



GEOGRAPHY MATTERS

Volume 9 Number 1

Spring 2006

Urban Issues in the UK

In this, the latest edition of *Geography Matters*, Dr David Lambert, Chief Executive of the Geographical Association, tells us what we need to do now that the Government has recognised the importance of Geography in the curriculum with the recently-launched Action Plan. Our Chair, Mick Dawson, reminds us of the importance of adult education to which so many geographers contribute; it too is deserving of continued funding. This year's Conference edition of our newsletter is mainly focused on urban issues. David Weight, following his very successful field excursion to the Leeds waterfront development, focuses on another regeneration scheme at Holbeck in Leeds – with another field trip planned for Autumn (see page 13 for details). Helen Hore suggests ways of employing differentiation in case study teaching using this year's Conference host city of Manchester. To complete the urban theme, there is a new case study from Viv Pointon of suburbanisation at Monkspath on the fringe of the West Midlands conurbation.

Contents	Page
Chair's notes, Mick Dawson	2
Editorial: The changing face of Geography, Viv Pointon	2
Good news for geography – and good news for the GA: The Action Plan for Geography, Dr David Lambert	4
Adult Learning, Mick Dawson	5
Urban Regeneration: Holbeck Urban Village, Leeds, David Weight	6
Using Differentiation in Case Study Teaching, Helen Hore	8
A case study of suburbanisation: Monkspath in Solihull, Viv Pointon	11

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 and HE Phase Committee 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>.

Chair's notes

Welcome to the Spring 2006 edition of Geography Matters which continues the long tradition of quality geographical articles for those working in the Post-16 Sector. As you know this is a period of intense change for post-16 education (nothing different there then!) and geographical education, so this edition includes articles on some of the issues facing us all - funding, Government policy changes and the quality of teaching. Geography is now occupying a more central stage position and this is why the Post-16 and Higher Education Phase Committee welcomes the Action Plan for Geography – the collaborative project between the DfES, the GA and the RGS-IBG launched on 30th March by Lord Adonis and Michael Palin. The Committee also hopes that many of you will take the time to respond to the QCA consultation on the Subject Criteria for GCE AS & A Level Geography.

We are hoping that there will be a number of new members joining the Committee at our AGM at the GA's 'Sensational Geography' Conference in Manchester in April (please see the advert on page 13). If you are interested in becoming a member then do join us at 12.45 on Wednesday 19th April at our exhibition stand and talk to members of the Committee.

This is a good point to say a formal thank you to Peter Home who is now leaving the Committee. Peter has been our Treasurer as well as the Editor of this newsletter. I would also like to say 'get well soon' to Sheila Morris who has worked so hard for the Committee over the years. Sheila - we look forward to seeing you back with us as soon as possible.

Finally, several members of the Post-16 Committee are either organising or presenting some of the sessions at the Conference so thank you to them and I hope you will give them your support.

Hope to see you there.

Mick Dawson

Chair, Geographical Association Post-16 & HE Phase Committee & NATFHE Geography Section
mdawson@brooklands.ac.uk

Editorial: The changing face of Geography

The launch of the Action Plan for Geography makes this an exciting time for all of us but in the post-16 sector we are about to embark upon significant change. The revision of the subject criteria for GCE AS and A Level by QCA will clarify our aims and objectives and one intention is to encourage the examination boards to be more adventurous in the rewriting of their specifications for teaching from September 2007. Thus the new criteria, currently in draft form for consultation, are not prescriptive.

As suggested in this column last year and in *TES Teacher* (2006), we need to seize this opportunity to revise the content of the specifications. A Level Geography is looking decidedly dusty, hung with the cobwebs of the 1970s and 1980s, and increasingly out of touch as the Key Stage 3 and GCSE curricula are rewritten. In higher education, students find significantly different approaches to the subject, especially in the human strands. These must now feed into the A Level curriculum. Not surprisingly, the exam boards are playing it close to their chests – at least one has a radical revision in preparation – the field has become very competitive. Another board is

preparing an alternative qualification to A Level which will, undoubtedly, be welcomed by those schools seeking something closer to the international baccalaureate model.

Change is inevitable as the structural weaknesses of Curriculum 2000 are corrected and the number of assessments in all subjects is reduced from six to four (and thus, presumably, the number of units or modules within each specification). Geographers are having to fight to keep coursework, not just at A Level. It has had a bad press, possibly justified in some respects, but there is no substitute for the rigour of the field-based individual investigation. Not only is it essential in the development of geographical skills but also it is actually very hard to plagiarise. Thus fieldwork remains an explicit element in the subject criteria.

Teachers of A Level Geography should not fear change. It will not be necessary to tear up our lesson plans and rewrite all our teaching materials. What is required is a re-ordering of the content, if you like, restringing the pearls but in a different sequence. For example, why is economic activity taught separately from settlement processes and patterns? I use the AQA A topic headings here but all the specifications make this division. Economic development and urbanisation are inextricably linked; together they offer the opportunity to explore human activity within locations, developing students' understanding of space and place within their own and other areas. The consequent urban development does, of course, have hydrological, ecological and micro-climatic impacts – so why are these taught in an entirely different part of the course, separately and, often, by a different teacher?

Recognition of modern information technologies in the revised subject criteria signals the development we must all embrace; GIS must be incorporated into sixth-form geography. The more senior members of the staffroom may have to defer to their younger colleagues, who have had the benefit of university training in GIS, but its widespread application now makes this a vital transferable skill. Not all of our students will progress to university but many will need an understanding of GIS in the workplace. It is in our interests to grasp this vocational thread so geography may continue to be one of the best subjects from which to launch a career. It should not incur significant funding needs for geography departments – some basic software is now available free online – adequate provision of hardware is a school or college-wide issue.

Geography is undergoing change but its core principles remain the same: to instil in young people a sense of place, to enable them to understand and interpret their space and that of others. The medium may be revised but never the message.

Viv Pointon

Pointon, V (2006). 'Beyond GCSE: the challenge to revolutionise the message', *TES Teacher*, February 3, p.25.

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

Wednesday 19th April 2006 at 12.45

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.

Good news for geography – and good news for the GA: The Action Plan for Geography

By Dr David Lambert, Chief Executive of the Geographical Association

Just in case you have not heard, there is now an Action Plan for Geography. This is funded by the DfES to the tune of £1m per annum for the next two years. It is jointly and equally led by the GA and the RGS-IBG. You can find further details on the website (www.geography.org.uk/apg) and there is a session by Rita Gardner (Director of the RGS-IBG) and myself on Thursday 20th April at the GA Annual Conference and Exhibition.

The Plan speaks for itself – I hope – but the points I want to emphasise here are these:

- We see this as a five-year programme at least (though government is only in a position to fund for two years at the moment).
- Priorities for the future will change. At the moment we have to focus on primary and KS3 (and to some extent GCSE). There is huge potential in thinking creatively about applied geography and the new Diplomas – and other possibilities in post-16 and FE, not least the role of fieldwork/real world investigation in the proposed extended projects at A level.
- The Plan is a direct result of effective and relentless lobbying activity. The strategy in recent years has been to up the stakes in this respect and work in partnership with the RGS-IBG and with other subject associations and, closely, with the DfES, QCA, TDA, and GTCE.

To some extent the appointment of myself and Rita as ‘advisers’ to the Secretary of State covers some of this work – we are, for example, both heavily engaged with QCA on curriculum reviews and reviews of criteria for AS and A2 and talking to various bodies within DfES, such as Sustainable Schools, Outdoor Learning, etc. However, we also retain an independent role.

Ultimately, such policy activity is on behalf of ‘Geography’ and it lies at the heart of the GA’s mission (that is, to ‘further the learning and teaching of geography’). But it is paid for, substantially, by GA members. Thank you. I hope readers of this newsletter will agree that this is what the GA *should* be doing – but spread the word, for the more members the better, because it provides us with our ‘authority’.

And talking about *Geography* – this time the journal! – I would be most interested in hearing any views about how it should develop in the future (perhaps you may like to put yourself forward for the editorial board). There is no doubt that *Geography* is a great title. But what is the journal *for*? It needs to serve current and future need – and beyond the life of any Action Plan. Is the purpose of the journal clear enough?

We are assembling an Action Plan team now. Very soon we will want to share with you a ‘framework’ for geography in schools and colleges. Be ready to help us with your comments and advice on this in the coming weeks.

Adult Learning

By Mick Dawson, Head of Community Education, Brooklands College, Weybridge.

The Post-16 & HE Phase Committee takes a keen interest in geographical education for learners of any age from 16 onwards. In the UK there has been a strong tradition of day-time or evening courses for adults ranging from one-off lectures or field visits to longer courses. These courses are often provided in the local community so they are easily accessible. They may or may not lead to qualifications but they are often the first step for many adults to a return to education – a return which may often be hesitant because of the learner's earlier unhappy experiences of education and/or because of a lack of confidence in themselves and their ability to study.

A rich tapestry of courses has been developed over the last two centuries with many adult classes having their roots in provision that was developed for working people so that education was not the preserve of those with wealth. Now all this is being undermined by the prioritisation of funding.

At the end of the 20th century it seemed that the nettle of Lifelong Learning had been firmly grasped by the Government and that at last there was an official acceptance that learning did not stop at a certain age. Acknowledging that learning happens at any stage in a person's life seems only sensible given the demographic changes of an ageing population in the UK. Yet now the Learning and Skills Council (LSC) – the key funding body for post-16 education outside the HE sector – insists on Priorities for Success. Funding is now very clearly only for certain courses and qualifications.

Thus adult learning provision is now very rapidly disappearing from our communities as funding is restricted and the programmes that remain are increasingly expensive. Adult learning is becoming exclusive to certain communities who still have access to a provider or to certain groups who are either prepared to travel further to obtain courses or who can afford to pay. This is not the route to sustainable communities and reflects a very odd set of priorities. Yes, it is true that there is now much greater access to literacy, numeracy and ESOL (English for Speakers of Other Languages) courses – the Skills for Life agenda - but what do these learners progress on to when all the funding is skewed to provide these Basic Skills courses?

Which society can afford to ignore the learning needs of its population? There is now so much evidence to prove that learning is good for your health – that it prolongs life. Not that adult learning should be seen as largely the preserve of the retired. People of all ages access adult learning for a myriad of reasons, for example, to retrain for another career, to gain confidence to return to work, to provide a social life, to rehabilitate. Indeed, there are many Skills for Life learners that start by taking up an adult learning course in, say, gardening and then develop the confidence to tackle their English or Maths skills. The current prioritisation of funding ignores the complex pathways that people take when returning to learn.

It is time for communities to rise up and defend the rich adult learning provision that has developed over the last two centuries. If they do not then courses such as Exploring the Surrey Countryside or Wonderful Weather may become a thing of the past.

Urban Regeneration: Holbeck Urban Village, Leeds

By David Weight, Head of Geography, Harrogate High School.



Figure 1. There are plans to create a series of public spaces around the 19th Century Tower Works chimneys which were modelled on Italian bell towers.

Geographers have for some time now examined the opportunities offered by urban brownfield sites. Urban villages such as those at Poundbury in Dorset and the Millennium Village in Greenwich, London have become familiar 'geography case-studies'. This article briefly summarises the urban village concept and outlines the proposed development of Holbeck Urban Village in Leeds. A fieldtrip for GA members around the Holbeck Urban Village is planned for October 2006.

The urban village concept

There are a number of urban village projects such as those in Birmingham, Bristol, Greenwich, Manchester and Wolverhampton. They have arisen as a response to the urban monoculture characteristic of many British towns and cities. The key features of urban villages may be summarised as:

- Sustainable population size – enough to sustain a wide range of services, but not so large that the area becomes too impersonal (population of 3,000 to 5,000);
- Relatively small area – in the region of 600m by 600m with all facilities within a 10-minute walk;
- Mixed land-use – a variety of buildings to attain a balanced environment where the local population is able to live, work and play (ideally with a 1:1 ratio between jobs and residents);
- Community facilities – infrastructure to meet a range of local needs in terms of different types of housing, daily shopping, primary education and some health, social and recreational facilities;
- Environmentally sustainable – a pedestrian-friendly area which caters for motor vehicles but does not encourage their use as well as a range of green open spaces;
- Planned land-use – higher density development towards the centre (with a central square or feature) and less built-up towards the boundary.



Figure 2. The £180 million redevelopment of Temple Works could see sheep grazing on its roof as was the case in the 19th Century.

The Holbeck area of Leeds

Holbeck has a rich industrial heritage but is an area of Leeds which has suffered greatly from the deindustrialisation process characteristic of many Industrial Revolution boom areas. Holbeck was at the centre of Leeds' industrial expansion in the late eighteenth and early nineteenth centuries: Matthew Murray's Round Foundry (founded in 1797), John Marshall's first fully-integrated flax-mill (1830) and his Temple Mill (built in 1838) are all significant industrial buildings.

Holbeck has a range of geographical characteristics which make it an ideal location for development as an urban village:

- adjacent to the Leeds central business district;
- a range of historic mill buildings;
- a waterside site next to the Leeds-Liverpool canal;
- good access to Leeds city railway station;
- easy access to the motorway network.

It is also an area in need of redevelopment as it suffers from poor environmental quality, derelict land and, following the clearance of back-to-back housing, very low residential numbers.

Figure 3. The urban village vision seeks to regenerate a historic industrial area that has suffered decline in recent decades.



The Holbeck Urban Village Development

Plans to develop an urban village began with a study in 2002. Key partners in the development are Leeds City Council, Yorkshire Forward, British Waterways and English Heritage. The vision for the site includes:

- A residential population of 1,000 with affordable housing for rent and for sale as well as housing for people with special needs and live/work accommodation (to encourage e-business and e-entrepreneurs);
- Mixed land-use not dominated by large office or retail developments;
- The creation of over 5,000 jobs and the attraction of £800 million into the area in the next decade;
- Environmental improvements, totalling £35 million, including quick-win schemes such as street lighting improvements;
- Sustainable transport options to reduce reliance on cars with the potential for water-based travel as well as improvements to the pedestrian and cycle networks.

Development is already underway: Marshall Mills have been refurbished as offices, and the Round Foundry is being redeveloped for residential and leisure use. Clearly Holbeck has the potential to meet the ideals of the urban village concept.

Useful website references:

The Institute of Civil Engineers

ICE has an excellent two-page printable briefing paper which summarises key characteristics of the urban village concept. The briefing paper may be copied for free and is ideal for A-level students and teachers alike.

<http://www.ice.org.uk/rtpdf/BS-Urban%20Villages.pdf>

The Prince's Foundation for the Built Environment

The Prince's Foundation was established by the Prince of Wales to further the principles of community based urban development. The organisation's website includes useful background information on the concept of sustainable urban development.

<http://www.princes-foundation.org>

Holbeck Urban Village

Regularly updated, this website contains 'all you need to know' about the developments in and around the Holbeck area of Leeds. Of particular use are the information sheets which print and copy easily. There is also a comprehensive image bank to provide photographs to back up the case-study.

<http://www.holbeckurbanvillage.co.uk>

Using Differentiation in Case Study Teaching

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

One of the difficulties of the successful teaching and learning of case study material at AS and A level includes the students' difficulty in learning a range of located detail – locations and names of places with which they are not familiar. The task can become a tedious list of projects and place names with little real understanding of the issues. Engaging our students needs an approach which is meaningful and uses a range of their skills; students need to know some detail but not every fact and location. This article offers some suggestions in tackling urban case studies with AS students with a view to achieving improved learning and recall.

Regeneration Projects in Manchester

Manchester has a number of regeneration projects over the last 15 years, which have modernised the city and renewed its functional strength. One of the first cities to reintroduce trams, Manchester's commitment to the Metrolink (opened in 1992) has improved the connectivity of its public transport network as well as its reliability and appeal. Urban Development Corporations, such as the Central Manchester Urban Development Corporation in 1988, were set up and successfully bid for funding which was then invested to breathe new life into the city centre.

Figure 1. Selected Objectives of the New Manchester Plan.

New Manchester Plan 1995

Its main objectives:

1. To revitalise the city centre by encouraging more people to live there.
2. To improve the entertainment and leisure facilities of the city centre.
3. To continue to maintain Manchester's position as top retail centre for the North West.
4. To increase the number of knowledge-based jobs in new technologies.
5. To develop the facilities needed to host the Commonwealth Games in 2002.
6. To develop an integrated and sustainable transport system.
7. To improve environmental standards in air quality and waste disposal.

Source: www.manchester.gov.uk

The regeneration of Salford Docks, now with the ‘up-market’ name of Salford Quays, came after 1985 when the Manchester Ship Canal Company sold the dock area to Salford City Council so that public money could be accessed for its redevelopment. Like other dock redevelopment schemes, the environment of the area has undergone a ‘facelift’ which leaves it almost unrecognisable. New buildings predominate and offer new economic activities, such as culture in the form of the Lowry Arts Centre, retailing outlets, gentrified apartments, office jobs showing a sectorial shift to finance and insurance, and heritage in the form of the Imperial War Museum of the North. The successful bid for Commonwealth Games of 2002 led to the construction of Sports City in and around the city centre, consolidating the strong association with sport and soccer, in particular.

Manchester’s large university quarter, with its strong links to the Science Park, shows the importance of science and technology in the economy. Appealing further to the young are the vibrant clubbing and leisure areas around Oxford Street. Those interested in shopping have the altered Arndale Centre and the Trafford Centre with its 3 miles of walkways to consider. Each student has an opportunity to develop what he or she is personally interested in, with such a diverse range of functions on offer. Students will demonstrate greater motivation and greater recall of some of the detail (Tomlinson, 2003).



Figure 2. Salford Quays – one of Greater Manchester’s flagship projects.

Suggested Lesson Plans

The following sequence of 3 or 4 lessons (Figure 3) has been taught based on Manchester but could be adapted to other urban areas where regeneration has taken place.

Figure 3. Lesson Outline.

Lesson content	Learning outcomes and key skills. Students are able to ...	Resources
1. Outline the main planning objectives of recent urban planning, in this case the New Manchester Plan 1995. Students are given a clear purpose in the task, which is to produce a group presentation, using PowerPoint, for an appropriate audience. In groups, each student identifies an aspect of the redevelopment	<ul style="list-style-type: none"> • make decisions about their work, constructing the research task (WO2.1) • identify relevant sources and sections 	A textbook or article such as an AS book with an appropriate case study, plus some internet sources.

<p>to research (e.g. transport, retailing, sport and leisure, employment) and begins research, making notes. Students complete their research for homework or use another lesson to complete this.</p>		
<p>2. Students are given a PowerPoint presentation with some selected images, in order to reduce the time needed to research. Instructions for their presentation are firmed up, for example, they are allowed two slides of text and one image each and must evaluate the schemes against the planning objectives. Learners compile their slides and put them together in one presentation, checking for accuracy and effectiveness.</p>	<ul style="list-style-type: none"> • select information effectively and use appropriate terms in producing slides (C3.2 and IT2.3) • evaluate the regeneration against the objectives of the Plan • work cooperatively in a group (WO2.1) 	<p>Partially prepared PowerPoint presentation and computer access Appropriate links placed on VLE</p>
<p>3. Groups present their ideas. This can be used for practice for Communication Key Skills (or assessment if long enough). The audience questions each group after their presentation, using evaluative questions, which begin, 'To what extent, Who benefits the most from?'</p>	<ul style="list-style-type: none"> • use IT to present their work (IT2.3, C3.1b)) • evaluate their work (WO2.3) • develop their ability to pose and answer higher level questions 	<p>Projection facilities</p>



Figure 4. The Trafford Centre – a temple to mammon.

The lessons should achieve the following objectives:

- Students work cooperatively and collaboratively, making decisions about their own learning;
- Key skills in IT, communication and working with others are developed;
- Learning is differentiated by task and by sources used ;
- Learners become familiar with case study names and locations;

- Learners evaluate the success of regeneration projects;
- Self-confidence is improved;
- The work is enjoyable!

Case study knowledge can really be improved with a field visit. The Youth Hostel situated at Potato Wharf makes an excellent and fairly central place for groups to stay.

Sources:

Digby, B. (2000) *Changing Environments*, Chapter 17. Oxford: Heinemann.

Law, Christopher. (2001) *Discovering Cities Manchester*. Geographical Association.

<http://www.manchester.gov.uk/chiefexecs/rap/> Manchester City Council website – planning and policies.

http://www.gmltp.co.uk/transplanprog0102_0506.asp Manchester's local transport plan.

<http://www.metrolink.co.uk/> - Metrolink website.

<http://www.manchester.com/> - up-to-date information on all aspects of the city.

<http://www.mcps.k12.md.us/curriculum/science/instr/differstrategies.htm> - terms used in differentiation, Montgomery County USA.

<http://www.internet4classrooms.com/di.htm> - US site with internet links on differentiation.

<http://www.geoffpetty.com/differentiation.html> - ideas and explanation for teachers.

http://webhost.bridgew.edu/kdobush/Strategies%20for%20Teaching%20Reading/Handbook/Diff_Inst/Differentiated%20Instruction.htm Bridgewater State College USA, links and definitions of differentiation.

A case study of suburbanisation: Monkspath in Solihull

By Viv Pointon, Head of Geography, Bilborough College, Nottingham.

Suburbanisation is a topic common to all A-level specifications and most students are able to draw upon their own home experience as the majority of us live in these sprawling residential areas. But not all; students in less affluent inner city areas are not aware of the nature and range of British suburbs. Further, there is a growing range of suburban types (the CACI classification rather emphasises this point) from the original pioneer Victorian clusters of villas adjacent to the industrial town centre via the Betjeman-esque, garden-city inspired inter-war private developments (Nagle, 1998) and spacious post-war council estates on the rural-urban fringe to the mushrooming 'executive' neighbourhoods with their "eclectic mix of corporate styles" (Marvell, 2004). Thus many students do not appreciate the variety of the suburbs.

Following Monkspath's use for an OS map-based question by one of the examining boards a few years ago, this case study was compiled for the benefit of a class of north London A-level Geography students (several of whom had only recently moved to this country). The area between the West Midlands conurbation and Coventry has featured elsewhere (Ilbery, 1992; Drake & Lee, 2000) providing the opportunity for teachers to extend this case study with reference to threats to the greenbelt and farm diversification.

Monkspath is a recently developed neighbourhood at Shelly Green to the south east of Solihull in the West Midlands (OS Landranger 139, GR 143768). Residential, industrial and commercial development in the early 1980s followed the construction of the M42 motorway and its junction with the A34 trunk road. Monkspath is one of several new residential areas constructed in the agricultural corridor between the West Midlands conurbation and Coventry, known locally as the Meriden Gap. Since the 1960s, the urban fringe has extended into the farmland encouraged by the growth of Birmingham Airport and the National Exhibition Centre (Ilbery, 1992), and by the

connection of the M42 with the national motorway network via the M5, M6 and M40. Greenbelt restrictions prevent the coalescence of the West Midlands and Coventry but there has been significant residential development around villages such as Dorridge and Knowle and on the eastern edge of the West Midlands conurbation.

The shift in employment structure has impacted on the region as manufacturing employment fell from 985,000 in 1979 to 554,000 in 1992 while service sector jobs increased from 1,071,000 to 1,251,000 (Healey, 1995). Inward investment and regional development funds slowed the contraction of the secondary sector but the 1980s economic boom saw many financial services relocate to the Midlands where land and labour costs were lower (Nagle & Spencer, 1996). The Metropolitan Borough of Solihull now boasts business parks and industrial estates such as the Monkspath Business Park close to the M42 and providing “370,000 square feet of top quality industrial warehouse and production space” (www.solihull.gov.uk), sufficient to attract Mercury Communications, Exel Logistics and AT&T, with adjacent greenfield land designated for further business development. There are also office developments including Stratford Court, close to Monkspath and home to Pearl Assurance and Alfred McAlpine Homes. Retail services for local residents include a large supermarket (Tesco), a garden centre and a drive-through McDonalds.

Monkspath is in Shirley South ward which runs between Shirley and Manor railway stations, taking in the older residential district of Shirley Heath, and Monkspath Business Park and residential area. The population is now fairly stable at 16,900 in nearly 6700 households (2001 census). House prices are a little higher than national averages (www.upmystreet.com), comprising mostly detached and semi-detached houses with high levels of owner occupancy (88.5% compared to 68.9% in England and Wales). There are fewer single-person, lone pensioner and lone parent households; a third of households include dependent children (slightly higher than the national average).

Monkspath is classified as ‘Type 10: Affluent Working Families with Mortgages’ according to the ACORN profile compiled by CACI (see www.upmystreet.com). Such family areas are described as “a particular feature of the 1980s boom areas” where typically families comprise parents aged 25-44 with one or two children under 15. In the majority of households, both parents work and there are twice the national average number of people with degrees and other academic qualifications, consequently there are above average levels of professional and managerial employment. Such affluence is reflected in car ownership – over 60% of households having two or more cars – and purchase of other consumer durables and white goods (such as dishwashers and tumble driers).

References:

- Drake, G & Lee, C (2000). *The Urban Challenge*, Hodder & Stoughton.
- Healey, M (1995). ‘The West Midlands’ in ‘Regional development in the UK: Part 2’, *Geography*, Volume 80, Number 347.
- Ilbery, B (1992). *Agricultural Change in Great Britain*, OUP.
- Marvell, A (2004). ‘Making of the Meads: Suburban Development and Identity’, *Geography*, Volume 89, part 1, pp.50-57.
- Nagle, G (1998). ‘Suburbanisation’, *Geography Review*, Volume 12, Number 1, pp.18-22.
- Nagle, G & Spencer, K (1996). *A Geography of the European Union*, OUP.

The Post-16 & HE Phase at the Manchester Conference

Workshop 3: Learning style differentiation in A level teaching
Wednesday, 19 April 2006, 09.00 – 09.50

Viv Pointon, Bilborough Sixth Form College, Nottingham

The Geographical Association Post-16 and Higher Education Phase Committee

Holbeck (Leeds) Urban Village Fieldtrip



A walking tour of Holbeck urban village.
This fieldtrip will consider the concept of urban villages,
visit historic industrial buildings and key development sites,
and assess the implications of current and
future regeneration of the Holbeck area.

Date: Saturday 7th October 2006

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: Free

For further details and to book a place contact:

Dave Weight, Geography Department, Harrogate High School
Ainsty Road, Harrogate, HG1 4AP
Tel: 01423 548800 or email: daw@harrogatehigh.co.uk

The Geographical Association Post-16 and Higher Education Phase Committee



The Post-16 and HE Phase Committee promotes and safeguards the study and teaching of post-16 and HE Geography. If you work in the post-16 sector and would like to join the GA's Post-16 and HE Phase Committee, please contact us at Conference or by email. NQTs and student teacher are especially welcome.

To find out more about the work and activities of the Committee, see the Post-16 and HE area of the GA's website, www.geography.org.uk/post16 or contact the Committee Chair, Mick Dawson, mdawson@brooklands.ac.uk

