

KS2 Geography

Investigating Change in the Local High Street

Teacher Resource Pack

This pack will help you to plan a field and class investigation about the identity of the High Street and how it has changed over time.

- Map the different types of shop on the High Street
- Create an emotions map to show how the High Street makes us feel
- Compare a historical photograph of the High Street to a present-day one
- Compare a historical map of the High Street to a recent map
- Interview an older person about what the High Street was like in the past

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KS2 Geography

Investigating Change in the Local High Street

Curriculum Links

England National Curriculum

KS2 Geography: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Wales National Curriculum

Geography: Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues. Carry out fieldwork to observe and investigate real places and processes.

Scotland Curriculum for Excellence

Social studies: Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area (SOC 1-14a).

Sciences: develop skills of scientific inquiry and investigation using practical techniques.

Aims and Objectives

Learners will develop an appreciation of the purpose of their local High Street and how it has changed over time. Learners will use sketch maps and photography to observe, record and present the human features in the local area and compare to historic data. They will identify geographical difference and similarities and enhance their location and place knowledge. Some learners may also identify environmental or social issues of concern or explain how processes and people have shaped a place.

Equipment and Resources

Clipboards
Printed A4 maps of High Street
Blank paper
Colouring pens
Historical photos/map/postcards of High Street
Tablets/cameras
Optional – Emoji stickers

Health and safety checklist

- ✓ Risk assessment to identify hazards and management strategies for e.g. busy crossings, uneven pavements, parked cars, lost child
- ✓ Identify group leader and responsibilities
- ✓ Staff, pupils and volunteers are appropriately trained and briefed
- ✓ All paperwork completed prior to and after visit

A walking visit to your local High Street

Teacher Guidance

Mapping different shop types using a colour code system

To obtain a base map with no pins in *Google Maps*: Open www.maps.google.com in any web browser. Hover your mouse over the Layers box in the lower left corner and select 'More' in the menu that appears. In the expanded Layers menu, uncheck the Labels checkbox in the bottom right corner. Print the map.

Use the worksheet as a pre-fieldwork activity to familiarise the children with the task. Children will need colouring pencils and a copy of the base map on the field trip. They may wish to produce a rough map in the field and a final version back in class. They should remember to include a scale, title and legend (key) on their map.

Post-fieldwork enquiry

- Describe what information is shown by your map. Can you quantify shops by category? What background of people might use the different types of shops or services? How useful is this High Street for local families?
- What are the advantages and disadvantages of this mapping method?
- What do you think this map might have looked like 20, 50 or 100 years ago?

Mapping how different parts of the High Street makes you feel

Print base map as above. Buy Emoji stickers or let children draw their own. Children to include a scale, title and legend on map. Use the worksheet as a pre-fieldwork activity.

Post-fieldwork enquiry

- Compare your emotions map to your neighbour's and discuss the differences
- What could be done to improve your High Street, and help to reduce these negative emotions?
- What are the advantages and disadvantages of this mapping method?

Photograph and compare different types of shops in your High Street

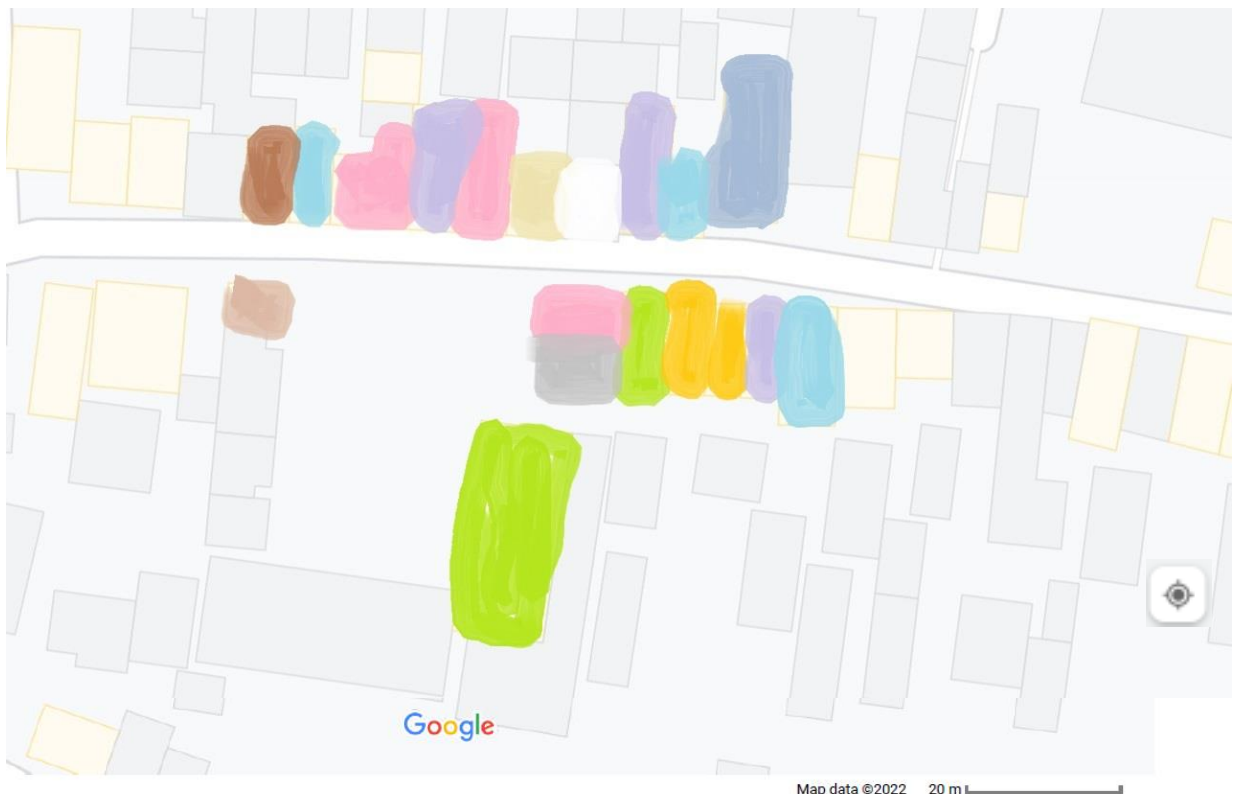
Children to design an appropriate sampling method e.g. to photograph every fifth shop along one side of the High Street. Children to avoid standing in the road or becoming an obstruction when they photograph, and to avoid photographing people. Use the worksheet as a pre-fieldwork activity.

Post-fieldwork enquiry

- Children decide how to present or analyse their group's photographs e.g. slideshow, illustrated map, table or graph showing shop categories and frequencies per category
- What does the data sample tell you about the identity of your high street?
- Children to consider general strengths and weaknesses of the investigation

Mapping different shop types using a colour code system

We mapped a section of Totnes High Street on 22 April 2022, as shown below.



Legend

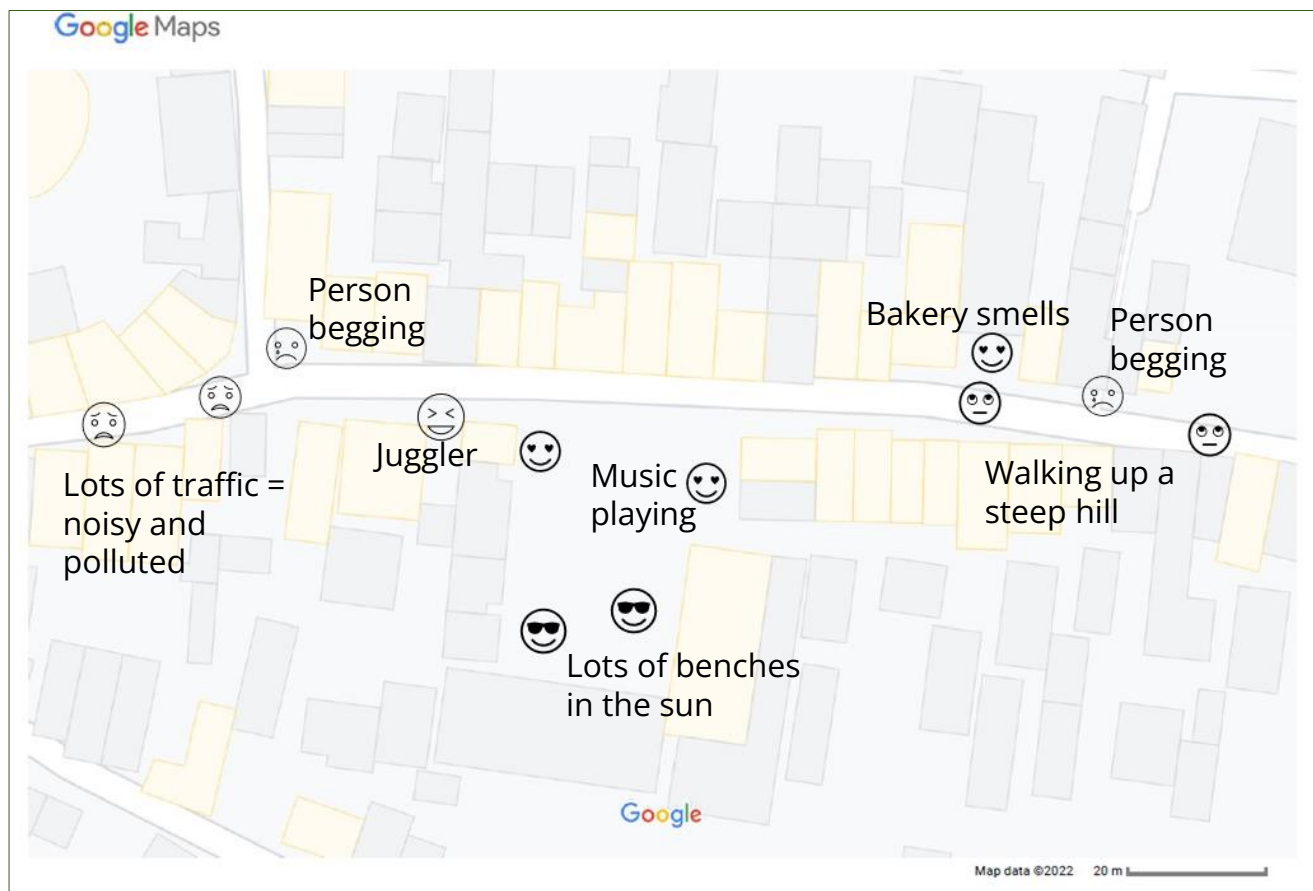
- | | |
|--|--|
|  Antiques |  Bakery |
|  Art gallery |  Clothes shop |
|  Charity shop |  Gift shop |
|  Café/restaurant |  Book shop |
|  Cinema |  Greengrocers |
|  Closed down | |

Questions

- What does this map tell you about Totnes?
- What kind of people might use these shops or services?
- How useful is this High Street for local families?
- What do you think this map might have looked like 20, 50 or 100 years ago?
- What are the advantages and disadvantages of this mapping method?

Mapping how different parts of the High Street makes you feel

We mapped a section of Totnes High Street on 22 April 2022, as shown below.



Legend

	Stressed		Amused
	Bored		Happy
	Sad		Relaxed

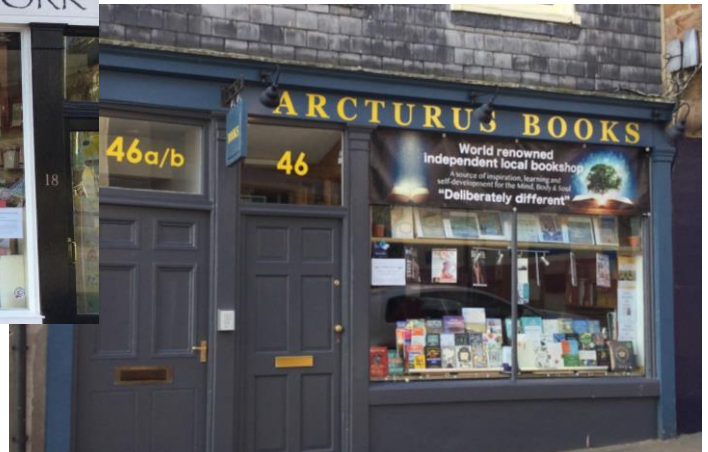
Questions

- Does this look like a High Street you might want to visit?
- What actions could be taken to improve this High Street?
- What are the advantages and disadvantages of this mapping method?

Visiting your local High Street Worksheet

Photograph and compare different types of shops in your High Street

We photographed a sample of six shops on Totnes High Street on 22 April 2022.



Questions

- Suggest how you might go about selecting a representative (i.e. typical) sample of shops on the High Street to photograph.
- What kind of people might visit the different types of shops shown above?
- What do these shops suggest about Totnes?
- What are the advantages and disadvantages of this data collection method?

How has the High Street changed over time? *Teacher Guidance*

Compare a historical photograph/map to a present-day one

Find a historic photograph or postcard of the high street and work out where you'll need to stand to photograph the same location. The worksheet provides a pre-fieldwork activity, or a substitute if you cannot find a suitable image/map for your own high street.

Where to find old photographs of the high street

- Local museum, if you have one
- Historic England; <https://historicengland.org.uk/images-books/photos/>
 - The most extensive historic database but images cannot be downloaded
 - Share or view image using the weblink (ignore the 'embed' option unless you are a web editor – does not embed into social media)
- National Archives; <https://discovery.nationalarchives.gov.uk/advanced-search>
 - Enter the word 'photograph' and your town/district under 'search for records'
 - Select 'search the National Archives' under 'Held By'
 - Select 'Only show records available for download'
 - Images can be downloaded if you [register](#) first
- Flickr <https://flickr.com/> - Images can be downloaded

Where to find historic maps

Old Maps Online <https://www.oldmapsonline.org/> - Images can be downloaded

Post-fieldwork enquiry

- Compare the differences between the two images and consider how these differences may have impacted on the local community and businesses in the High Street
- What other changes might occur in the future?

Interviewing an older person

Children practise interview techniques, select an interviewee and design questions, using the worksheet overleaf. You will need to produce a permission form. See also:

- <https://www.bbc.co.uk/teach/class-clips-video/how-to-interview-people/zrhgwtv>
- <https://www.ohs.org.uk/teaching-resources/>

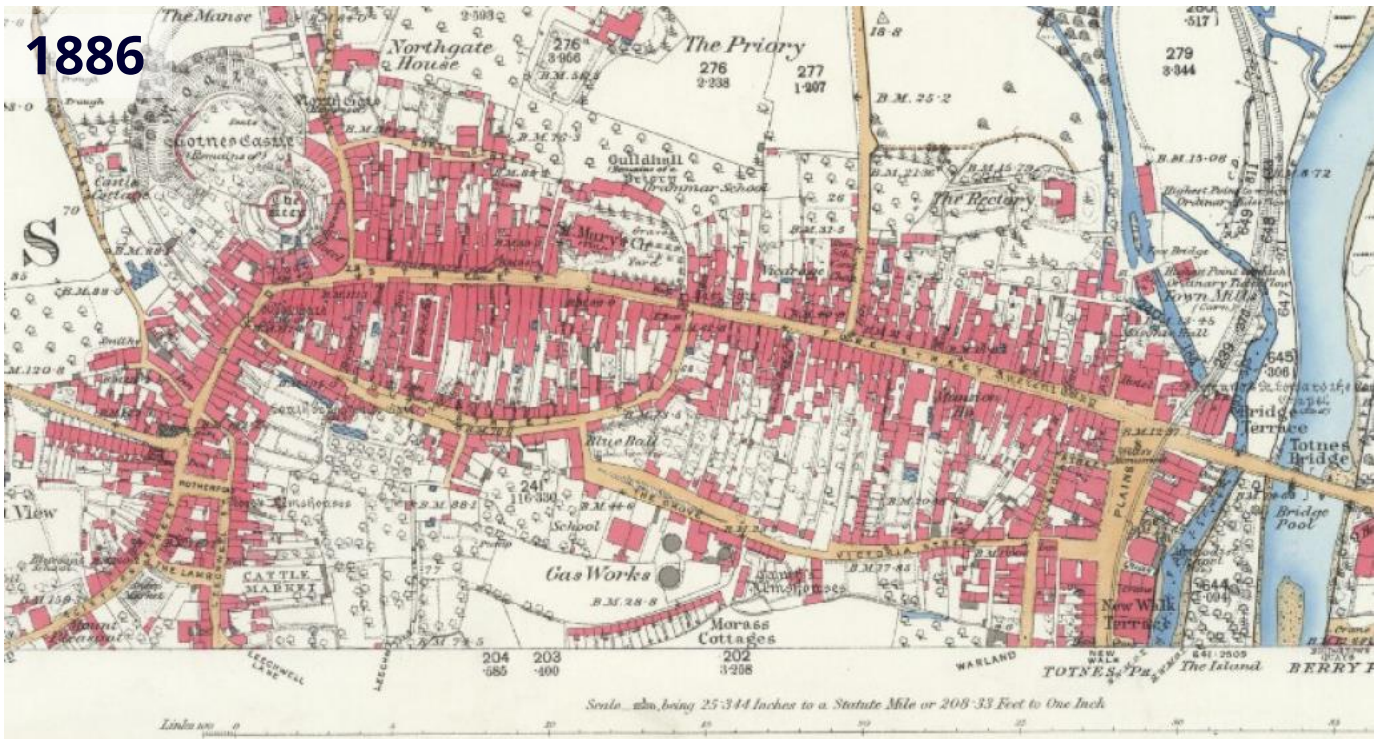
Post-fieldwork enquiry

- Decide how to present or analyse data e.g. listen to the recording and note all the ways in which the High Street has changed, according to the interviewee, or choose a favourite two-minute clip to play back to the class.

How has the High Street changed? Worksheet

Comparing modern-day photographs and maps to historic ones

Describe all the differences you can see, in the two maps below. Do the same for the two sets of photographs overleaf. What impacts do you think these changes might have had on the local community *and* businesses in the High Street?



Ordnance Survey 25 inch, 1841-1952, reproduced with the permission of the [National Library of Scotland](https://www.nls.uk/)





Fore St, Totnes - 2011

Reading Tom, 2011 <https://flic.kr/p/aDxNQP>



Fore St, Totnes - 1905

Ashley Van Haeften <https://flic.kr/p/8J3cck>

10717 - TOTNES, FORE STREET

East Gate, Totnes – 2020
(during COVID-19 'lockdown')



Reading Tom, 2011 <https://flic.kr/p/aDxNQP>

East Gate,
Totnes – 1968



Phil Gayton <https://flic.kr/p/2j74g4>

Interviewing an older person: instructions

Talking to an older person can provide a wealth of information about what the High Street was like in the past.

Practising interview techniques

Think of three questions to ask a fellow student about what the High Street is like today, and take turns interviewing the person you sit next to in class. Don't forget to introduce yourself, explain what you are doing and to thank them at the end.

Finding someone to interview

- Ask an older family member or neighbour if can interview them. It should be someone that has lived in the area for a long time (at least 30 years).
- If you can't find someone locally you could ask a grandparent and interview them over the phone or computer about their local High Street.

Preparing for the interview

- Borrow a recording device (tablet/phone) and practise recording and playing back.
- Prepare a list of questions. The list acts as a guide but it is fine to ask other questions you think of on the day. Avoid questions with one-word answers.
- Ask your teacher for a permission form for your interviewee to sign.

Ideas for questions

- What are your earliest memories of the High Street?
- What are your strongest memories of the High Street from when you were a child?
- What else do you remember about the High Street?
- What was different from today?
- What kind of shops were in the High Street?
- Can you remember the prices of any of the goods for sale back then?

Doing the interview

- Checklist: fully-charged recording device, list of questions, permission form, watch.
- Introduce yourself and ask your interviewee to sign the form.
- Switch on the recording device.
- Ask the interviewee their name and year of birth, then start your questions.
- Remember not to interrupt or put your hand up whilst they are speaking.
- If you are not sure what to say next, ask: "What else do you remember?"
- Keep an eye on the time and keep interview to 30 minutes .
- Don't forget to thank your interviewee at the end.

How has the High Street changed? Worksheet

Interviewing an Older Person: Notes Page

Your name:

Three questions to ask my class mate about what the High Street is like:

What 'dos' and 'don'ts' I learnt about interviewing:

Older family members or neighbours I could ask to be interviewed:

Six questions I will ask my interviewee:

My checklist of what I need on the day:

Charged recording device
The list of questions
Permission form
Watch

Don't forget!

- To introduce yourself and ask your interviewee to sign the form
- Switch on the recording device
- Ask the interviewee their name and year of birth
- Not to interrupt when they are speaking
- If you're not sure what comes next, ask: "What else do you remember?"
- Keep an eye on the time (stick to 30 minutes)
- Thank your interviewee at the end