

## KS3/KS4/KS5 Geography

### How has your local high street changed over time?

# Teacher Resource Pack

This pack consists of a series of student worksheets, to help with the delivery of fieldwork investigating change in the local high street, at KS3, KS4 or KS5:

- Producing a Goad map of the high street and comparing to a historic map
- Comparing a shopping basket survey to historic Retail Price Index data
- Using re-photography to investigate change
- Conducting a questionnaire survey on the high street to investigate change over time
- Producing a sensory map of the high street

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## KS3/KS4/KS5 Geography

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#### Curriculum Links

##### England National Curriculum (KS3, KS4)

Geographical skills and fieldwork - use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Human and physical - understand how human and physical processes interact to influence, and change landscapes, environments and the climate.

##### Wales National Curriculum (KS3, KS4)

- Observe, measure, extract and record data through carrying out practical investigations and fieldwork and using a variety of secondary sources.
- Communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT. Carry out at least one group-based investigation and one independent investigation into a geographical question or issue.
- Use fieldwork to observe and investigate real places and processes.

##### Scotland Curriculum for Excellence

- Understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area (SOC 4-10a).
- Explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned (SOC 4-10b).

#### Aims and Objectives

Learners will develop a deeper understanding of the commercial centre of an urban area and investigate the impact of economic and social change on a distinctive geographic space. Learners will use a variety of fieldwork methods to collect, present and analyse geographic data and compare these to secondary historic sources.

#### Equipment and Resources

Clipboards  
Tablets/cameras  
Printed maps of high street  
Historic maps and photographs

#### 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

# How has your local high street changed over time?

## Land-use Survey: complete an up-to-date Goad plan

A Goad plan is a detailed street map displaying individual buildings and their uses. The maps get their name from Charles Goad, a civil engineer in the 19<sup>th</sup> century who first produced such maps, mainly for insurance companies.

To produce your own Goad plan for the high street, print a base map (if using Google maps, go to 'Layers' and 'More' and untick 'labels' first). Walk up the high street and record the use, name and type of shop for each building. An example is shown overleaf.

To find a historic map for comparison, try the following sources:

- National Library of Scotland archives – detailed maps (high resolution) for many UK towns and cities <https://maps.nls.uk/towns/>
- Old Maps Online - detailed maps (high resolution) for many towns and cities <https://www.oldmapsonline.org/> (type in town name and hover mouse over the maps that show up in righthand column to see the area covered. Look for a minimum scale of 1:2,500)
- British Library archives – many Goad maps but poor resolution <https://www.bl.uk/onlinegallery/onlineex/firemaps/fireinsurancemaps.html>
- Purchase a Goad map from <https://www.goadoldstreetmaps.com/goad-street-maps-shop/> or <https://www.experian.co.uk/goad/education.html>

### Activity (using the maps overleaf/your own maps)

Study the up-to-date map:

- Provide an example of a shop selling high order goods and one selling low order goods. Are there more shops selling high order goods as compared to low order ones, or the reverse? How do you think this has changed since the historic map?
- What does the composition of shops suggest about the identity of the town, or the age/socio-economic groups using the high street?

Compare the historic maps to the up-to-date map:

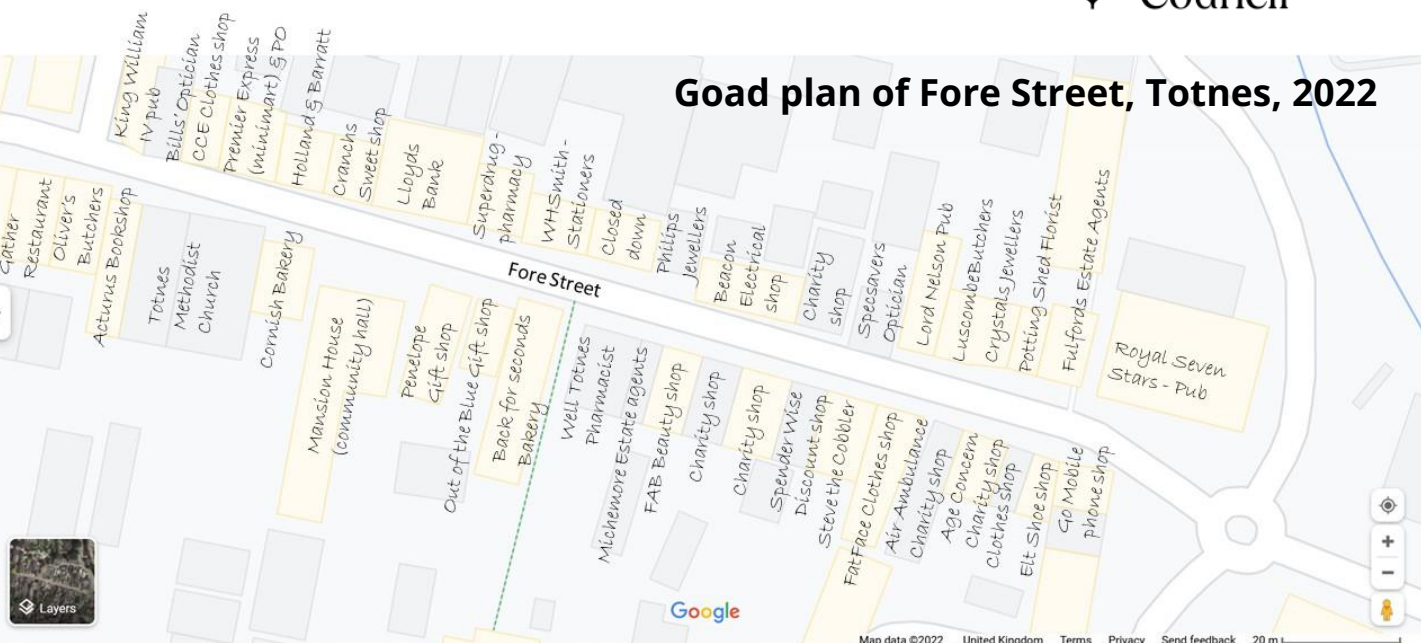
- Are there any buildings that have retained the same use as in the past, or only undergone a partial change of use? Why do you think these buildings have not changed their use?
- How do you think employment rates compare, between the different time periods? What about congestion and pollution?

### Clone Town Survey

A 'Clone Town' is one where shops are dominated by chains, whilst a 'Home Town' has a high proportion of independently-owned shops. Use the up-to-date map and the [New Economics Foundation report](#) (pg 44-5) to calculate a 'Clone Town Britain Index'.

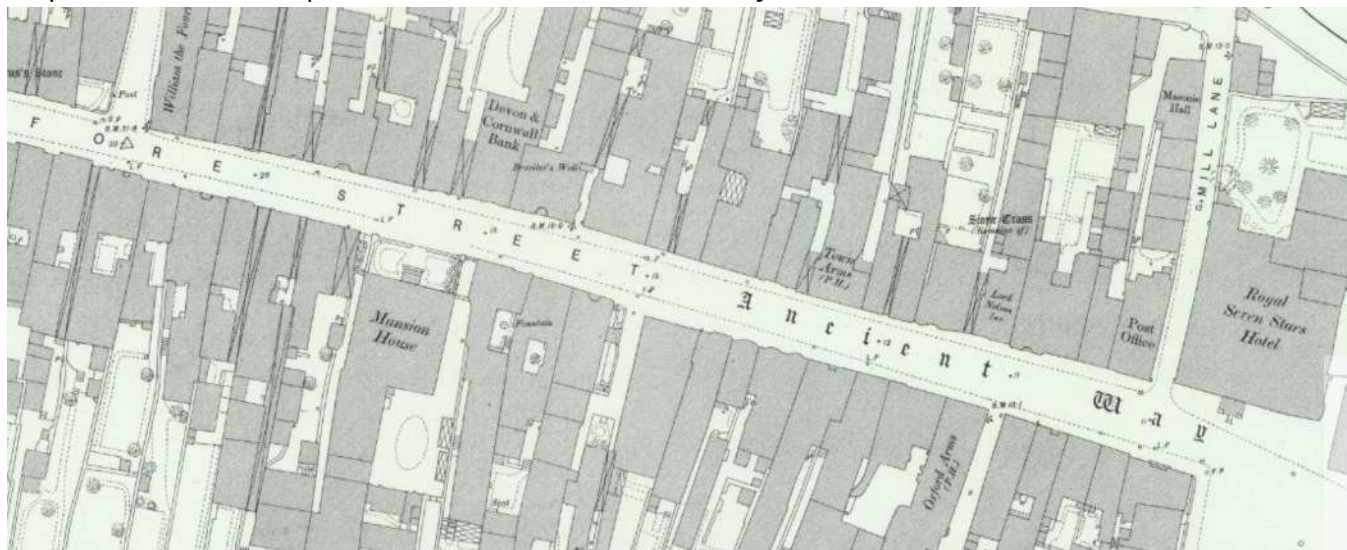


# Totnes Fore Street – past and present



[OS 25 inch England and Wales, 1841-1952](#) **Surveyed: 1933**

Reproduced with the permission of the National Library of Scotland ([CC-BY-NC-SA](#))



[Town Plans of England and Wales, 1840s-1890s](#) **Surveyed: 1886**

Reproduced with the permission of the National Library of Scotland ([CC-BY-NC-SA](#))



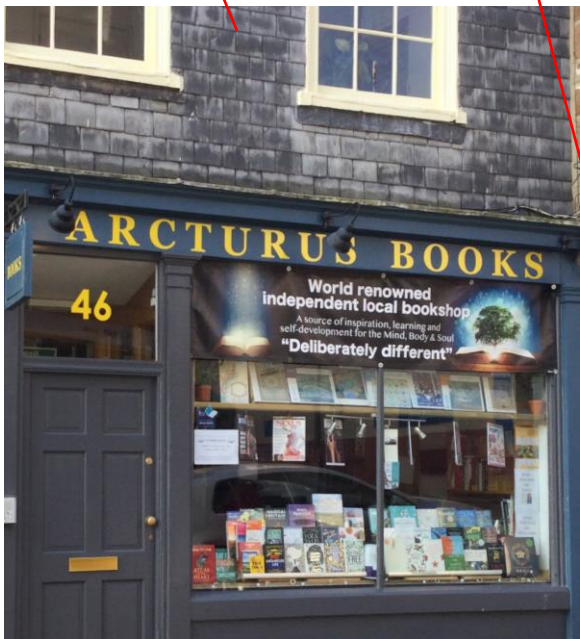
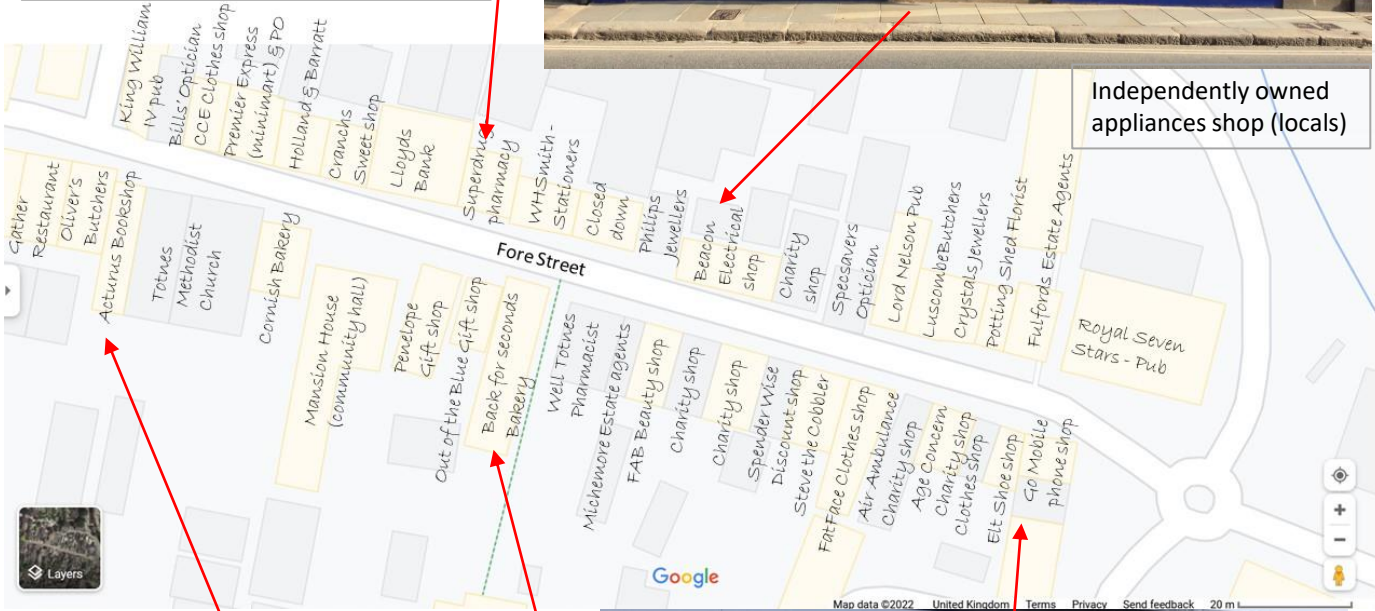
As an additional challenge, you may wish to produce an annotated/illustrated version of your Goad plan, like the example below



Chain owned pharmacy (locals/visitors)



Independently owned appliances shop (locals)



Independently owned book shop (visitors)



Independently owned mobile shop (locals/visitors)

Independently owned fast food shop (visitors)

# How has your local high street changed over time?

## Shopping basket survey: comparing food prices from different sources

A shopping basket survey is a valuable way of comparing the cost of goods in different locations, to identify economic inequalities due to deprivation, gentrification or tourism, for example. You can also investigate price changes over time, using the Retail Price Index, which is a measure of inflation based on the change in the cost of a representative sample of retail goods and services.

Visit the shops on your local high street and record prices for the ten food items shown in the table below. Visit as many shops as possible that sell the relevant item and calculate means. You may wish to record prices for independent shops separately to chains, and note the brand of the item, where applicable.

Use the website of a supermarket that delivers to this area to find prices for the same food items. Try to select the same brands as those recorded for the high street if you can.

### Activity

- Present your data using appropriate graphs and/or analyses e.g. bar charts.
- Specify the main differences in prices between food goods sold on the high street and the online supermarket. Suggest reasons for the observed differences.
- Describe the main changes in prices over time. Are there any examples of prices that have decreased rather than increased over time? Suggest reasons. The price of sugar rose disproportionately in the 1920s, for example, due to a period of price speculation known as the 'Dance of the Millions' ([Winton, 2022](#)).

### Retail Price Index: average price of selected food items: 1914 to 2004

Data are derived from the Retail Prices Index from July 1947 to 2004 and from the Cost of Living Index for 1914 to 1947  
All prices are in pence

	White sugar, granulated per kg	Whole milk per pint (0.6l)	Butter, UK (250g)	Cheese (Cheddar) per kg	Eggs per dozen large	Tomatoes per kg	Mushroom per kg	Potatoes per kg	Apples, eating per kg	Roasting chicken, fresh/chilled (oven-ready) - per kg
1922	5.3	1.4	5.5	12.6				1		
1942	2.8	1.8	4.4	11.9	10.6			1		
1962	7.3	3.5	9.4	31.9	22			3.1	11.8	
1982	44	20	50	251	83	95	220	20	68	159
2002	62	36	77	524	172	140	265	85	121	224

A description of how average prices are calculated for the RPI is given in section 8.4 of the Consumer Price Indices Technical Manual: <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=2328&More=N>

Obtained from the [RPI Average Prices 1914 to 2004](#), in the [National Archives](#)

# How has your local high street changed over time?

## Using re-photography to investigate change

Re-photography is the act of taking a photograph in the same location as the one used for a historic image, as a qualitative measure of change over time.

Find an old photograph or postcard of the high street using the following sources:

- Your 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 easily into social media)
- National Archives; <https://discovery.nationalarchives.gov.uk/advanced-search>
  - Enter the words 'photograph' and 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
- Science Museum Group; <https://collection.sciencemuseumgroup.org.uk/>
  - Images can be downloaded
- British Museum; <https://www.britishmuseum.org/collection>
  - Images can be downloaded
- Flickr <https://flickr.com/>
  - Images can be downloaded

Visit the high street and try to position yourself in the exact same location as the one used in the old image. Present the two images adjacent to each other and annotate to highlight the economic, environmental and social changes that have occurred over time.

### Preparatory activity

This activity will help to familiarise you with the task, before you embark on your own fieldwork. The photographs overleaf show the high street in Totnes, past and present.

- Can you see any high order or low order shops, in the 2020 photograph?
- The 2020 photograph was taken during the first COVID-19 lockdown. Suggest the economic, environmental and social impacts of the lockdown on this high street.
- Using the four photographs, describe the physical changes in street design and layout that have occurred since the last century. Why were these changes instigated?
- Why has the street design changed so much but the buildings look mostly the same?



# East Gate, Totnes



1968

daves\_archived <https://flic.kr/p/216iUNu>

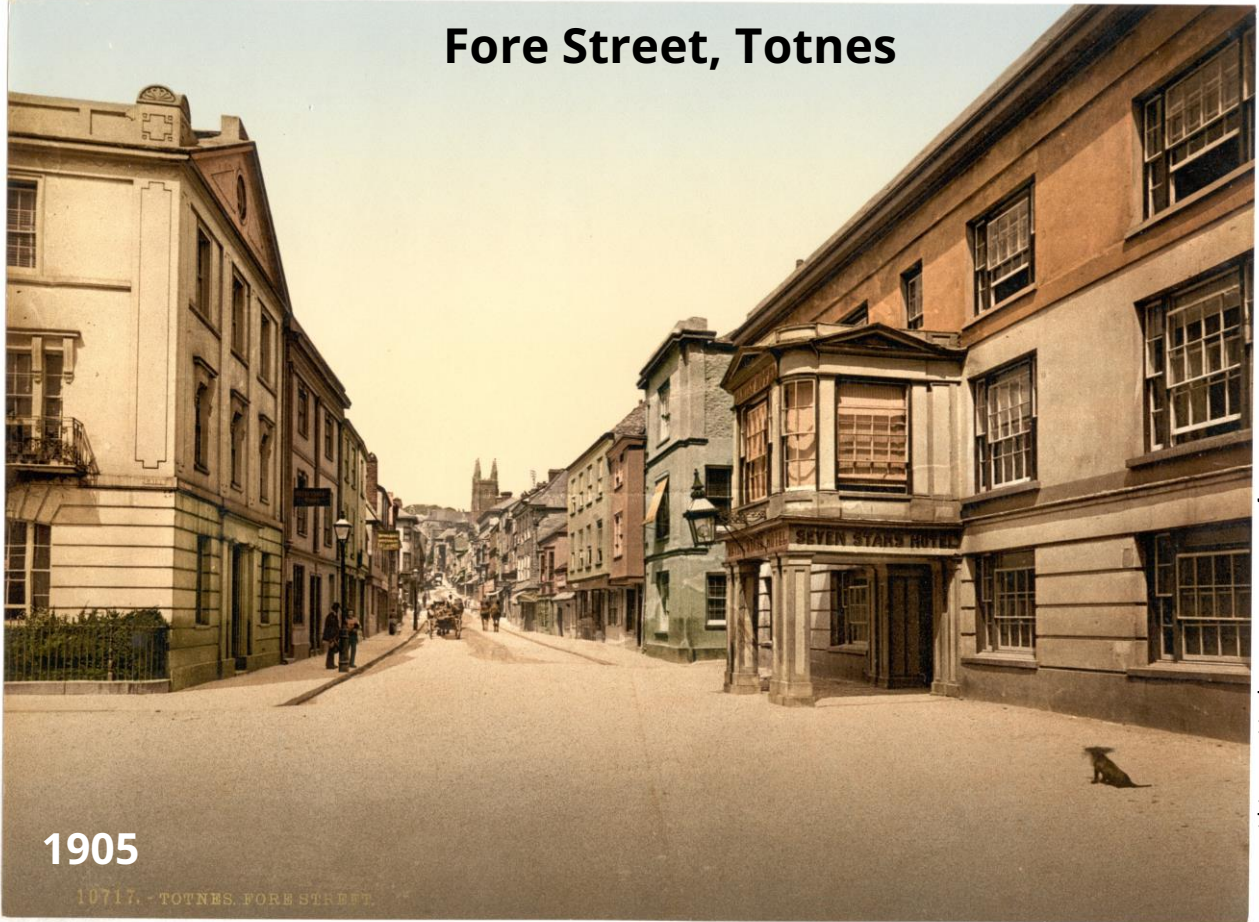


2020

Phil Gayton <https://flic.kr/p/2iz74g4>



# Fore Street, Totnes



# How has your local high street changed over time?

## User survey: capturing people's perceptions of change on the high street

A survey of people using the high street is a valuable way of investigating perceptions of the high street and how its social, environmental or economic characteristics have changed over time.

You will need to consider the following points:

- Information you are looking to gain from the survey
- Sampling method (e.g. a face-to-face survey standing on the high street)
- Sampling strategy (e.g. random, stratified or systematic)
- Questionnaire design: what types of questions, what type of data
- Piloting the questionnaire
- How to collect and store the questionnaire data
- How to present and analyse the results

### Questionnaire design

There are two types of questions:

‘Closed’ questions – answers limited to single words, numbers or listed options. Includes rating scales and Likert scales. The collated data is quantitative.

‘Open’ questions – there is no choice of answers and the responses may be long and detailed. The collated data is qualitative.

### Preparatory activity

This activity will help to familiarise you with the task, before you embark on your own fieldwork. Three geographers stood on the high street from 14:00 to 17:00 on 22 April 2022 and asked each fifth passer-by to take part in a 10-minute survey about the impacts of the COVID-19 pandemic on the high street. Study the data overleaf and answer the questions:

- Suggest an appropriate revision to the sampling strategy if the passer-by refused to take part in the survey
- Define the question type used for each of the four questions
- Suggest a suitable method for presenting and/or analysing the data for each question (justify your answers)
- Do you agree with the way the group collated the data? What are the limitations?
- Evaluate the questionnaire design and choice of questions, for answering the enquiry question “what are the impacts of the COVID-19 pandemic on Castletown High Street?”
- Suggest two different research methods for investigating the impacts of the COVID-19 pandemic on a local high street



## Response data for a survey investigating the impacts of the COVID-19 pandemic on High Street, Castletown

1. Are you a local resident or a visitor to the area?

Local resident	Visitor
12	18

2. Do you think that the high street has changed at all since the start of the COVID-19 pandemic (January 2020)?

Yes - a little	Yes -a lot	No	Not sure
8	7	9	6

3. If you answered 'yes', could you provide one example of how the high street has changed since the beginning of the pandemic?

- It's a shame that some shops didn't survive the pandemic and have closed down now

I can't get over the price of a coffee now, I won't be able to afford it at this rate

The Italian restaurant has closed down, I'm not surprised, their portions were so stingy

I'm surprised how many new shops there are - like that florist-come-giftshop and another new butchers at the top of the high street

Everything seems to have got more expensive

I just bought ice creams for my kids and it came to nearly £10. It didn't used to cost that.

Well I think wearing masks is putting people off, there's definitely less people

It's such a hassle trying to book a table at a restaurant now

I think it's got busier, there's loads of tourists

I've noticed there are some new shops

I can't believe the camera shop has closed, it had been here over ten years

Well, it feels a bit quieter now which can't be a bad thing

Well, there's the masks now, not that everyone is wearing them

The pandemic doesn't seem to have put the tourists off, that's for sure

It's nice to see some new shops, I've not been here for ages

4. Please tell me your response for each of the following statements:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
I visit the high street less, compared to before the pandemic	7	8	7	5	3
I tend to visit the high street at a different time of day now	4	6	6	11	3
The reasons I come to the high street have changed since the pandemic	6	7	5	7	5
I have started to do more of my shopping online since the pandemic started	5	3	6	9	7



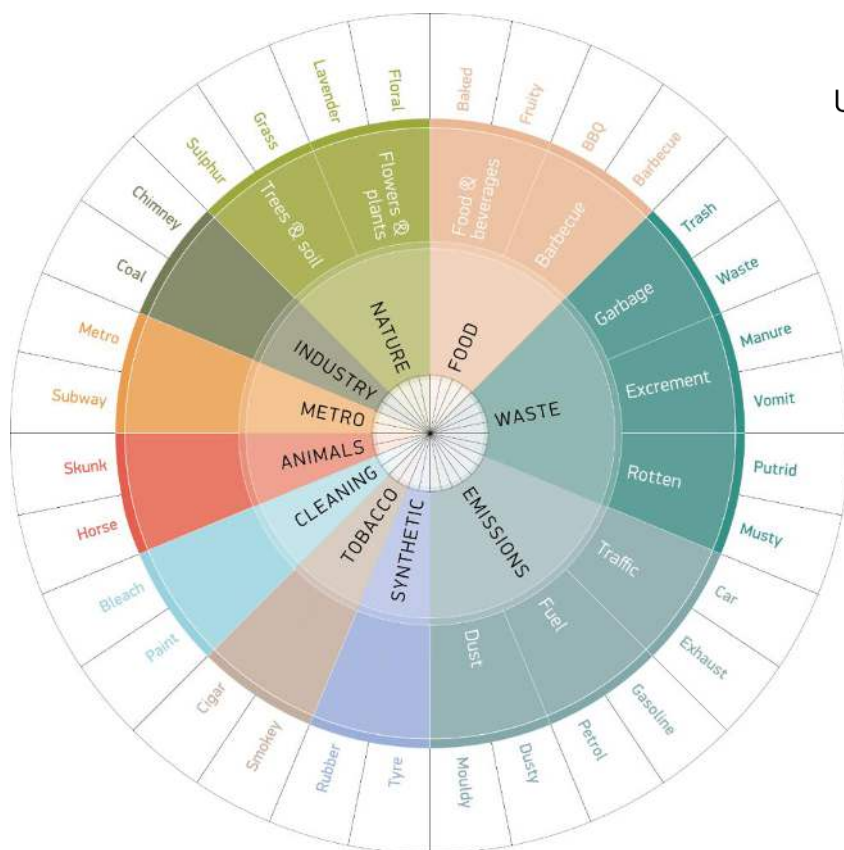
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## Investigating Place by mapping urban odours

Smell has a huge influence on how we perceive places and our noses can detect thousands of different odours. Researchers Daniele Quercia and Kate McLean developed a methodology for mapping 'urban smellscape' based on a classification chart of urban smells (see below). With the help of local residents, they produced 'smelly maps' of Barcelona and London from 2015-6 (Quercia et al. 2015).

### Urban Smellscape Aroma Wheel

(depicting background and episodic aromas only)  
Aiello, L., McLean, K., Quercia, D., Schifanella, R., 2015



### Links

Quercia et al.'s (2015) conference paper <https://arxiv.org/pdf/1505.06851v1.pdf>  
30-minute podcast about smell mapping <https://www.bbc.co.uk/programmes/p065j151>  
3-minute video about smell mapping <https://www.youtube.com/watch?v=Y1a9rJHe0NE>

### Activity

- Design a sampling strategy and method for mapping smells on your high street, using the Urban Smellscape Aroma Wheel.
- Describe how you will present your data
- You may wish to repeat the activity at two different times (e.g. market day and a mid-week day) to produce interesting comparative data