• This course is for Welsh Schools

• This in-depth course prepares students for the human fieldwork focusing on Changing Places, for Section B of Unit 2.

• Covers all the relevant geographical skills, including comprehensive coverage of the six stage enquiry process, ensuring students are fully prepared for the human section of Section B of Unit 2 exam.
AS Level Geography: Changing Places 3 days
Example Course Timetable

<table>
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<th>DAY</th>
<th>MORNING</th>
<th>AFTERNOON</th>
<th>EVENING</th>
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</table>
| 1   | Arrive Midday
Students will be greeted by FSC staff, with a welcome talk followed by a brief tour of the Centre and the local area. |
Outline of the Course
Allocation of wellies/waterproofs. |
Choose one from:
Urban Economic Changes – Exploring the Clark Fisher Model and the external forces and factors inflecting economic restricting.
Deindustrialisation of Urban Places – Investigating the loss of industry, changing service economy and resulting social inequalities.
Changing Places – Exploring the demographic, socio-economic and cultural aspects of place, including place meanings and peoples perceptions.
Impact of the Knowledge Economy – Exploring knowledge economy clustering and the locational factors that encourage growth. |
Analysis, Conclusions and Evaluation
Using GIS and statistical tools to give meaning to the fieldwork data on both a global, local and personal scale, students will contextualise the data into the global picture of change, both natural and anthropogenic. Students will:
• Process and present their data, using graphical and cartographical techniques
• Analyse data using statistical techniques
• Draw conclusions relating back to the original aims and objectives of the investigation
• Review all the stages of the enquiry and how it might be developed further |

2
Choose one from:
Urban Rebranding – Investigating re-imaging and regeneration of urban places.
Rural Rebranding – Investigating the diversification in the post-productive countryside through re-imaging and rebranding. |

3
Choose one from:
Urban Economic Changes
Deindustrialisation of Urban Places
Changing Places
Impact of the Knowledge Economy
Rural Identity and Challenge – Exploring how rural change and inequality are managed in diverse communities. |
Depart at Midday
A final farewell from FSC staff as the students depart at midday. |
Please note: to ensure safe and quality learning experiences for students, the timetable may alter depending on weather conditions and local factors at Centres. |

A strong sense of place can influence the physical, social, emotional, and ecological health of individuals and communities everywhere. http://www.pps.org/reference/what_is_placemaking/

Places are formed from a unique multi-faceted layering of history, culture and identities. Places change over time, adapting their characteristics to meet new challenges. The population, society and the economy on which they are built is in a constant state of flux. Their future remains dynamic yet uncertain, and their resilience will be reliant on the energy and agency of young people who shape these spaces.

Learners will explore concepts of urban and rural change and the drivers for change in a local place, which may be declining or expanding, and then move on to set this in a wider context. They will discover how places address these challenges using innovative primary field data techniques and analysis of secondary sources and historical information including demographic, socio-economic, ethnic and cultural data. Learners will gain understanding of a range of specialist concepts including identity, adaptation, inequality, interdependence, globalisation, representation, sustainability, resilience and thresholds.

Throughout the course the six stages of enquiry will be used, ensuring students are prepared to answer exam questions on any of the six stages.
1. Context and planning – what is the geographical enquiry process?
2. Data collection – how is data and information (evidence) collected?
3. Presentation and display – how is the collected data and information presented?
4. Analysis and interpretation of findings – how can the evidence be analysed?
5. Conclusion – what conclusions can be drawn and how do these relate to the initial aim of the enquiry?
6. Evaluation of the whole investigation – what evaluative techniques should be applied to the enquiry process?

Please visit http://www.field-studies-council.org/outdoorclassroom/
For alternative courses
Learning Opportunities

“In a century of great change, ranging from ever increasing globalisation to the rise of air travel, cities have had to constantly adapt.” Paul Swinney

All cities have been challenged to adapt and change in response to an increasingly interconnected world resulting in part from massively increased trade and cultural exchange. This globalisation, accompanied by an array of technological changes, has led to the decline of traditional industries and the need to create and sustain the growth of jobs in new areas of the economy. This has led to considerable change in many urban areas, especially in terms of its economic character. Learners will assess the how the employment and population structure has changed using interrogation of census data, and compare that with primary data on the industrial character of the area. GIS will be used to analyse fieldwork data on spatial relationships between various industrial clusters, such as services, tourism and financial services, together with historical data trends. Background research materials will be provided on any government interventions and planning guidelines that have affected the area.

Fieldwork and linked research may include:

- Use photographs and a geographical narrative to explore employment changes (quality and number of jobs) in a local development area, enterprise zones or another area which has undergone significant change.
- Use old OS maps and other archive research to establish the historic importance of place and historic place identity; look for primary evidence of past uses (e.g. industrial heritage).
- Use primary fieldwork techniques to establish the environmental quality of purpose built business parks.
- Field survey of the environmental, social and economic impacts of the impact of single, large tertiary employers e.g. a hospital complex.

Opportunities for progress of geographical skills are:

- Developing numerical and statistical calculations by calculating the percentage employed in primary, secondary and tertiary sectors.

Specification Links

Unit 2 Changing Places

2.1 Changing Places

2.1.3 Changes over time in the economic character of places.
AS Level Geography: Changing Places 3 days
Deindustrialisation of Urban Places

Learning Opportunities

“The past forty years have seen a remarkable range of urban successes and failures, especially among America’s older cities. Some places... seem caught in perpetual decline. Other areas... had remarkable success as they became centres of idea-based industries.” Ed Glaeser and Gaicomo Ponzetto

Deindustrialisation is the process of social and economic change which occurs when there is a reduction of industrial activity in a place. The process can have serious socio-economic consequences in urban areas that previously relied on the manufacturing industry for jobs. Primary fieldwork will be used to uncover and explore the geographical history of the area relating to the industrial structure and relate this to current business developments and infrastructure.

There will also be an investigation of the spatial distribution of previous industrial sites, green infrastructure, routeways and landscape changes, considering how these are utilised currently and any plans for the future. Data will also be collected on pollution levels and transport developments and combined with census information on changes in employment activity and structure, migration and changes in housing tenure. Planning strategies such as zoning isolating employment locations, shopping, services and housing will be used alongside interviews and oral histories to consider how people’s lives and perceptions may have been affected following deindustrialisation.

Fieldwork and linked research may include:

• Field survey of manufacturing activity: mapping distribution of manufacturing industries and modern industrial development (business parks).
• Field survey of the environmental quality of purpose built business parks.
• Use old OS maps and other archive research to establish the historic importance of place and historic place identity – links to industry change, decline and dereliction.
• Use photography to document past urban industry and create a historical narrative of change.

Specification Links

Unit 2 Changing Places

2.1 Changing Places

2.1.4 Economic change and social inequalities in deindustrialised urban places.

2.1.5 The service economy (tertiary) and its social and economic impacts.
Learning Opportunities

“...many town centres are in “terminal decline”, and will require building programmes on a scale not seen in post-war Britain if they are to survive”.
Mark Williams

Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Learners have mental images of places – the world, the country in which they live, their neighbourhood – which form their ‘geographical imaginations’. They should recognise that there are many different perceptions of places, some of which may be different or even conflict with their own. When investigating a place, learners should consider where it is, what it is like, how it became like this and how it might change in the future.

Through working outside in the local environment learners will explore the concept of place, how we and others see, experience and understand place in different ways and how this can change over time. Working through a range of scales in the context of places that will, at first, be familiar to the learner, students will actively plan and critically evaluate the concept of place from a range of perspectives. The ideas and theories behind place will be expanded and applied to a local place or the centre grounds to allow learners to consider the different ways a place can be framed, planned and managed over space and time, both via formal, economic and demographic data and via less formal representations.

Students will explore the concept of place and the relationships and connections between places, including considering the scale of place. They will explore the demographic, socio-economic and cultural aspects of the place by investigating flows of people, resources and investments. Historical contexts will be explored to discover how places change over time. Another aspect of place that will be investigated is the meaning a place has as a result of people's perceptions, engagement and their attachment to places.

Fieldwork and linked research may include:

- Using primary fieldwork to record the social characteristics and service structure of the place and contrasting areas, e.g. photo-journals and video diaries along transects.
- Using oral histories and in-depth qualitative interviews as a way of revealing patterns and impacts of change through the eyes of observers.
- Place checks and audits, including recent history to explore how places change over time.
- Use of GIS to examine areas of change using historic OS maps and other satellite imagery.
- Interviews, focus groups and observations.
- Visual methods such as imagery, graffiti, art work representations.
- Collating and analysing mental maps based on qualitative data from local people on their perceptions of an area and the way they use the space and different services.
- Gathering local representations of place, e.g. on postcards or tourism literature and brochures - how are local places represented? To what extent do the learners relate to these representations? How could the learner represent the area differently?
- Producing geographical narratives to help understand the informal and formal representations of place.
- Using “Placechecks” as a tool to examine the qualities of a place and opportunities for improvement.
- Detailed photographic (still and video) representations to describe the built and natural environment.
- Discourse analysis, participant observation and questionnaires to explore how the physical environment relates to the local neighbourhood character or identity.
- Evaluating the spatial “lived-experience” of space, including exclusion (for whom).
- Mapping evidence of place-making elements, such as planning approaches or management plans to contextualise understanding.
- Analysis of personal biographies, oral histories and stories of people who have lived in different places: migrants, refugees – and mapping their experience of place.

Specification Links

Unit 2 Changing Places

2.1 Changing Places

2.1.1 Changing place; changing places – relationships and connections.

2.1.2 Changing place; changing places – meaning and representation.
Learning Opportunities

“With the growth of ICT around the world, it is often claimed that we are moving towards a knowledge-based economy where the trade and exchange of knowledge is becoming as (if not more) economically valuable than manufacturing and selling products.” Microsoft Future Labs Publication (2013)

Knowledge is now recognised as a key driver of productivity and economic growth. This has led to a new focus on the role of information, technology and learning in economic performance. A ‘knowledge-based economy’ is one that recognises the vital importance of knowledge and technology in contributing to success.

Learners will attempt to discover and make sense of the particular spatial patterns, distributions and clustering of the knowledge economy in one urban area. They will also consider the concepts of competitive advantage and centres of information, while mapping the densities and types of knowledge economy products and assets. Information will be gathered on the possible drivers for locational clustering, such as locations of universities, government intervention strategies and planning zones.

Other possible fieldwork and research, depending on the location could include:

- Census data on population profiling, house prices and levels of education.
- Use of image evidence (photographs and video) to exemplify patterns of change associated with the knowledge economy.
- Mapping of transport and congestion flows.
- Research on people’s perceptions of place and the constructs they employ in relating to the area, linked to narratives and oral histories.
- GIS data to examine traits in geo-demographic information: population characteristics, service provision, attitudes of local residents and housing quality/tenure.

Specification Links

Unit 2 Changing Places

2.1 Changing Places

2.1.6 The 21st century knowledge economy (quaternary) and its social and economic impacts.
Learning Opportunities

Following on from the specific fieldwork completed during the day, students will present, analyse and form conclusions for their investigation. They will use secondary data from published sources and the FSC’s own datasets, together with a range of GIS tools to ensure they are placing their findings within a wider context.

Students will have the opportunity to:

• Consider, develop and use appropriate qualitative and / or quantitative data presentation methods.
• Be introduced to a range of cartographic and graphical techniques that relate to the investigation area.
• Analyse their findings in relation to the specific research questions.
• Summarise findings and draw conclusions, using references and secondary information.
• Evaluate all aspects of the investigation and consider improvements to the methods and analysis.

Opportunities for progress of geographical skills are:

• Using textual and visual sources to compare advertising copy and tourist agency material, or analysing the different impacts of different media on place meanings and perceptions.
• Exploring oral histories and interpretations of how peoples lives are/have been affected by continuity and change in the nature of places.
• Using interview material to research how people engage with and attached to new identities of urban places.

Specification Links

See the Specification Links for the option chosen during the day.
Learning Opportunities

“Dull, inert cities, it is true, do contain the seeds of their own destruction and little else. But lively, diverse, intense cities contain the seeds of their own regeneration, with energy enough to carry over for problems and needs outside themselves.” Jane Jacobs, American Journalist and Author

The environmental, social, and economic character of an urban area is integral to its function. As these change over time, the features, processes and systems within the area must also change in order to maintain a sustainable future. Where inequalities arise, the consequences must be addressed through regeneration and rebranding. If carried out with considered foresight and sensitivity these combined can overcome problems and create a vibrant, successful urban place that allows all members of the community to thrive.

Learners will visit a dynamic urban area in order to gather qualitative and quantitative data and build a picture of the spatial variation in the settlement’s economic structure, environment and social and demographic character. Secondary research will also provide an impression of how it has changed over time and highlight any spiral of decline. Having identified the context within which regeneration is needed, the complex process of rebranding will be explored through a series of examples in the locale. With the aim of gauging changes in public perception of the urban place following re-imaging and regeneration, learners will consider the extent to which a specific place identity has been created and evaluate the degree to which local, national and international users of the space are attracted to its new environmental, social and economic character.

Fieldwork and linked research may include:

- Exploration and surveys of public and personal opinion via a range of methods including interviews and open questioning.
- Use geo-located photographs with notes and interviews to accompany a content analysis of their images to enable comparisons and analysis about how the place is perceived by residents and visitors.
- Assessment of the variations in the health of an urban space, incorporating an evaluation of social deprivation, environmental quality and economic inequalities.
- Using a primary “walkability” tool to examine and record urban design quality.
- Using a range of media (e.g. old postcards) and GIS to examine historical change in the area.
- Using the IMD data (Index of Multiple Deprivation) to complete secondary research into the spatial variation in deprivation in the local area at output area scale.

Opportunities for progress of geographical skills are:

- Developing geo-spatial and cartographic data skills such as using GIS and aerial photo interpretation to measure land-use changes in regenerating urban places.
- Developing cartographic skills by using GOAD maps in urban places.
- Using textual and visual sources to research how media images activity create particular place representations.

Specification Links

Unit 2 Changing Places

2.1 Changing Places

2.1.9 The rebranding process and players in urban places.

2.1.10 Urban management and the challenges of continuity and change.
Learning Opportunities

“Rural communities have a unique character which makes them very special... protection of the rural character is therefore just as important as protection of the rural areas themselves” Rural Regeneration 2012

Even in a place dominated by the environment and natural processes, the human elements of a rural place, the health of the economy, the demographic structure and social interactions, form a fundamental part of the rural character. Each aspect must be in balance in order for a rural place to thrive. Challenges to this equilibrium take many forms, from the global to local scale: the impacts of climate change, global food and labour markets, urbanisation, declines in pollinator species- all take their toll. As a result of the process of change over time and space, many rural areas are in need of regeneration, where one or more of the social, economic or environmental problems must be overcome. The aim is to change public perception, not only within the local area but at a national and international scale, but can this be achieved when the ‘rural character’ is distilled to such a specific expectation? Are regeneration and rural characteristics so paradoxical, that public perception cannot be changed?

During this session, learners will discover and define the characteristics of a local rural place in terms of environmental, social and economic indicators; this could include its ethnic variation, the quality and quantity of local services and indicators of environmental health. Through comparison within and between rural areas, including secondary research to highlight changes over time, discrepancies will be explored and learners will ascertain and justify those rural places in need of regeneration. A range of rural rebranding attempts will then be examined to see how they are represented as being more attractive to the public, how public perception has changed and the extent to which the rural character, heritage or natural resources are employed and reimaged to encourage economic investment and social engagement.

Fieldwork, measurements, calculation and analysis may include:

- Exploration and surveys of public and personal opinion via a range of methods including interviews and open questioning – focus on diversification.
- Use geo-located photographs with notes and interviews to accompany a content analysis of their images to enable comparisons and analysis about how the place is perceived by residents and visitors.
- Assessment of the variations in the health of an rural space(s), incorporating an evaluation of social deprivation, environmental quality and economic inequalities.
- Using a primary “walkability” tool to examine and record rural design quality.
- Using a range of media (e.g. old postcards) and GIS to examine historical change in the rural area.
- Using the IMD data (Index of Multiple Deprivation) to complete secondary research into the spatial variation in deprivation in the local area at output area scale.
- Analysis of data and information from rebranding and re-imaging and evaluating the degree to which this has made them more attractive for inward investment and shows social progress.

Specification Links

Unit 2 Changing Places

2.1 Changing Places

2.1.7 The rebranding process and players in rural places.
Learning Opportunities

“I don’t know where decisions are made about this area. Inverness, Edinburgh, London, Brussels – it doesn’t matter. They’re all away...”
Mark Shucksmith, Author and Professor of Town Planning and Social Renewal, Newcastle University

Rural areas of the UK and in other countries have an extensive range of real and perceived uses. Consequently, each person applies their own values and attributes certain qualities to a rural place. In the face of a number of economic, social and environmental challenges, management must both address the problems but maintain the quality of the rural area and character. Can this be managed in accordance with each user’s values and needs? Conflict arises and challenges must be overcome to achieve successful, sustainable rural futures.

Not everyone in rural places will share the same values and perspectives about rebranding and reimaging. This will lead to conflicts arising from any change process and the management of such change. Learners will explore the extent to which the process is contested and the reasons why rural rebranding might be resented by some local people. They will also examine challenges associated with managing change in light of counter urbanisation and second home ownership.

Fieldwork, measurements, calculation and analysis may include;

- Field survey of changing service provision in villages.
- Field survey of changes in rural areas associated with the rural turnaround: holiday homes, language issues, population size and structure, employment and house prices and problems of service provision.
- An assessment of values and perceptions of rebranding via qualitative data collection, interviews, mental mapping and questionnaires.
- Discourse analysis, participant observation and questionnaires to explore how the physical environment relates to the local neighbourhood character or identity.
- Evaluating the spatial “lived-experience” of space, including exclusion (for whom).

Specification Links

Unit 2 Changing Places

2.1 Changing Places

2.1.8 Rural management and the challenges of continuity and change.
AS Level Geography: Changing Places 3 days

Course Options

Centres that offer this course

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<th>Code</th>
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<tr>
<td>DF</td>
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<td>Preston Montford</td>
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<td>RC</td>
<td>Rhyd-y-creuau</td>
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To book this course, simply:
Choose the time of the year you would like to attend
1. Pick the Centre(s) of interest
2. Check availability online, contact head office to check availability across multiple Centres or contact the Centre(s) of your choice directly

To book this course the minimum size of your group must be 12 students and one member of staff.

Head Office contact details:
Tel: 01743 852100   Email: enquiries@field-studies-council.org

Please Note: All of our Centres offer this course, just please be aware if you visit a Centre other than the above, you will not be able to visit Welsh Landscapes, as it suggests you do in the specification.

Please visit http://www.field-studies-council.org/outdoorclassroom/
For alternative courses