



GEOGRAPHY MATTERS

Volume 8 Number 1

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Derby Conference Special

Welcome to the Spring 2005 edition of *Geography Matters*. In this issue Dr David Lambert, Chief Executive of the Geographical Association, responds to Tomlinson's proposed 14-19 reforms; though the Government has now opted to keep the A levels, his views remain pertinent. There is a distinctly hydrological theme in this Conference Special edition. There are articles on marine tourism in the Maldives from Alan Marvell and Claire Watkins, and on Ugandan fisheries from Alan Marriott, a Madeiran case study from our roving correspondent, Sheila Morris, and useful fieldwork suggestions from David Weight and from our new committee member, Helen Hore, on urban regeneration on Leeds Waterfront and on river restoration in Surrey. David Turton brings news of an exciting new OU course and Nicola Fox invites you to take part in developing new resources on transport. Also there is news of two field excursions run by members of the GA Post-16 Section.

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Geography Matters is now accessible online at www.geography.org.uk/post16, reducing the need to produce this environmentally-hostile version – please recycle appropriately!

Geography Matters is the newsletter of the Geographical Association Post-16 Section and the NATFHE Geography Section. The views expressed are those of the authors and do not necessarily represent those of the Geographical Association or NATFHE. *Geography Matters* is edited by Dr Viv Pointon, Curriculum Leader for Geography, Bilborough College, Nottingham.
The GA is based at 160 Solly Street, Sheffield S1 4BF. Website: <http://www.geography.org.uk>.

Editorial: Geography at the coal face or the mouse mat?

While the great and the good pondered Tomlinson, I have recently reviewed all seven English and Welsh AS/A level specifications to select that best suited to our students at Bilborough Sixth Form College in Nottingham. Perhaps, the most pressing issue was that of fieldwork commitment and when or whether our students would need to complete a coursework report. With over 100 AS students and seventy plus at A2 – and only two full-time staff – manageability determined choice. Also, the written paper alternative now offered by some of the specifications was seen as a valuable way of meeting the full range of learning abilities presented by our students.

The choice of specification is often driven by factors that have little to do with Geography. The best time for residential fieldwork to fit into the school or college calendar, the relative expertise within the department, the level of prior achievement of incoming students, and whether classes are to be taught by one or two teachers are significant internal factors to be taken into consideration. External factors may include the availability of resources, the increasing popularity of textbooks and revision materials ‘tied’ to particular specifications, the structure of the examinations in terms of long- or short-answer questions, the nature of the synoptic unit, and the varying approaches to coursework. At times I wished I could pick and mix!

Then there is content. What should we be teaching A level geography students at the start of the 21st century? Core content is, of course, determined by the Qualifications and Curriculum Authority but the question is there for the asking. One of my students asked recently what books I would recommend in preparation for a degree in Geography. The honest answer is: I don’t know! Should students arm themselves with one of the doorstep A level texts – Waugh, Nagle, Cook *et al*? The content of these books reflects that of the specifications, of course. Would something with chapter headings like ‘Drainage basins and rivers’, ‘Urban settlements’, or ‘Secondary production – manufacturing’ be suitable? Or should they take up a text that describes itself as “Essential reading for all beginning undergraduates in geography” with sections headed: space, time, place and scale?

I suspect there is a significant gorge between the sixth form and higher education perspectives. I think we missed an opportunity with Curriculum 2000 to revise significantly the structure and focus of AS/A specification content. Tomlinson would have forced us to radically rethink but the success of the pilot GCSE course may be showing us the way forward.

Viv Pointon

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The Post-16 Section and the NATFHE Geography Section Committee AGM

Thursday 31 March 2005 at 12.30

Conference delegates from
school sixth forms, sixth form, tertiary and FE colleges,
HE colleges and universities
are invited to the Post-16 Section’s AGM
adjacent to our stand at the Conference.

Wine and light refreshments will be provided.

Geography: 14-19 - The Tomlinson proposals

A geography response to some of the main points

By Dr David Lambert, Chief Executive of the Geographical Association

Summary

Too few young people continue learning beyond compulsory schooling	<ul style="list-style-type: none"> Geography is a popular subject at GCSE and GCE and engages a wide range of young people - It could do even better
Too few young people are properly equipped for work	<ul style="list-style-type: none"> Geography has a strong record of preparing young people for a range of careers Geography teaching provides an excellent context for teaching young people to communicate, calculate and use computers effectively
Too few vocational qualifications meet the needs of learners and employers	<ul style="list-style-type: none"> 'Geographic information science' (GIS) is a £20billion industry and rapidly growing. Though not yet prominent in schools, GIS is part of the future of school/college geography
There is too much assessment	<ul style="list-style-type: none"> However geography teachers have a strong track record of pioneering new forms of assessment, for example through the new pilot GCSE
The system is confusing and unclear	<ul style="list-style-type: none"> We may be in favour of rationalising arrangements so that greater numbers of students experience geographical learning than at present

Some more specific points

Core learning:

Threat The experience at all key stages is that a strong focus on the core marginalizes other subjects, and geography in particular has suffered incrementally over the last twelve years. There is a danger that extending a compulsory core to post-16 would reduce the opportunities for young people to study geography at this stage.

Main learning:

Opportunities Geography is a popular subject at both GCSE and GCE. The nature of the discipline makes it a flexible and complementary partner to a wide range of subjects. The experience of the pilot suggests that new thinking in geography education can provide a range of innovative and worthwhile learning across the academic-vocational continuum of study. These qualities, geography's links with citizenship education and sustainable development and its experience of enquiry learning and fieldwork also mean that geographical learning has much to contribute to the **extended project/personal challenge**. Secondly, the above claim is true for all learners – not just the third or so who continue with geography post 14 under the current arrangements.

Threat Geography's current position in the social studies strand is inappropriate. It neither reflects the potential of the discipline, including its strong links with natural sciences, nor its popularity with young people – in contrast with the minority subjects with which it is currently grouped. In short, this grouping would marginalize the subject. Geography is currently within QCA's humanities entitlement area at Key Stage 4 – this is its traditional home in most schools, where it shares some concerns, and parity of esteem, with history. But even this underplays geography's amazing potential with education for sustainable development which *requires* study across the social, economic and environmental spheres.

Assessment:

Opportunity Geography teachers are skilled in many aspects of teacher assessment and we should welcome a move to more flexibility in assessment practice. Recent innovations in GCSE maintain this tradition.

More flexible qualification routes:

Opportunity The move away from single awards to more flexible structures may enable more (possibly ALL) students to experience geographical learning, in a range of contexts and modular combinations.

Other:

Threats Limited curriculum thinking – e.g. lack of sustainable development/futures thinking; contribution to global citizenship? Citizenship/contribution to a plural society? Secondly, the almost complete absence of discussion in the Tomlinson Report of purpose and aims is a problem. It is as if the purpose of post 14 education is settled or self evident. In such circumstances the role of the ‘humane’ and ‘environmental’ subjects is marginalised because it is assumed they do not serve core needs.

Conclusion

Excerpts from the GA’s response to the Interim Report consultation

1. We favour the move away from subject *qualifications* and their replacement by a single award. We anticipate more flexible structures and can contemplate the notion that full, linear, single subject courses may not always be wholly appropriate (perhaps especially for the foundation and intermediate stages). We see in the proposals the prospect to end the current dilemma facing this subject (geography) - whereby we often argue with conviction that it is ‘essential’ in helping 14+ students ‘make sense of the world’, in the full knowledge that under present structures only around a third of the cohort in fact study it. We strongly endorse the notion of complementary learning, are ready to embrace modular structures¹, and would like *to advocate that most, if not all, post-14 students will have some geography in their programmes*. This will, properly constituted, meet the government’s educational objectives in the Sustainable Development Plan (published September 2003) and many Citizenship requirements².
2. We favour the advocacy of teacher assessment as a way to reduce the examination load. In geography this would be based on guided and moderated professional judgements of coursework (in the true meaning of the word – the ‘work of the course’). The GA is attracted by the notion of introducing teacher accreditation to become recognised assessors, and would be in a position to consider contributing to the CPD implications of such a move, perhaps in partnership with HEIs and/or an Awarding body.
3. The Interim proposals suggest, but do not yet consider, several other teacher training implications, both at the initial stage (PGCE) and in-service. The GA would be happy to consider these in more detail
4. Increased flexibility and reduced examination load should be encouraged to loosen course specifications in comparison with what currently is the case. The benefits of returning more control over what is taught to the subject specialist communities could be considerable. For instance,

¹ The GA is heavily involved with the pilot ‘hybrid’ geography GCSE, sponsored by the QCA and being handled by OCR. This has provided a great opportunity for fresh curriculum thinking in post 14 geography and the evaluated experience on the skills and content possible in a modern geography course (and how it has been able to stimulate students).

² Note that the GA is working with the Historical Association on a proposal for a five module, single award GCSE that will meet current citizenship requirements through history (2), geography (2) and citizenship (1) modules.

- Aiming for deeper learning, including embedding more difficult intellectual skills such as argumentation (being developed in two current GA funded projects).
 - Trying for broader learning, including learning across traditional subject boundaries: the GA, through its projects, has begun to take a lead in this: geography and history, and science, and English, and architecture. Geography is, of course, well placed to do this.
5. As a community we are aware of the danger of arguing some of the points above, - the notion that geography is everywhere, but also nowhere! We strongly urge that the subject geography is available as a powerful learning resource, and is seen to be available (and that students know that they are studying it) in the new arrangements. We acknowledge that renewed efforts may need to be made by the subject community to articulate succinctly and convincingly what is the power and potential of geography – see Appendix 1, which attempts to do so in relation to the wider educational goals geography can serve.
 6. We have saved our strongest point until last and this concerns aims. The Interim Report is very strong on structures (which we broadly support) but surprisingly weak on curriculum – its principles and aims. There is no clear statement about the goals of 14-19 education. Apart from any other consideration, the absence of curriculum goals makes it difficult for a subject specialist community such as represented by the GA to make specific observations about the proposals sound like anything other than special pleading. And yet, as we have been at pains to show, geography has clear and valuable contributions to make to students' *educational* entitlement.

We strongly urge a wide-ranging consultation on what the overarching purposes of 14-19 education are deemed to be. This is crucial in order to underpin the proposed structures and to help carry the support of the public, media and politicians. Without greater weight to the curriculum thinking that must underpin the proposals, they are left sounding (on the evidence of the Interim Report) too loaded to preparing students for the world of work: important, but depressingly limited.

Some ambitious educational goals will *enable* subjects to contribute in flexible ways as has been advocated in much of the above.

April 2004

Post-script:

Since this article was written, the Government has published its **White Paper on 14-19 Education and Skills**. Perhaps with an election in mind, the proposals in the White Paper disregard the radical basis of Tomlinson: GCSE and A levels remain.

Is this good news for geography? It is too early to say but 'more of the same' is surely a disappointment, in some ways, for only a third of students post 14 continue to study geography. If geography is as important as we claim it is, for a rounded education we cannot be happy with this figure: and remember the proportion is on a downward trend.

On the other hand, reading between the lines of the White Paper, we may anticipate some hard thinking about GCSE's and A levels themselves. How about, for example, examination courses that draw from more than one subject? The White Paper also, rightly, has some interesting and challenging words about KS3. Geography is named as a subject that needs improvement if it is to contribute effectively for the preparation for the 14-19 stage. We agree, of course.

Dr David Lambert,
Chief Executive of the Geographical Association.
March 2005

Marine tourism: a case study of sustainable marine tourism in the Maldives

By Alan Marvell, Bath Spa University College,
and Claire Watkins, University of Gloucestershire

Marine tourism 'includes those recreational activities that involve travel away from one's place of residence and which have as their host or focus the marine environment (where the marine environment is defined as those waters which are saline and tide-affected)' (Orams, 1999, p.9).

A marine tourist is somebody who interacts with a marine environment. Marine tourists are diverse, and include tourists who engage in marine activities, such as adventure sports (e.g. diving), fishing, boating, and/or purely sunbathing. Although marine tourism is growing at a faster rate than the tourism sector as a whole (Orams, 1999), it is difficult to establish the exact number of marine tourists, as tourism data does not distinguish one user-group from another.

Scuba diving is a marine tourism activity that is 'one of the fastest growing recreational activities in the world' (Davis and Harriott, 1996, p.423). Since the 1960s, diving has increased in popularity worldwide, due to the technological development of under water equipment, including oxygen-enriched mixed-gas diving, and re-breathers that recycle used air (Orams, 1999). This technology has become more affordable to the public, thus enabling an increasing number of people to interact with the sea. Other factors contributing to the popularity of diving include the influence of the media, for example wildlife programmes on television, and the demand for nature-based tourism as a preferable alternative to mass tourism. Cheaper airfares and holiday prices, due to the increased availability of package holidays, have also contributed to the growing popularity of marine tourism.

The study of sustainable marine tourism is important because as an increasingly popular form of tourism, which involves the use of the ocean as a resource, it can subsequently have potential negative impacts on near shore environments.

Fragility of the marine ecosystem

Many dive tourism activities are centred on environmentally sensitive coral reef environments, which exist in destinations including the Red Sea, the Maldives and Australia. Corals are produced when polyps (small animals) extract calcium from the seawater, and deposit limestone exoskeletons. Microscopic coralline algae 'cement' coral structures into a hard limestone pavement (Goudie and Viles, 1997). Most coral reefs are millions of years old and have slow rates of growth at approximately 4 cm per annum (Haslett, 2000). Corals are home to approximately 25% of all marine species, despite only covering 0.17% of the ocean floor (Goudie and Viles, 1997). Fragile coral structures, though attractive to the marine tourist, are extremely sensitive to environmental stress. Brylske (2000, p.5) observes that 'almost all diving results in minor unintentional damage to corals and other reef biota; at frequently dived sites this damage can become significant and can lead to the loss of fragile species'. Approximately 10% of the world's corals have been degraded beyond the point of recovery, 30% are likely to be lost within 10-20 years, and 30% are likely to be lost within 40-60 years Brylske (2000, p.1). Though damage to coral is both natural and human induced, tourism can exacerbate the problem.

Impacts of marine tourism

Although there have been restrictions on tourism developments the presence of large numbers of marine tourists, the use of marine technology and the use of finite resources have affected the marine environment.

Dive activities tend not to be environmentally friendly: coral breakages (especially of fragile branching species) are caused by contact with diving equipment, such as flippers, fins and

breathing equipment. Inexperienced divers tend to trample on and/or touch the coral. This occurs when tourists are not briefed or educated on the vulnerability of the marine ecosystem. Problems are exacerbated by the unregulated demand for scuba access to coral reefs by diving companies, keen to remain in business. Other damage has arisen from the removal of coral for hotel construction; the touching and feeding of fauna by tourists and over-fishing by local communities, all of which conflict with the principles of sustainability. The negative primary and secondary effects resulting from marine tourism are summarised in Table 1.

Table 1 *The effects of marine tourism and consequent conditions. (Sources: Crace, 1999; Hall and Page, 2001; Mason and Moore, 1998; Williams, 1998.)*

Primary effect	Secondary effect
Decrease in abundance and diversity of flora and fauna	Change in the structure/composition of flora. Reduction or extinction of species of flora and fauna.
Change in fauna behaviour	Fauna becomes stressed resulting in changed feeding and breeding habits. Fauna may occupy less desirable habitats.
Decrease in the aesthetics of the area	Impairment of natural scene
Decrease in water quality (e.g. from oil pollution from boats, hotel construction and run-off from resort areas)	Contaminated marine environment causing destruction of the natural habitat, coral and feeding grounds for fish. Possible death of flora and fauna. Impaired vegetation growth and susceptibility of future damage.
Decrease in air quality	Less attractive tourism environment.
Decrease in abundance and diversity of coral	Impairment of natural scene. Less desirable location for marine tourism. Change in composition and structure of material. Increases risk of shore erosion. Endangers species dependant upon coral.
Decrease in quantity of surface and ground water supplies (diversion for local use to resort use - irrigation)	Decline in water availability for local domestic and agricultural use.
Increased sea and inter-island traffic (e.g. Maldives Island hopping)	Accidental importation of exotic species which may be damaging to local flora and fauna
Overcrowding of site/excessive visitation (increase in the number of divers/marine tourists)	Marine tourism environment less desirable. Aesthetics decrease. Impacts to flora and fauna.
Disturbance of near shore aquatic life (most popular area of tourist interaction)	Change in structure/composition of flora and coral. Fauna becomes stressed.
Overloading of tourism developments for divers, and exceeding carrying capacity	Impairment of natural scene. Aesthetics of area decrease.
Algal growth and eutrophication (from sewage)	Death of coral, impairment of natural scene/change in structure and composition of coral.

Marine tourism in the Maldives

The Maldives has a sunny and tropical climate, its scenic island beauty includes reefs, caves and canyons, and fauna includes fish and turtles. Tourism is the archipelago's main industry, it accounts for 20% of the country's GDP (followed by fisheries, trade and agriculture) and has a population of approximately 270,000 people.

The Maldives government controls and manages the tourism industry by following followed its tourism management plan. Sustainable strategies include ensuring that the natural appearance of the islands is retained, and limiting tourism activity to a small number of quality resorts with a view to reducing cultural and environmental impacts.

Tourism in the Maldives began in 1972 when there were only two resorts and 1000 visitors per year, and by 1999 this had increased to 75 resorts with 200,000 visitors per year (Lonely Planet, 1997). Of these 74 were used solely for tourism each with one resort, and one island is an airport (Browning, 1999). The number has since increased to 87 islands being used for tourism purposes (Maldives Ministry of Tourism, 2004).

Diving and other marine tourism activities in the Maldives offered by tour operators include: individual and group scuba diving in offshore areas to investigating wildlife, shipwrecks, coral, diving cruises, scuba diving courses; and near-shore marine tourism in the form of group and individual snorkelling, fishing, sea swimming, wading, boating (non-powered, motor and speedboats), glass bottomed boat charters, island hopping, cruises, taxis, canoeing, diving, wind-surfing, catamaran sailing, and beach volleyball. However, the large number of activities has had a negative impact on the marine environment.

Management responses

The government of the Maldives worked with the World Tourism Organization on developing management strategies intended to halt the decline in its marine environment. A number of different environmental management strategies have been adopted. In relation to resort development, these include:

- 'No buildings designed for tourism are to exceed the height of treetops (maximum two storeys)
- Building development for tourism cannot exceed 20% of each island's area
- All guestrooms must face the beach, but there must be at least 5m of beach from the front of the building to the shoreline' (WTO, 1994, p.164).

The Maldives tourism industry is also enforcing the following environmental and cultural standards:

- Using other local and natural materials (e.g. wood) in the building of chalets, water bungalows and piers, to ensure they blend in with the local environment.
- Providing a reliable supply of water for consumption, by promoting the use of de-salinated rainwater in order to conserve scarce groundwater.
- Developing sewage disposal systems that do not eject untreated waste into the sea.
- Educating the local community and tourists about the disposal of litter. Tourists are encouraged to take their litter back to their hotels and apartments for recycling and to limit the amount of litter produced.
- Educating tourists at the resort and prior to departure about marine ecology. They are told not to purchase turtle products, remove shale, sands and coral under any circumstances (WTO, 1994; Browning, 1999).

Conclusion

The Maldives government provides a good example of how planning for sustainable tourism is considered a priority as the protection of the marine environment takes precedence over all other aspects. Protecting the resources that attract tourists to visit in the first place makes sound environmental and economic sense. Not only does it enhance the visitor experience but also maintains the environment for those that live and work there. For further information visit the Ministry of Tourism web site <http://www.maldivestourism.gov.mv> and the Maldives Tourism Promotion Board <http://www.visitmaldives.com.mv>.

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The article is based on the forthcoming publication, *Sustainable Tourism*, by Alan Marvell and Claire Watkins part of the Changing Geography Series published by the Geographical Association.

Uganda: An example of local innovation in response to international change

Alan Marriott, Food Control International, Grimsby

From January 2002 to March 2004 I was a fairly frequent visitor to Uganda running a DFID post-harvest fisheries research project on the "impacts of globalisation on fish utilisation and marketing systems in Uganda". These few comments describe some striking changes.

In the last 15 or so years a significant export fishery of frozen and chilled Nile perch from Lake Victoria has developed. There are 10 processing plants in Uganda. Most of these are concentrated in a distinct cluster centred around Kampala extending to Jinja to the east and Entebbe to the south (with a more distant outlier further south in Makasa). There are comparable clusters in Kenya (around Kisumu) and Tanzania (around Mwanza). All of these are at the base of a global commodity chain supplying fish to export markets in Europe, North America, Japan and the Middle East. The main aim of the project is to examine the impact of the development of the export fishery on the livelihoods of the poor fisherfolk.



Figure 1. Women roll fish skins for smoking at Ggaba. A kiln is just behind them. Note also icons of Ugandan life: marabou storks, ankole cattle, a papyrus bed and, of course, Lake Victoria.

Most of the changes are to be expected. The price of Nile perch has risen significantly at those beaches where the traders who supply the factories operate, and fishermen who catch Nile perch have benefited. The effect is quite localised since most of the catch is taken by non-motorised boats - only one in ten of the boats is motorised - which are restricted to areas close to their home beach. Landing at distant beaches is not possible.

Conversely, traditional processors of Nile perch have suffered. Nile perch is not a preferred species for consumption around Lake Victoria and much of the catch is smoked and exported to the Congo and Rwanda. Traditional processors now find much of their raw materials taken for the factories and their livelihoods adversely affected.

One new processing industry has developed, though, illustrating enterprise and innovation in response to the new situation. This is the processing of waste from the factories.

The most common export product is frozen fish fillets. In addition, export markets are found in the Far East for swim bladders. But most of the by-products - heads, skeletons, skins, guts and offal - were originally simply disposed off but now form the basis of a small and very specialised processing industry. Some heads are sold to food vendors for deep frying as a snack - there is flesh left in the cheeks. But most of the by-products are smoked by the local processors. Heads, skins, frames are all smoked and sold, normally in the export markets to the west. Fat is recovered for industrial use.

The skills needed (smoking, heating) are fairly widely available and financial capital requirements (kilns, heating equipment) are limited. Hence the activity can be carried on at a large number of locations and, no doubt, is widespread. But there are two significant pressures for these processing activities to cluster: (1) the localisation of the raw material source (the factories) and (2) the localisation of the markets, the final market for fats and the starting points of the distribution network for both the internal distribution and the export route to Congo and Rwanda.



Figure 2. A young man renders fish oil at Ggaba. Fish offal is in the green jerry can in the foreground. The oil is drained into the yellow jerry can behind. Since this photo was taken a wall has been built to protect the papyrus bed (in the left rear) from further reclamation.

Hence the two major sites for this activity are close to Kampala. One is at Ggaba (the double consonant is common in Ugandan place names). Ggaba is a few miles to the south of Kampala and is a significant landing place for fresh fish for the local trade. In recent years it has become much more than a lakeside fishing village as well-to-do managers and professionals from Kampala choose to live there. The women of the place have been able to transfer their processing skills from whole fish to factory by-products. The processing site is situated adjacent to the fish landing site on reclaimed papyrus swamp.

The second by-product processing site is at Busego in the outer suburbs to the west of Kampala. This is run by an informal non-corporate group. The activity has been at the present site for more than a year, but this is the third site occupied by the group in a three year period. It was established through a Kampala Council initiative, and the landlord (a timber factory) does not charge rent. 60-70 people work at site. Independent workers are relatively disadvantaged – widows, unemployed, demobilised soldiers, all local. Most work in the morning then go back to their villages for other activities in the afternoon.

Living in a Globalised World

By David Turton, The Open University in the North, Newcastle upon Tyne



I propose to open this article by posing two questions: firstly, which elements of Human Geography will be most relevant in ten years time? Secondly, how can these be delivered in a way that will enthuse, excite, engage and educate adult students from diverse backgrounds who may have studied no Geography since leaving school?

The purpose of these questions is to highlight the challenges we are currently facing at the Open University in producing a new second level course in Human Geography due for first presentation in 2006. The task is made harder by the fact the course will replace the highly successful *'The Shape of the World'* whose component texts appear on the reading lists of many undergraduate courses around the country. As a general rule, Open University courses have a ten-year presentation life (with a mid-course update) and therefore, it is essential that the course content is still relevant in 2016! Additionally, in a second level sixty point course demanding around 16 hours of study per week it is not possible to cover every aspect of Human Geography and also the core texts are co-published meaning that they are sold as 'stand alone' books as well as forming the core of a distance learning package for Open University students.

The challenge has been made easier considering the wealth of academic expertise at our disposal within a Geography Department rated 5* in the last Research Assessment Exercise and demonstrating a strong synergy between research and teaching. Similarly, it has been possible to engage highly respected academic consultants from other universities. Furthermore, the Open University has recently undergone a complete re-branding exercise to finally rid the ghost of kipper ties and TV broadcasts consigned to the early hours on BBC 2. A variety of media including DVD, CD and web based technologies can be utilised to produce learning materials which hopefully will excite, enthuse and educate students.

The new course, 'Living in a Globalised World' draws heavily upon the students' experience of living in an increasingly complex and interconnected World and it aims to show how geographical thinking sparks new awareness and insights into what it means to live in this globalised world with its interwoven pressures and challenges. It is a mix of inter-disciplinary topic focussed knowledge, understanding and geographically focussed analysis. These ideas are introduced and developed through a range of case studies including many pressing issues facing the world today. Topics include migration and refugees, the development of new medicines and their intellectual property rights, ethical food production and the inventiveness of new forms of political movement. Central to the course is the desire to give students a set of 'tools' to understand the processes operating and as such we draw upon a set of ideas linked to 'proximity' 'distance' 'territory' and 'flow'.

Living in a Globalised World has 3 major components:

1. An innovative DVD filmed on and around the Mexico/ USA border that focuses on connections and divisions, introduces the course themes and develops skills in using media images from a variety of angles.
2. Two 'core' texts: 'A Demanding World' and 'Living in a Material World'. Each book contains 8 academic chapters along with a selection of articles and readings. 'A Demanding World' is concerned primarily with the demands placed upon us by an interconnected world, the main issues and how to react. Each chapter examines a different aspect of these demands and how each demand has a specific geography and history attached to it. Examples include migration, geopolitics and individual responsibilities.

'Living in a Material World' on the other hand introduces the non-human world and concentrates on how people share and interact with this living world. Non-human influences make the world even more demanding and a challenging place to live. Questions raised include:

- How has Antarctica's challenging environment contributed to its political status?
 - How have the travels of medieval plants helped to make the modern world?
3. The final component of the course comprises the four Learning Companions that play a pivotal role in teaching and learning and guide the students through the course whilst at the same time progressively developing key skills. The Learning Companions will not be available in the public domain.

In conclusion, I am going to introduce a further question: Why have I decided to share all this information with the readership of 'Geography Matters'?

There are many possible answers. Teachers and lecturers may find the academic content of the course and the co-published books useful in updating and developing their own geographical knowledge and/or informing their teaching. Open University courses can be studied in isolation and do not need to form part of a degree portfolio.³ Opportunities will be available for teachers and Lecturers to apply for posts as Associate Lecturers responsible for delivering the course at a local level. Occasionally, students taking a year out may ask if any course is available for study to maintain their interest in Geography or prepare them for further study. Although a second level course 'Living in a Globalised World' could be ideal and is also rewarded with 60 CATS points.

Further Information can be obtained from d.j.turton@open.ac.uk

'Living in a Globalised World' (Course Code DD205) is due for first presentation in 2006.

Further details will be eventually available at www.open.ac.uk/courses.

Details of Associate Lecturer posts can be found at: www.open.ac.uk/employment/tutors (DD205 posts are likely to be advertised early summer)

Madeira – a modern holiday paradise or development chaos?

By Sheila Morris, Educational Consultant

Madeira was not one of my top possible holiday destinations. It seemed to be associated with elderly ladies sitting under parasols on the promenade watching the world go by, sipping a glass of their favourite tittle and gossiping about times long gone. One knew it was supposed to be sunny and relaxing and had provided the world with a superior aperitif, it has been linked to Christopher Columbus and, more recently, to Winston Churchill and it is renowned for fabulous hand embroidery. Oh, yes, it is a Portuguese possession and well advertised in tourist brochures. As a geographer, I was aware of the position of the island in relation to Europe and Africa but apart from that knew very little about it. Somehow it did not feature in any specifications I had taught.

All this was to change when a friend and I took a late summer holiday on a Gardens Tour of Madeira. I decided not read too many guidebooks beforehand. It was possibly important to know the location of the hotel where we were to stay although, as it was a guided tour, we would not have to worry too much about getting around. We met at Heathrow and, together with a Saga tour guide and other travellers, flew south across the Bay of Biscay, following the Portuguese coast and then out over the eastern Atlantic. The Madeira archipelago, of which only the two largest islands, Madeira and the much smaller Porto Santo, are inhabited, lies 600 km west of the African coast and 1000 km from Lisbon. Our first view in the early evening was of the rugged mountains of Porto Santo and the smaller Desertas before the plane approached the airport runway at Funchal, Madeira. This has recently won an international engineering design award. The existing runway has been extended to 2800 metres using a specially strengthened bridge built out over a lagoon

³ Having updated and extended my own knowledge and skills via OU courses, I can enthusiastically recommend this and a great range of other courses useful to geographers. – Ed.

57m above sea level. The area beneath the bridge structure has been reclaimed and developed environmentally. We were warned that it might seem as though the plane was flying into a cliff as we touched down! This was the first of several major engineering projects we noted on the island – a direct result of the investment of EU development funds from grants received by the island government in the last five years.

It was dark when we drove along winding dual carriageways around the city of Funchal to our hotel on the edge of the village of Estreito, 10 miles west of the city and high above it. The steep hillsides were lit with a network of twinkling lights. Over half Madeira's 250,000 population live in Funchal. It was not until we looked at the view from our hotel room next morning that we were able to appreciate the density of the settlement, the steepness of the slopes, and intensity of the use of any available land. Vineyards, banana and vegetable farms seemed to cover all the open spaces. Way below us was the small fishing village of Camara de Lobos where fifty years ago Winston Churchill loved to paint.

The tiny harbour shelters traditional fishing boats which could be seen in the evenings putting to sea. Late one night I watched a line of boats several kilometres out across the ocean with their lights blazing. These were fishing with long lines for the Black Scabbard fish – never seen alive as they live at great depths between 640 and 1500 metres. Cliffs fall almost sheer to the sea and down to the ocean floor, which provides the environment for these strange looking but tasty fish. There are few sandy beaches except on the east of the island and on Porto Santo. It is not an island for sandcastle and beach holidays though there are many small bays and inlets backed by green covered mountain slopes. Apart from the southern coast there is no real coast plain. Tiny villages cluster around white painted churches on the village square – used for open air markets and celebrations.



Madeira is a volcanic island – the site of several eroded craters that have risen from 'hot spots' on the ocean floor since the late Miocene period. It is difficult to identify these craters today but there are many basalt dykes to be seen, some as level fertile areas called 'achadas' high above the narrow coast plain. Lava flows and volcanic tuffs can also be seen. When the first settlers arrived in the 15th century the island was covered with dense natural forest – the name Madeira means 'wood' in Portuguese. Much of the remaining forest in the interior is now a National Park and

recognised by UNESCO. The sub-tropical climate encourages plant growth so it is no surprise to see the number of large gardens with vivid coloured plants from many different parts of the world. These are a major tourist attraction.

Tourism is now the mainstay of the island economy. Fifteen years ago it depended on a relatively small number of visitors mainly in the older age group, those retirees who could afford to own or rent villas and folk on cruise liners who visited for a day. This has changed as mass tourism has encouraged the construction of large hotels, some taking over the 'quintas' of former farmers and wealthy families. West of the Funchal port area is a rapidly developing area with many luxurious 5-star hotels taking advantage of locations on cliffs overlooking the Atlantic. One of the oldest in the capital is Reid's Hotel founded by a Scotsman in 1891 and still a traditional meeting point. I did not visit the eastern side of the island but am told that development is taking place on a similar scale. Visitors come from many parts of Europe and the USA though I have no breakdown of the numbers or their origins. There were Germans, French, Italians, Americans, Portuguese and British in our hotel. The extension of the airport has made it possible to land larger aircraft such as the Boeing 737, bringing increasing numbers of tourists on package holidays and even weekend breaks from Portugal.

What do they come to see and do? For many it is the chance to relax in pleasant surroundings with warm temperatures averaging 25°C in the summer and 16°C in the winter. Most of the hotels have swimming pools, there are excellent golf courses, sailing and scuba diving and hiking are popular activities. Museums and art galleries entertain on wet days. There are the great gardens to visit. The island is sometimes called a 'floating garden' as a result of the variety of plants and flowers, native and imported, to be seen. Several of these gardens such as the Botanic Garden and the Monte Palace tropical garden high on the slopes behind Funchal have views out over the port and the Atlantic Ocean giving them added interest. There are specialist gardens with orchids, plants and trees from Japan, South Africa and Australia. Flowers seem to be everywhere, in the streets, the markets and on the houses making the city very colourful and attractive.

The busy central market is a great place to visit. Stalls selling leather goods, souvenirs, and flowers surround brilliant displays of fruit and vegetables. Then just beyond is the fish market where one can watch the sales of the previous night's catch. It is here one can see the ugly scabbard fish (a great delicacy) alongside huge tuna fish, shellfish, crabs and lobsters.

Funchal seems a prosperous city with many high quality shops and restaurants. One can visit wineries and taste the local speciality 'Madeira'. There is now a cable car up to the Monte Palace and after a visit there one can have a breathtaking ride in a traditional wicker toboggan ride back down to the waterfront. Local crafts are sold at many of the beauty spots and in the plazas. Wickerwork is traditional – we saw craftsmen at work in the village craft centre in Camancha north of Funchal. Furniture is also a local craft (a little difficult to bring home on the aircraft). Traditional painted tiles and also embroideries are displayed. I saw some magnificently decorated cloths and embroideries when we visited Cabo de Girao (the highest cliff in Europe). This traditional craft was introduced to the women on the island in the 1890's by an Englishwoman but when I commented on the evenness of some of the stitching was told that now men, using new sewing machines, are doing more. Singer has an agency which is doing very well in Funchal!

Development is taking over on the island. Dual-carriage highways with tunnels twist around Funchal and along the coast to the small settlements as well as crossing the island to the north and east. There is a huge satellite station used by the US and European space programmes. The port is being modernised and regularly takes some of the largest cruise liners such as the QE2. It is not all good news. Whilst people in Funchal can get to the airport in half an hour as opposed to two and a half hours, many people complain of the rise in house prices because of improved accessibility. This is seen as a negative result of the emphasis on tourism. GDP per capita is 35% that of the European Union average and 60% that of the Portuguese mainland. The islands have received large grants (over \$400 million) from the EU through structural funds for modernisation. It now has an International Business centre, a free trade zone and an international shipping register. Older people see an unwelcome change from a quiet subsistence lifestyle to one catering for

foreign tourists. Many young people see it as an opportunity. There has been aid for agricultural improvement changing from self-subsistence small farming to export viticulture and banana production. Unfortunately banana exports are suffering competition from Latin American imports into the EU. There are serious environmental problems surfacing. In some housing developments on the steep slopes there are problems of erosion. The number of cars being imported has risen sharply but there is no provision for disposal of old cars. The 'trash' dumps are nearing capacity and the population is not prepared for soil and water contamination that could result.

The ten days spent in Madeira were thoroughly enjoyable. We visited gardens and markets in and around Funchal and were taken to the mountainous interior and the north coast which is wilder than the south coast. One day we walked along a stretch of a levada, one of the network of traditional channels built in the 18th century to take water from the springs of the interior to the farms and gardens to the south. It ended at a spectacular viewpoint at Balcoes in the National Park overlooking the forest clothed mountains. One of my memories will be of the early morning sunshine on the terrace of our hotel as we enjoyed breakfast out of doors...

River Restoration - Has your local river had a make-over?

By Helen Hore, Head of Geography, North East Surrey College of Technology

River restoration is one aspect of the 1994 Biodiversity Treaty, to which the UK Government subscribes and therefore more schemes are likely to appear. If your local river has been restored then it may provide the perfect answer to your search for a local fieldwork opportunity with a distinct physical-human interface.

In the past, rivers were straightened or culverted to reduce the flood risk or to drain the land for agriculture and settlement. These processes reduced the habitats and amenity value of both the channel and the floodplain. Restoration is the process of returning a river to its previously undisturbed condition by reconstructing the structure and functioning of the original stream and its associate ecosystems. River reclamation is similar, aiming to establish a similar set of ecosystems along a previously altered river corridor. Both have similar objectives and use similar strategies.

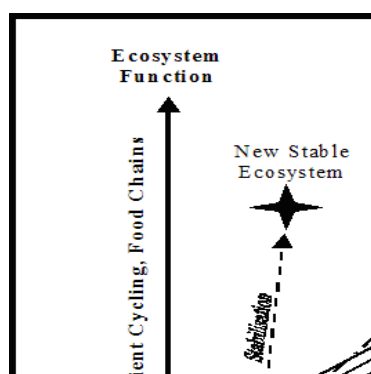


Figure 1

The differences between restoration, rehabilitation, and remediation adapted from Breen et al. 1999 and Bradshaw 1987. (Source: Wheaton, J. 2002, Southampton University (on-line) <http://www.geog.soton.ac.uk/users/WheatonJ/Definitions/Stockwell.htm>)

Local river restoration and reclamation projects can provide ideal opportunities for local fieldwork at any level in the Geography curriculum. Restoration is often a partnership activity and is one in which schools and colleges can take a role. At AS and A Level, these projects can offer the following advantages:

- Examining the principles of Sustainable Development Education.
- Offering scope for individual coursework projects.
- Secondary sources are available through the river restoration centre and through local management organisations, where a feasibility study may be available.
- A newly developed project can offer a longitudinal study, for example in plant succession and flood management.

- The study can be compared against theories, models or other examples, eg Bradshaw, sustainability models, etc.
- An interface between the human and physical aspects of river management.
- Students can evaluate a new project and contribute towards its development.

Ashtead Common, Surrey

As a designated National Nature Reserve, Ashtead Common is managed by the Corporation of London Estate. A section of the Rye Brook (a tributary of the River Mole, which in turn flows into the River Thames) was reclaimed in the summer of 2004. The eastern, previously channelised section of the Rye has been reclaimed and the following features have been restored:

- a reprofiled channel gradient, bank and bed
- meanders, giving increased sinuosity and channel storage
- pools and riffles within the channel
- temporary ponds and scrapes in the floodplain to increase surface storage
- planting of reed beds for bio-stripping pollutants which are fed in from surface runoff and pipes.

Consultation with English Nature ensured that opportunities for biodiversity were maximised through habitat creation and pollution control. Planning permission was given from Mole Valley District Council and consultation with local residents was an important aspect of the project, one of its objectives, being to improve access to the restored section.



Figure 2
A new dam holds back excess water in the upper catchment, Rye Brook, Ashtead Common.

Planning your Fieldwork

Figure 3 outlines a number of possible investigations selected by students from North East Surrey College of Technology for their AS coursework. Some students chose to contrast a restored section with an unrestored length of the Rye. The most successful projects were those, which integrated the human response to flooding or amenity use in their study of the river corridor and collected their data in such a way as to be able to use appropriate statistical analysis. Planning the investigations by the teacher helps to ensure that these decisions are made early on in the process. The specification followed at Nescot is Edexcel B but this topic could equally have been used by centres studying other specifications, for the AS group investigation⁴ or personal investigation studied in a number of A2 specifications.

Figure 3. Proposed fieldwork - Restored and unrestored river channels

	Aim	Suggested hypotheses	Surveys	Analysis of primary data
1	To investigate hydrological changes between	That the restored section has slower flow. That restored section has less efficient channel cross-section	River corridor belt transects, measuring slope changes and lengths. Channel measurements – width	Channel cross sections Compare wetted perimeter and hydraulic radius Plot channel gradient

⁴ All AS specifications require students to carry out field studies leading either to short coursework reports (OCR A and B) or as preparation for examination questions on field study skills (AQA A & B). – Ed.

	restored and unrestored sections of river	That the restored section has lower discharge. That restore section has a lower channel gradient.	and depth, low flow and bankfull. Flow and bedload measurements Channel gradient measurements.	Plot distribution of bedload datasets and use the Chi-squared or Mann Whitney U test to examine differences between the two data sets.
2	To compare and contrast channel form and geometry of a channelised section with that of a meandering section	That the meandering section has slower flow than the channelised section. That restored section has less efficient channel cross-section That the restored section has lower discharge That the channelised section can store less water than the meandering section	Channel measurements – width and depth, low and bankfull Flow measurements Channel gradient Bedload measurement Map of river geometry Field sketches.	Channel cross sections Compare wetted perimeter and hydraulic radius. Plot channel gradient Plot bedload differences, calculate means and analyse using Chi-squared or Mann Whitney U test. Calculate amount of discharge and storage in each channel section.
3	To examine ecological differences between 2 sections of river corridor	That the restored section has greater biodiversity than the unrestored section That the restored section has a greater range of habitats and therefore greater potential for greater biodiversity. That flatter slopes have been less disturbed by restoration and have more ground vegetation cover.	River corridor transects Ecological surveys and grid quadrat-sampling of vegetation on flood plain to show succession	Compare plant and animal surveys between 2 sections Pie charts or kite diagrams of vegetation changes Statistical analysis of slope angle and vegetation cover – Chi-squared.
4	To examine differences in recreational interest between 2 sections of river corridor	That the restored section has greater environmental interest That restored section has greater visual interest (or potential).	Environmental quality surveys with photographs and sketches. Ecological surveys and grid quadrat- sampling of vegetation Survey of local residents' views	Graphs or located graphs of EQ score. Annotated photos and sketches. Graphs analysing surveys and showing trends.
5	To evaluate the flood control potential of the restored section of river.	That the river channel can store more surplus water than unrestored section. That there is more surface storage than before. That discharge downstream from the restored section is less flashy.	Channel measurements – width and depth of low flow and bankfull channels in restored and channelised sections Flow measurements. Channel gradient measurements. Bedload measurements. Measure infiltration rates and capacity of ponds.	Graphs comparing channel size and bankfull capacity in 2 contrasting sections. Calculate average bed Calculate potential infiltration and runoff rates in a storm.
6	To evaluate how sustainable the restored section of stream will be.	That the restored section will offer greater diversity. That the restored section will require less maintenance.	Ecological and environmental surveys. Photographs of habitats and flood control. Map land use of catchment. (Secondary data on maintenance and life expectancy of hard engineering and habitats).	Analyse present diversity, using indices such as BMWP. Estimate potential biodiversity with new habitats Calculate differences in channel and floodplain storage between restored and an unrestored section of stream.

Sources

<http://www.therrc.co.uk/> - RRC home page

<http://www.therrc.co.uk/manual.php> - map and detailed diagrams of some UK schemes.

<http://www.ukrivers.net/rivers.html#restore> - links on rivers

<http://www.ukrivers.net/adopt-a-river.html> - adopt a river

<http://www.geog.soton.ac.uk/users/WheatonJ/Definitions/Stockwell.htm> - Southampton University.

<http://www.epa.gov/owow/wetlands/restore/defs.html> - US environmental agency

<http://www.sussex-ouse.org.uk/page800.htm> - BMWP index used in Sussex streams

<http://www.soc.staffs.ac.uk/research/groups/cies/bmwptabl.htm> - revised BMWP scores

http://www.cityoflondon.gov.uk/Corporation/living_environment/open_spaces/ashted.htm

The Leeds Waterfront: Urban Regeneration Field Excursion and Update

By David Weight, Harrogate Granby High School.⁵

The regeneration of the Leeds Waterfront continues apace and there is much to be said for an urban fieldtrip to the area to evaluate the nature of that development. Whilst this article provides a framework for a field excursion to the Leeds Waterfront, it might equally serve as a starting-point for a classroom-based urban redevelopment case-study.

This article provides some brief background to the regeneration, an update on the new urban development at Clarence Dock, some fieldwork ideas and a few suggestions for wider reading.

A field excursion might take the form of a walking tour of the Leeds Waterfront area. When reference is made in the text to a place that can be seen on such a visit, a “Stop” number indicates this. Each “stopping point” is indicated on the map included at the end of the article.

The Leeds Waterfront: Location and History

The Leeds Waterfront occupies a zone adjacent to the central business district of Leeds, the third largest city in England.

The waterways, the River Aire and the Leeds-Liverpool Canal (completed in 1816), were central to the industrial development of the city especially in the 18th and 19th centuries. Together they linked Leeds to both the North and Irish Seas. Benjamin Gott built the world’s first woollen mill in Armley on the banks of the River Aire in 1792. Warehouses and mills, such as the Victoria Mills built in 1836, were built for the storage and processing of, for example, grain and flax (these can be seen at stop 3 on the walking tour, described below). After the arrival of the railway during the 1830s, however, use of the waterways began to decline. At the same time, industrial pollution of the River Aire increased, with some 8 to 10 million gallons of effluent being discharged daily into the river in 1865. The Leeds-Liverpool Canal continued to be used to carry coal to Leeds in the inter-war period but the disposal of the canal company’s fleet in 1921 signalled the rapid decline in the waterways. By the 1970s what is now known as the Leeds Waterfront was a zone of blight, characterised by derelict sites, old buildings in disrepair and a highly polluted river.

The Regeneration of the Waterfront: A Walking Tour

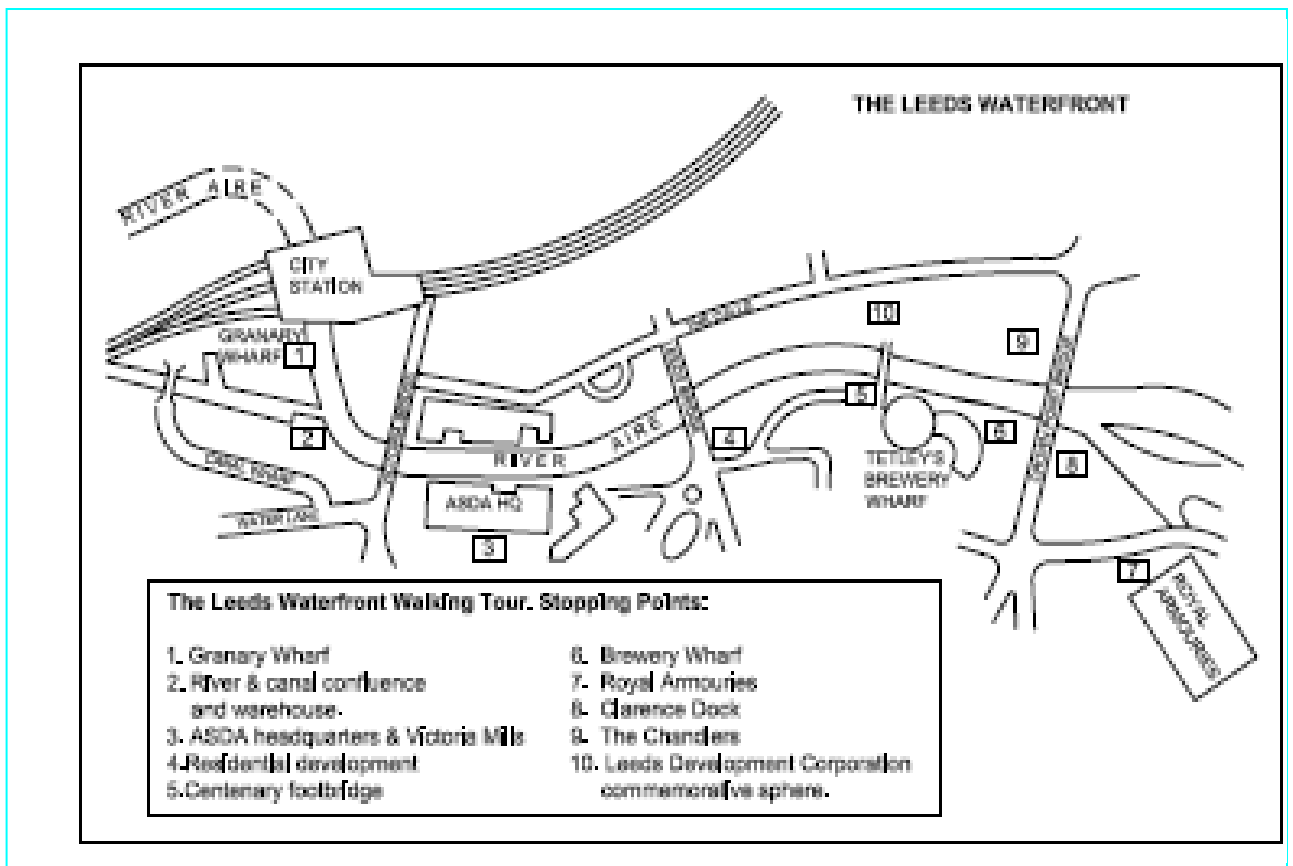
A good place to start a walking tour of the Leeds Waterfront is at the confluence of the River Aire and the Leeds Liverpool Canal at Granary Wharf, known locally as “The Dark Arches” after the railway arches through which the river flows. Car parking is available here. The Dark Arches have been converted to a variety of craft and catering outlets and serve to attract visitors and shoppers to the waterfront zone (Stop 1). At the confluence stands the Leeds and Liverpool Canal Warehouse, built in 1777, which has now been converted to offices and a restaurant (Stop 2).

Calls for the waterfront zone to be regenerated were made in the mid 1960s with the founding of the Leeds Civic Trust in 1965, which campaigned for the renaming of the city as “Leeds-upon-Aire”. Riverside redevelopment actually began in the early 1980s as part of Leeds City Council’s Central Business Area District Plan. The early flagship project, which acted as the catalyst to future regeneration, was the relocation of the national ASDA headquarters from Kirkstall to a prominent riverside site close to Victoria Bridge (Stop 3). A sign of the attempt to encourage mixed land-use was the re-development of the former Aire and Calder Navigation Warehouses (built between 1815 and 1821) to residential warehouse conversions and the building of some new flats by Barratts between 1985 and 1988 (Stop 4).

⁵ David will be leading a tour of Leeds waterfront on 8th October 2005: see page 23 for details. – Ed.

The Leeds Development Corporation (LDC) was then set up in June 1988 as part of the government’s national inner-city regeneration initiative and an initial LDC investment of £6 million attracted £70 million of private investment in to the Waterfront (see Stop 10, at a commemorative silver sphere to the work of the LDC).

In the early-mid1990s three significant new developments were added to the south bank of the Waterfront. In 1992 the Centenary footbridge was opened, the first bridge to be built across the River Aire for over 100 years, linking the more development north bank to the emerging southern zone (Stop 5). The bridge spanned a cleaner river – Yorkshire Water spent £25 million between 1994 and 1998 improving sewage discharge – and this has been crucial in stimulating further regeneration. At the southern end of the bridge a former cleansing depot site was used to build Brewery Wharf in 1993–1994 (Stop 6). This was designed as a major visitor attraction centred on the history of brewing; however it closed and remained unused for a few years, now being re-opened as a café/bar. The third, and largest, regeneration project was the Royal Armouries which opened in 1996 at a cost of £42 million on land next to Clarence Dock (Stop 7).



Clarence Dock is now site to a further mixed land-use regeneration project covering 15 acres of brownfield land and will include residential, leisure and commercial ventures. It is designed to follow sustainable and integrated urban planning ideals and to be a more dynamic environment than has so far been created along the riverside (Stop 8). Construction is currently underway at the Clarence Dock including:

- over 1 million square feet of built space
- 600 residential apartments
- waterside bars, cafes, restaurants
- an hotel, a fitness centre, clubs and retail stores
- 200,000 square feet of waterside offices
- a dedicated stop for the proposed Leeds Supertram
- waterside walkways and a canal marina.

On the north bank of the Waterfront, between Crown Point Bridge and Leeds Bridge, along a historic street named The Calls, is an area of residential regeneration, for example, The Chandlers which was built in 1987 using a corn chandlers dating from 1876 (Stop 9). There are also a number of restaurants and bars, also housed in former industrial premises. The previously mentioned LDC commemorative silver sphere is located on The Calls (Stop 10).

From here it is possible to return to the starting point at Granary Wharf, passing under the railway, across the River Aire and through the “Dark Arches”. It is worth noting that some of the space you pass on the way back is used for car-parking – no surprise when a single car-parking space underneath the West Point office development in Wellington Street in the CBD just half a mile away costs £20,000 (source: *Yorkshire Evening Post*, 22/08/2003). Land values will be considerably lower in the Waterfront area.

Further ideas and follow-up

As is the case with many regeneration schemes, the Leeds Waterfront redevelopment is not without its criticisms.

- In particular the area lacks vibrancy or the ‘hustle and bustle’ of the city centre. Although riverside walkways have been built they lack greenery or many places to stop and sit. There is no local community infrastructure: no corner-shops, no school, and no health-centre. Discussion might focus on how socially inclusive the regeneration has been.
- There are some pockets of derelict land and the question might be posed as to how these could best be used now.
- Thought could be given as to how a more environmentally sustainable approach might have been taken, or could indeed yet be taken, to the redevelopment. Could the waterways be used for transport? Where are the cycle paths?

Further research and reading

Location and history:

Excellent photographic and written history of Leeds including much background on the Leeds Waterfront area: <http://www.leodis.net/discovery/>

Photographic history of the economic and social development of the city in: Brears, Peter (1992). “Images of Leeds 1850–1960”. Breedon Books.

Regeneration and fieldwork:

The walking tour was planned with close reference to two super pocket guides: “Leeds Waterfront West” and “Leeds Waterfront East” by Brian Godward, published by Leeds Civic Trust. ISBN 0905671104 & 0905671112. Cost approx £2.50 and at least one is listed on www.amazon.co.uk.

The Clarence Dock regeneration scheme is being undertaken by the Crosby Group plc. There are photographs and details on their website: www.clarencedock.com.

Further ideas and follow-up:

An excellent source of ideas for improving the regeneration scheme is provided by the Leeds Civic Trust at: www.leedscivictrust.org.uk.

For more general information about geographical issues in the wider city of Leeds: www.leeds.gov.uk, www.leeds-statistics.org, www.leedsinitiative.org.

A fabulous, just recently published, study of a whole variety of geographical aspects of Leeds is: *Twenty first century Leeds: Geographies of a regional city* by Rachael Unsworth and John Stillwell. There are more details and a sample chapter from the book at: <http://www.geog.leeds.ac.uk/publications/21stCenturyLeeds/>.

Historical Geography: Expanding National Archive of Railway Oral History

By Nicola Fox, Project Co-ordinator, The National Railway Museum

In 2003 the Friends of the National Railway Museum completed a three-year project to record the experiences of 500 people who worked in the railway industry. This became the National Archive of Railway Oral History and may now be accessed by members of the public. Now the Heritage Lottery Fund has awarded the Friends a further £49,700 to expand the archive. The focus of this project, however, is rather different.

The new Expanding National Archive of Railway Oral History (E-NAROH) project will look at the significant employment, social and cultural changes in three particular railway communities: Stratford (east London), Harwich/Parkestone Quay and Leeds/Bradford/Sheffield over a period of around 50 years, c.1950-2000. We will explore how different places were shaped by work traditions and how the railway industry and the communities it was based in have supported each other, with particular reference to the roles and experience of ethnic minority groups and women.

Through interviewing the men and women who have lived through these changes, we hope to discover the extent to which these districts could be considered a railway community, and whether there was anything distinctive about them. We are also interested in finding out about the ways in which each place changed and altered over the years, and how people felt and reacted to these changes.

The project is due to be completed in June 2006, by which time we intend to have recorded over 300 hours of interviews. We want to use the material to develop resource packs for schools, as we believe the completed Archive will complement the syllabus for KS2, KS3, KS4 and **Advanced Level Geography**. At this early stage in our project we envisage that a CD of excerpts from the Archive will form the nucleus of the pack, and will be accompanied by supporting material such as photographs, maps and diagrams.

We are interested in hearing from geography teachers who have any advice to offer or suggestions to make about the best way for us to proceed. If you were to use a resource pack in a lesson, what would you like it to include? How would you like it to be arranged? Which aspects of the syllabus do you think we should focus on? Equally importantly, what sort of things should we avoid?

We hope that our packs will be available from summer 2006. If you would like to make a suggestion, or would like any further information about the project, please contact me at nicola.fox@nmsi.ac.uk or write to Nicola Fox, Project Co-ordinator, The National Railway Museum, Leeman Road, York, YO26 4XJ.

Geographical Association Professional Development Unit

MAKING THE MOST OF TECHNOLOGY IN POST-16 GEOGRAPHY

Wednesday, 19 October 2005 at The Kingston Centre, Stafford

Peter Home, Head of Geography at Holy Trinity School, Crawley,
and Andrew Williams, Head of ILT at Kingston College

The role of ICT in the post-16 Geography curriculum including a hands-on workshop and looking at interactive whiteboards, on-line learning and other new developments.

Details at www.geography.org.uk/events/professionaldevelopmentunits

The Post-16 Section at the Derby Conference

Workshop 29: WORLD COUNT Friday, 1 April 2005, 16.00 – 16.50

Peter Home, Head of Geography at Holy Trinity School, Crawley

This workshop will explore ways of using ICT to add a 'skills element' to teaching population geography at AS/A2. The approach will be 'hands-on' and will involve using spreadsheets and the internet to create relevant, engaging activities that will help students to understand the issues and concepts involved.

Lecture 6: UGANDA: GLOBAL SALES, LOCAL IMPACTS

Thursday, 31 March 2005, 13.30 – 14.20

Alan Marriott, Consultant and Lecturer, Manufacturing Improvement International Ltd.
Alan shares his experience of the impact of globalisation on the local people and business in Uganda, based on his work for the Department for International Development.

Lecture Plus 7 at the Derby Conference 2005

THE SIXTH FORM/HE INTERFACE

Friday, 1 April 2005, 14.30 – 15.20 & 16.00 – 16.50

Dr Paul McDermott, Director of the Post-Graduate Modular Scheme at University College Northampton, leads this double session of the GA and the JGHE highlighting the challenges of the sixth form–university interface, the transition phase for students moving from school to university.

The first session will be a series of presentations by teachers and students on the application process; the needs and expectations of students; the relevance of the school curriculum in preparation for university education; and the usefulness of advice currently provided to students.

The second session will be a discussion forum with a panel of stakeholders from the geographical community. The two sessions will seek to raise the awareness of the main issues and tensions that currently exist and identify what can be done to alleviate these challenges.

FOR SALE:

Back issues of Area, IBG Transactions,
Geographical Magazine and various Geology journals
from the 1970s, 1980s, and early 1990s.

Email: yivpointon@hotmail.com for details and negotiations.

Geographical Association Post 16 Section
NATFHE Geography Section
GA Reg Charity Number: 313129

**LEEDS WATERFRONT
URBAN REGENERATION FIELD DAY
Saturday 8th October 2005**



A walking tour of the regeneration of the Leeds Waterfront. The fieldtrip will consider the role of geographical factors in the changing fortunes of the city's central riverside zone.

Time: 11.00am – 1.00pm.

Meeting points:

Leeds Central Railway Station (WH Smiths concourse) at 10.45am or
Granary Wharf (River Aire bridge in the 'Dark Arches') at 10.55am

Cost: 50p nominal charge for handouts (collected on the day).

For further details and to book a place please contact:

Dave Weight
Geography Department
Harrogate Granby High School
Ainsty Road
Harrogate HG1 4AP.
Tel 01423 548800
Email: daw@granbyhs.com

Geographical Association Post 16 Section
NATFHE Geography Section
GA Reg Charity Number: 313129

SUSSEX COAST FIELD DAY

Saturday 2nd July 2005

An exploration of the geomorphologic processes, human impact and management strategies along the East Sussex coastline between Brighton and Eastbourne.

ITINERARY (transport either by shared use of participants' cars or minibus)

- Meet 10.30am at Brighton Marina. (Transport from Brighton Station available on request to Antony Allchin)
- Brighton Marina: geologic structures and recent slumping
- Peacehaven: hard engineering strategies
- Seaford: soft engineering strategies and cliff processes.
- Seven Sisters Country Park – Lunch (either bring or buy). Cuckmere Valley – Estuary restoration project.
- Birling Gap: managed retreat, a controversial issue and periglacial rock structures
- Beachy Head: classic landform
- Eastbourne: £20 million integrated management strategy
- Return to Brighton at approx 4.30pm

COST: £20 for the day, including transport and information pack.

LEADER: Antony Allchin, Team Leader for Earth Sciences at Worthing College. Antony has successfully been using this stretch of coastline as an A level case study for several years. (Email a.allchin@worthing.ac.uk for further information).

Send to: Peter Home, Treasurer Post 16 Section, 5 Wye Close, Tollgate Hill, Crawley, West Sussex RH11 9QZ.

Name: _____ Email: _____

Address: _____

_____ Telephone No: _____

Please reserve me a place on the Sussex Coast Field Day. I enclose a cheque for £20 made out to GA Post 16 Section. Queries to peter_home@hotmail.com

Please tick:

I will be bringing a car and can provide transport for other people.

(Mileage costs @ 34p per mile will be provided).

I would like transport to be provided.....