the way they thought about where they lived now, or that the project had not helped them think more carefully about where other people lived.

Perhaps the former result should not be of great concern. It may be that some/those pupils felt they already had a good enough 'take' on their own locality, and perhaps we should respect their basic judgement. On the other hand, if the pupils did not gain any deeper insight into how their locality came to be how they see it, then perhaps the amount of learning that went on was not as great as one might have hoped or thought.

As to question 7, this is of more concern in my view. Partly, one would be hoping for more 'careful' thinking from a social perspective. If the pupils were not thinking more carefully about where other people live, what sort of citizens are they likely to make? But also one would be hoping that they were developing such thinking for their own sakes – expanding their own horizons of interest and concern. (But of course it is cliché in regard to democracy that you can please some of the people some of the time, etc.!)

(ii) There were some specific and promising examples of conceptual development recorded on the sheets. Here are a couple: '*Facilities: I have learnt it means you need good facilities. I thought it was for disabled, but everybody needs it.*' And: '*Location: it was known to me before as just a place but now it means a different meaning.*' (So, half-way towards an appreciation of 'place'!)

Other concepts that were recorded as frequently heard were: *regeneration, deprivation, ethnic minorities, consideration of government, price, valuation, good/bad estates, advantage, national average, area, compare, environment, engage, property, situated, future, improved, problems.*

The more negative/disappointing aspect about this list is that very few pupils chose to express in a couple of sentences their greater understanding of any one of these concepts.

The best interpretation I can put on this is that they were mostly unwilling to take the extra time to do so; the worst is that, despite several lessons with these concepts at the heart of them, they were still unable to articulate any better understanding. But either interpretation is cause for some concern as to the commitment of the pupils – or even the teachers in so far as they might motivate that commitment – to any worthwhile reflection on the lessons/learning of the project.

Appendix 2

*'In human terms (places) are the entanglement, the meeting up, of different histories many of them without previous connection to others. I live in a second floor flat: there are two flats below mine. The occupants of these three dwelling spaces arrived here, in this building now, from very different directions. But here we are, and now we must manage to live together to get along. The area of the city in which I live replicates this on a larger scale, and one way of imagining whole cities is indeed as massively complex meeting places of difference. (This difference does not have to be dramatic, nor ethnically-defined for instance. We are each of us different). The point is that 'places' from a house of flats to a whole city, in consequence **require negotiation** (our emphasis). On a daily basis, and in a hundred unremarkable ways, we manage to live together, to negotiate our difference. Or sometimes we do; sometimes there are chasms of inequality and /or incomprehension; there may be violence and confrontation.'*

(taken from Doreen Massey's 'The geographical mind' from the forthcoming Secondary Geography Handbook).

Appendix 3

Elevate Project

Initial Idea - from Andrea Wade (Park High) and Paul Riches (Primet High)

GCSE Coursework for Year 10/11 doing AQA (A) Syllabus

Possible hypotheses to investigate

- “The environmental quality of my home area in Colne is directly related to the price of housing”
- “The house prices in the Ribble Valley are higher than in Colne. This reflects the environmental quality of the area.”

Introduction

- Sorting of photographic images of Colne and Ribble Valley
- Matching house prices to properties in both areas
- Questionnaire or evaluation sheet of pupil perceptions of Colne, Ribble Valley and Cambridge
- Same questionnaire asked to Cambridge pupils for comparison.

Primary Data Collection

- Fieldwork visit to Ribble Valley to gather data:
- Environmental quality survey to include
 - Noise
 - Air quality
 - Street/housing appearance
 - Open space appearance
- Locating houses for sale on a map and counting numbers of these in a specified area.

Secondary Data

- Use of crime figures in the three areas
- Socio-economic data from census 2001
- House price data for three areas (like Charles’ graph for Sabden and Nelson)

Further work

This would lead on to data interpretation and evaluation of the process to fit into GCSE coursework criteria.

Pupils would also create powerpoint presentations based on their findings which would be presented to both schools.

Possibilities for video links with Cambridge pupils.

Draft Plan – Where will I live?

Nelson Edge End High School
Susan Procter and Dave Collinge

Aims: Awareness of local situation with regard to housing market renewal.

Collating resources available (secondary and primary).

Interpreting the evidence.

Analysing the situation.

Comparing with other areas (local, national and global).

Making judgements about the future.

1. Classes Yr 7 Local Study Unit
Yr 10 Yr 10 GCSE Fieldwork AQA
2. Plan Outline:
 - A. 2005 (Now) Resources –
 - RTPI People and Places Census Atlas
 - Photos: Ours, Published, Local Newspaper and Photographer.
 - ADF info.
 - Estate Agents Info.
 - People's perceptions (questionnaire).

See, Sift and Select.

- B. 2010
 - Actual published information.
 - Pupils' and residents' choices.
 - Projected plans

Peruse, produce and prefer.

- C. Link
 - David Hicks thinking scaffold (current, preferred and probable).
- D. Comparison
 - Other local areas
 - South Cambridgeshire
 - Global e.g. Favelas

Who or what influences good quality housing?

Who would choose to live there and why?

Wish List:

Scanner.

Travel Funding.

Printing, e.g. Questionnaires.

GIS software.

Housing in Blackburn-with-Darwen, Lancashire

Margaret Foxley and Alan Young, QEGS, Blackburn

KS4 / Year 10

FOCUS:

Where would you be willing to live within Blackburn-with-Darwen at different stages of your life?

Stages: given, rather than negotiated with students:

1. At your present age
2. Single in low-twenties
3. Having young children
4. Having teenage children (interesting to see if it is stage 1 repeated)
5. Retired, with limited mobility

The students in the school where we hope to try this out are generally from affluent homes, but there are exceptions. Approximately two-thirds are white, and almost all the remainder are south Asian, dominantly of Pakistani background and Muslim faith. The majority of students in the year group probably do not live in Blackburn, but many will live in other industrial towns such as Preston, Accrington, Burnley, Nelson, and Rossendale. It is hoped that this project will not cause embarrassment to any students living in the wards to be studied. With sensitive and imaginative teaching, we hope that such students will see themselves as informed contributors rather than 'victims'.

About one-third of the students study geography, but all have citizenship lessons. The geographers are in two teaching sets, taught at different times by different teachers. It is anticipated that both geography sets will tackle the work in parallel, only combining their research at the end of the process.

ORGANIZATION

Citizenship is allocated one single period (35-40 minutes) per 6 day cycle.

Geography is allocated five periods (2 double, one single) per 6 day cycle.

It is proposed to embark on the citizenship contribution in late-January and the geography contribution in late February, ending on about 10th March.

We expect that there will be about four citizenship lessons and five or six geography lessons given to this project, finishing with a plenary Working Seminar of perhaps 2½ hours.

Citizenship lessons

Students should already be conversant with notions including:

The role of a person as an individual and in society;

Good/bad citizens, rights/responsibilities within the environment;

What do they get out of/put in to their environment?;

What groups play a significant part in the environment – eg family, different cultural groups?;

What is deprivation?

What network of relationships do we currently have / expect to have in 5, 10 ... years' time?

These ideas will be developed with reference to six contrasting local government / census wards in Blackburn-with-Darwen:

- ♦ Bastwell
- ♦ Corporation Park

- ◆ Livesey-with-Pleasington
- ◆ Higher Croft
- ◆ Beardwood-with-Lammack
- ◆ Mill Hill

Resources will include:

Census data 2001 for wards www.statistics.gov.uk/census2001

Census data 2001 CD-ROM Scamp for small area data

Crime, Disorder and Traffic Audit 2001 (Blackburn-with-Darwen)

These social data will be introduced to students with reference to the six wards, to be developed by the students who study geography.

Geography lessons

Students will find out which ward they live in (mostly outside Blackburn-with-Darwen). They will download the census summary for their own ward to provide a benchmark for their study of B-w-D wards – already begun in citizenship.

Revision of work on Blackburn's morphology (studied before we had detailed knowledge of the present project) including identification of localities within B-w-D on the OS 1:25,000 *Explorer 287 (West Pennine Moors)* map and interpretation of street patterns, building density etc as far as the scale permits. High quality aerial images of the town would be very useful here.

Students will form small groups. Each group will select one of the wards to study in depth. One group could be asked to seek enough comparative information on South Cambridgeshire to acknowledge the wider context of this project, using www.upmystreet.com historic house price comparisons 1995-2005 and recent video-footage in Geography Department archive.

The study of house prices in the ward will be the principal route to understanding the social / economic / environmental variations in the urban area and encouraging the students to consider how far the existing housing stock meets people's needs in different life stages. The basic question, 'Why do houses differ in price?' will encourage them to use a wide variety of resources, explore the different factors at work in different areas of the town, and consider what improvements are needed.

A brainstorming session should elicit such factors as: Age; style and layout (flat / detached etc); number of rooms; condition of property; garden space; garage; quality of immediate environment; access to public open space; access to amenities such as schools, shops, public transport, places of worship; Conservation Area; flood risk; crime rate; past, present and future regeneration of the neighbourhood.

It is hoped that ICT lab space will be available to some of the students at any time.

Resources:

See Citizenship (above)

¶¶*Images / video of various environments within each ward*

¶¶*News articles relevant to each ward*

¶¶*Local authority studies of housing / socio-economic issues*

Students will put together a small dossier on their area and delegate members of the group each to write a short report (200-400 words) on an aspect of the area's housing / house prices.

Conclusion: a Working Seminar to produce an Exhibition of results.

We are trying to make arrangements for all Year 10 students to have much or all of the morning one day in early March 'off timetable' to come together in a plenary session. We should like to use the Library Annexe (a large 'function' room) and the adjacent Library and Computer Suites. We shall ask the Librarian if she would like to get involved. Discussion with other colleagues will be needed to decide on the location and size of an Exhibition of the work done. Tasks will be allocated to students to create an exhibition of the findings of the project. These might include:

For non-Geographers - tasks which will remind them of the overlap between citizenship and geography! – can include:

- ◆ Historical background to the town (and wards) – possibly including historical maps.
- ◆ Creating some graphs of social / crime statistics using Microsoft Excel – to place on base map of Blackburn.
- ◆ Presenting diagrams of social networks at different life-stages.

For Geographers:

Study the other groups' dossiers and decide which areas of the town will suit people at different life stages. Groups will be encouraged to discuss their ideas and identify any strengths and limitations of B-w-D's housing provision. Their short reports on life stages will probably need to be produced individually as a homework exercise, since computers in the Working Seminar will probably all be in use. However there might be an opportunity at the Seminar for images and maps to be selected for the exhibition and captions produced for them.

If completing the exhibition is too ambitious a project for the Working Seminar day, it could be put together by the geography sets in one of the last lessons of term.

SUMMARY OF RESOURCES

¶ indicates resources that we hope CABE might be able to supply.

Census data 2001 for Bastwell, Beardwood-with-Lammack, Corporation Park, Higher Croft, Livesey-with-Pleasington, and Mill Hill wards www.statistics.gov.uk/census2001

Census data 2001 CD-ROM 'Scamp' for small area data

House price details www.upmystreet.com

Crime, Disorder and Traffic Audit 2001 (Blackburn-with-Darwen). *We currently have the 1998 data, and B-w-D council have promised us the 2001 data. A new audit of 2004 has been produced, but the council considers its content too sensitive to be widely used because it is current.*

OS 1:25,000 Explorer 287 (West Pennine Moors)

¶ High quality aerial images of the town

¶ Images / video of various environments within each ward

¶ News articles relevant to each ward

¶ Local authority studies of housing / socio-economic issues in each ward

MF & AY

8 December 2004

Where will I live? – Initial ideas

Habergham High School and Ivy Bank Business and Enterprise College

- What is our area like?
 - * Up my street – web resources
 - * Contrasting images of Burnley
 - * Quiz Sheets
 - * What do students define as their own area?
 - * Mental Maps?
 - * Primary School Links/interviews
- What are the good bits?
- What are the bad bits?
 - * Students produce own presentations e.g. video/power points
- What is all the fuss about?
 - * East Lancashire in the news. House prices, unemployment, and racial diversity/segregation. General Issues within East Lancs.
- How does East Lancashire compare to surrounding areas?
 - Visit to Clitheroe/Ribble Valley comparison between areas.
 - Rate housing areas/open space/environment link to property values?
- What improvements could we make?
 - * Students produce ideas.
 - * How could these ideas become reality? How can this be achieved?
 - * Local Government/community participation (Citizenship)
- Will I live in East Lancashire in the future?
 - * Students decide and reflect.
 - * Evaluation

Resource/wish list

Photographer – Contrasting images of Burnley
Aerial Photographs
Maps – Burnley District Maps Large Scale (Year 7 Friendly!)
Access to digital cameras for students to record ideas images?
Access to use of a scanner
Help with cost of fieldwork
Supply Cover for primary school visits
Clipboards for fieldwork?

Digital Tiles for OS Maps of the area

Where will I live? - Contrasting Areas

Claire and Brian's (Habersham High School, Burnley) first ideas on a scheme of work
Could be adapted for Year 7 Citizenship and Geography or as below for Year 10

GCSE Managing the Human Environment module: 10 hours.

Key questions:

1. What is our area like? A presentation by staff on their personal perception of the area with a photo presentation and map quiz on the area.
2. What are the good bits of our area? Using any form of presentation the students think is best, they will present their ideas, stories and thoughts.
3. What are the bad bits? As 2 above.
4. What is all the fuss about? The students investigate local issues such as crime, racism, fear, local house prices, unemployment figures etc. using local ward data, local newspapers etc to describe and explain the different perceptions/realities between 2 wards or areas in the town. Construct a +/- questionnaire to give to a selection of fellow pupils in school. To investigate a local planning issue and look at what changes are planned. Express their own ideas and improvements for the scheme.
5. How does East Lancs compare to a surrounding area, such as the Ribble Valley or South Cambridgeshire? Why do 2 houses have different values?
6. What improvements would they like to see happen in their local area? Is their area/social group having their need's met? What issue concerns them the most? Is this a national issue and can they investigate it? Can they compare South Cambridgeshire's perception of the issue with their area? What could they suggest could be done about the issue?
7. A final attempt to convince the pupils through a photo presentation about their area through +/- images leading to a pupil perception questionnaire. Will I live and work in East Lancashire?

CW/BWJ
20 October 2004

Where will I live? – Mystery activity

Annie Woodhouse and Liz Brown of Westholme School, Blackburn

STRATEGY:

To present a 'mystery activity' to lower sixth incorporating a 'magical mystery tour'.

QUESTION:

Why do two similar houses in different areas of Blackburn have such widely differing values?

EDUCATIONAL OBJECTIVES:

Specification reference

Citizenship/key skill references

Developing skills in the areas of

- Kinaesthetic learning
- Values, attitudes and judgements
- Decision making
- Research initiatives
- Problem solving
- Political awareness and social justice
- Teamwork and effective communication
- ICT and presentation skills

ACTIVITY PLAN:

1. Introduce issue as a mystery by two estate agent details with the prices blacked out and develop the question.
2. Visual stimulus – trip to both locations and surrounding area – look and see prompted observations. Video and photo evidence.
3. Back to workshop location to research secondary evidence to back up observations and explain why. To include:
 - Census data
 - League tables
 - Environmental data – mapping
 - Economic/deindustrialisation data
 - Newspaper cuttings
 - Statistical analysis of estate agent data (upmystreet.com)
4. Debrief/plenary
5. Solutions – visual stimulus of best practice either fieldtrip or pre-recorded evidence.
6. Planning meeting back in workshop to devise actions for change narrowing the gap between preferred and probable outcomes.
7. Taking their ideas forward eg
 - contacting local MP in surgery, focus group possibilities, council planner etc
 - presenting findings to Beardwood High School (community link) as part of their G&T programme in Year 10/11