

Using Key Concepts and Big Ideas to plan Curriculum Sequences for the Where Will I Live Project?

(NB save this document to your computer for the links to work correctly)

Why use concepts and big ideas?

The *Where Will I Live?* project emphasised conceptual learning. Concepts help students to organise and retain important ideas and skills in a discipline. They provide coherence.

The use of concepts in curriculum planning enables teachers to be more selective about what they teach. The breadth of study (coverage) is important but many topics and places exemplify the same concepts and conceptual understanding. Good teaching involves making informed judgements about the selection of places and geographical processes to be explored. These should be engaging, relevant, real and appropriate to local circumstances

Students frequently admire teachers who 'know their stuff'. What this means is far more than a set of 'facts'. The way that an effective teacher makes a particular topic accessible to the pupils and enables them to progress often relies on their having a good grasp of the architecture of the subject, its key concepts and big ideas. You can't mug this up the night before the lesson. These are the concepts and ideas that are used to create the discipline's big picture. They are essential to effective teaching, but until recently have often been implicit. Teachers who make these concepts transparent to their students help them to think geographically and to develop transferable geographical understanding. They take their students beyond learning a set of dislocated facts and move them into the realms of informed thinking.

[Why using concepts is significant](#)

[Teaching for Understanding](#)

[Planning Using Concepts](#)

Key Concepts explored by the *Where Will I Live?* project:

[Place](#)

[Space](#)

[Scale](#)

[Interdependence](#)

Big Ideas explored by the *Where Will I Live?* project:

[Sustainable Communities](#)

[Reasoning with Maps](#)

[Geographical Imaginations](#)

[Geographical Communication – specifically argumentation](#)

References

- Holloway, S.L, Rice, S.P, Valentine, G (Eds) (2003) *Key Concepts in Geography*. London; Sage
Lynn Erickson, H (2002) *Concept-Based Curriculum and Instruction: Teaching beyond the facts*. London; Sage
Marsden, B (1995) *Geography 11-16; Rekindling Good Practice*. London: David Fulton

Why using concepts is significant

The concepts used in geography to structure curriculum experiences should be few and important. Geography does not have one central organizing concept but many. This is what makes geography fascinating and exciting. The current QCA Key Stage 3 review identifies the following key concepts, place, space, scale, interdependence, environmental interaction, changing physical and human processes and diversity. This is a powerful list. Concepts are not stable and bounded, but like geography itself they are dynamic, developing with our understanding of our globally interconnected world. Teaching and learning experiences structured around these key concepts should enable students to grapple with what these ideas really mean to them. Schemes of work should seek to develop understanding in relation to the selected concepts.

Lyn Erickson (2002) suggests that there are two main reasons why “curriculum designs should shift from a topical to a conceptual focus:

1. Knowledge is expanding exponentially. We cannot just add a new history or science text each year. Students need to learn the skills of accessing multiple data sources and applying the skills of critical, creative and integrated thinking to assimilate, sort and pattern information.
2. In this world of rapid change and global interaction, citizens need conceptual thinking abilities to understand increasingly complex social, political and economic relationships.” (p.67)

Teaching for understanding

Students will come to any new sequence of teaching and learning from a variety of backgrounds and experiences. These cannot be ignored and should be included in the learning process. A concept such as place will carry a diversity and complexity of associations for individuals. A major part of the *Where Will I Live?* project was to support teachers in developing classroom activities that help students to develop a more informed understanding of the project's selected key concepts. This was achieved in part through exchanging (giving) information – a two way process (dialogue). The teachers needed to ascertain the students' current perceptions, misconceptions before introducing new information and learning experiences that helped to take them beyond (rather than repeat in an unplanned way) what they already know. Put another way the philosophy of the project was to move away from providing a culture of answers and towards promoting more creative critical enquiry with more open-ended questioning. In this way students were helped to progress, Marsden (1995) suggests that progression in geography can be thought of “in terms of moving from;

- the familiar to the unfamiliar
- the near to the more distant
- the concrete to the abstract
- the smaller to the larger scale
- the simple to the more complex in terms of
 - breadth of coverage
 - depth of coverage
- a more to a less limited range of skills.”(p.81)

Additionally through the project we hoped to support a growth in students'

- capacity to ask questions of themselves and others
- sense of complexity of the world around them

- sensitivity to other people's sense of place and geographical imaginations
- capacity to use geographical information to articulate informed and reasonable judgements.

Planning using concepts

1. Decide on the purpose of the learning. Make this explicit.
2. Identify the major concept(s) that underpin this purpose.
3. Select the places, themes, processes, skills that you are going to use to develop students' understanding of the key concepts and purpose of learning.
4. List the understandings that you would expect the students to derive from the sequence of learning or scheme of work.
5. Consider the questions that relate to the understandings so that these can then be used to support student enquiry. The use of questions is significant. We can help students discover patterns and build personal meaning through the effective use of questions. Questions allow for inductive teaching – guiding students to discover meaning rather than relying mainly on deductive lecture methods. Appropriately devised questions are one of the most powerful tools for helping students think at more complex levels. As Lyn Erickson (2003) suggests "When the curriculum is formed around questions rather than objectives the clear message to the students is that you are probing with them." (p.91)
6. Create activities that enable the students to draw on prior and new knowledge to explore the questions.
7. Enable the students to access a range of information from a variety of sources and perspectives.
8. Develop strategies to support them in using and drawing on this information to developed informed and reasoned understanding.
9. Create an assessment activity that enables students to demonstrate what they should know and be able to do as a result of this sequence of learning.
10. The focus for teaching and learning should now relate to how these ideas can be taken forward and applied in new but related contexts.

Place

Noel Castree¹ suggests that "Place is among the most complex of geographical ideas. In human geography it has three meanings: a point on the earth's surface; the locus of individual and group identity; and the scale of everyday life... ...the challenge has been to conceptualise place difference and place interdependence simultaneously... Places (are) at once unique and connected."

In terms of the *Where Will I Live?* project there were three aspects of place that were emphasised.

1. Location. The physical location and characteristics of two areas, East Lancashire and South Cambridgeshire. This was developed through place studies and comparisons.
2. How places are represented. The scale and tone of materials used to represent a place change our understanding and reactions and indeed our understanding of that place.
3. Places and identity. Part of our cultural identity is tied into the places that we have experience of. Understanding this helps widen our perspectives.

The following analysis of each school's scheme is for illustrative and exemplification purposes only. This table does not represent coverage. Many of the schemes represent several of the

¹ Castree, N in Holloway, Rice and Valentine, *Key Concepts in Geography*. London: Sage, page 165, Chapter 9

aspects of understanding detailed here. What the table does do is give you a feel for each scheme and some ideas that you might use to develop your own sequences of learning.

School/Scheme	Understanding related to the concept of place	Questions to develop understanding (These link the place, topic or theme with conceptual understanding)
Westholme School, A Geographical Mystery	Each place has a specific location. Each place has a unique combination of physical and human features. Each place is represented in a variety of different ways for a variety of different purposes.	Where are these places? What are these places like? Why? How are these places represented? By whom? For what purpose?
Habergham High School What makes an area good or bad?	Places are complex. There is variety within a small-scale locality. People in the same place have a variety of views about that place.	What are the different areas of Burnley? What makes people think that an area is good or bad?
Queen Elizabeth's Grammar Where would you be willing to live?	Places change over time. Places look different because they respond differently to national systems.	How was this place different 10 years ago? Why? Why is there an over-supply of terraced housing? Why do house prices vary?
Ivy Bank Business and Technology College Urban Change	Places will change in the future. Policy makers change the way that places look. Some people's views of places dominate the decisions made about that place	How might our place change? What are the plans and policies that might affect our place? Why do some views dominate decisions about how a place should be?
Colne Primet High School Environmental Quality	The uniqueness of place is in part a consequence of different social political and environmental factors.	What is our local environment like? Why?
Edge End High School What is all the fuss about?	The people in a place can impact on national systems, the systems do not have the same influence on every place.	What are some of the housing priorities in our place? How does that make our place different from others nearby?
Coleridge Community School and Parkside Community School Marshall's Airfield	Our understanding of a place changes when we use information and data at different scales.	Why is Marshall's airfield to be developed?
Sawston Village College New housing developments	Each place does not exist in isolation but is influenced by and influences others.	What are some of the national needs that mean that more houses are to be built in Cambridge?
St Bede's Inter-Church Schools and Chesterton Community College	Place forms part of people's identity	How is your place part of your identity?

Perceptions of places		
Hills Road Sixth Form College Managing Urban Environments	Places have become closer together in terms of the reduced time taken to cross space between them, however the fact of geographical distance still remains.	Why is the management of urban areas an increasing and global problem?
Comberton Village College and Saffron Walden High School Sustainable Cambridge?	Places change because of decisions made at a distance to that place.	How does the national need for more houses affect Cambridge?
Chesterton Community College Housing design and Housing Needs	Places look different because of people's priorities and previous experiences in that place. Places are connected and influenced by others.	Why do many of our houses look the same? How might housing design change in the future?

Space

Martin Kent² states, "The geographer's prime interest is in the objects within the space and their relative position, which involves the description, explanation and prediction of the distribution of phenomena. The relationships between objects in space is at the core of geography."

Through the *Where Will I Live?* project teachers and students were asked to extend their understanding of space, their ability to think spatially, so that they could consider the different spatial outcomes of an interconnected housing market.

School/Scheme	Understanding related to the concept of Space	Questions to develop understanding
Westholme School, A Geographical Mystery	The location of phenomena is significant in developing our understanding of an issue.	Why do two similar houses have such different values?
Habergham High School What makes an area good or bad?	Any place is influenced by the nation within which it is located.	What are the national plans for housing that influence this place?
Queen Elizabeth's Grammar Where would you be willing to live?	The time it takes to cross the spaces between places has been reduced. This brings more places to our attention.	Where might I live in the future?
Ivy Bank Business and Technology College Urban Change	Globalisation is a phenomenon that has different spatial outcomes.	Why is the world population becoming more urban?

² Kent M in Holloway, Rice and Valentine, Key Concepts in Geography. London: Sage, page 109, Chapter 6

Colne Primet High School Environmental Quality	There are different spatial outcomes of a national housing market system.	Why is there a need for housing market renewal?
Edge End High School What is all the fuss about?	Economic systems operate across space. Their impact is different in different locations.	Why are houses being demolished?
Coleridge Community School and Parkside Community School Marshall's Airfield	The development of GIS (or GI) offers exciting new possibilities for spatial analysis.	How can spatial analysis help improve our understanding of urban change?
Sawston Village College New housing developments	Social systems operate across space. Their impact is different in different locations.	Why do people have different community needs?
St Bede's Inter-Church Schools and Chesterton Community College Perceptions of places	Where places are located in space changes the amount and type of information that we are able to access about that place.	Why do we understand more about housing in some places than others?
Hills Road Sixth Form College Managing Urban Environments	Political systems operate across space. Their impact is different in different locations.	Why are there different planning priorities?
Comberton Village College and Saffron Walden High School Sustainable Cambridge?	Spatial analysis at a variety of scales helps to improve our understanding of sustainability.	What might be some of the conflicts of interest between different groups when planning a sustainable development?
Chesterton Community College Housing design and Housing Needs	Places that exist at a geographical distance are simultaneously similar and different to our own.	What can we learn from housing designs from other places?

Scale

The Where Will I Live? project did not locate itself in one scale. Personal and local geography was highly significant in the project. However to work only at this scale would have been a mistake. Geographers' powerful use of scale enables them to zoom in and out of places, recognising that the level or resolution affects what they see and how they see it. Seeing the links between scales enhances understanding of physical and human processes. The project was very aware that the scale at which we decide to present an event determines the learning that follows.

School/Scheme	Understanding related to place	Questions to develop understanding
Westholme School, A Geographical Mystery	Working only at the local scale can lead to introspection and misunderstanding	Why is it important to analyse housing issues at a variety of scales?
Habergham High School What makes an area good or bad?	Decisions are in part determined by the scale of the information that is available?	Why might local and national needs sometimes be in conflict?

Queen Elizabeth's Grammar Where would you be willing to live?	Working at one scale limits our understanding.	How is your understanding of a place different when you introduce data at a different scale(s)?
Ivy Bank Business and Technology College Urban Change	Studying a phenomenon at different scales helps us to put a place study in context.	What can we learn about housing in our place at a national and regional scale?
Colne Primet High School Environmental Quality	The local is where global processes 'touch down' on the Earth's surface	What conclusions can we draw about our environment by analysing the data at a variety of scales?
Edge End High School What is all the fuss about?	Local priorities can be as powerful as the global.	What are some of the cultural priorities that make this place different?
Coleridge Community School and Parkside Community School Marshall's Airfield	Relating local data and to global trends helps inform our understanding	How do national and regional housing priorities relate to our own lives?
Sawston Village College New housing developments	All spaces are hybrids of the local and the global and subject to the influences of all the scales in between.	What can we learn about our place by thinking about housing in other people's places?
St Bede's Inter-Church Schools and Chesterton Community College Perceptions of places	To really understand your local place you must think about the interconnections that it has with others.	How does looking beyond our place help improve our understanding of our local place?
Hills Road Sixth Form College Managing Urban Environments	Geographically distant places are not always more challenging to investigate.	What have you been able to find out about urban environments in Mexico City? How did you find this out? How might the fact that this is not your local area help/hinder your investigation?
Comberton Village College and Saffron Walden High School Sustainable Cambridge?	As the scale of study changes so do the questions that we need to ask to develop a purposeful geographical enquiry.	What are some of the international priorities for sustainable development? How does this help your understanding of Cambridge?
Chesterton Community College Housing design and Housing Needs	The geographer's powerful use of the zoom lens helps us to think geographically.	How might local house design be influenced by experiences from other places?

Interdependence

The *Where Will I Live?* project encouraged students to think carefully about their rights and responsibilities whilst living in an interconnected world. The housing market is a web of interconnections, some of which are not immediately obvious. Housing studies in the home area can easily become introspective. The *Where Will I Live?* project encouraged students to look out beyond their place, whilst also recognising how decisions made in their place affected others. They were also supported to make transparent the geographical consequences of their decisions and choices. Tracing the impact of a decision on a variety of people and places at a variety of

scales can be extremely revealing. Possession of such information often causes people to think and act differently. Someone else's place may be physically distant but its connections are to be found in your place.

School/Scheme	Understanding related to the concept of interdependence	Questions to develop Understanding
Westholme School, A Geographical Mystery	Places do not exist in isolation, but are interconnected with others through social, economic, environmental and political processes.	How does an analysis of these systems help you to explore the price differentials between similar houses?
Habergham High School What makes an area good or bad?	Places are simultaneously similar and different.	Why might a place have both good and bad features at the same time?
Queen Elizabeth's Grammar Where would you be willing to live?	Deciding where to live has an impact both on that place and on other places?	What might be some of the consequences of your choice as to where to live, on that place and on other places?
Ivy Bank Business and Technology College Urban Change	The planned changes in one place could have unintentional positive/negative affects on another.	What might be some of the consequences be of your proposals for your place? How might other places be affected?
Colne Primet High School Environmental Quality	Different people will view interdependence differently.	Does your analysis show that an improvement in environmental quality will definitely cause all house prices in the area to increase?
Edge End High School What is all the fuss about?	The same process has different spatial consequences in different places.	Has housing market renewal benefited Nelson and Whitefield?
Coleridge Community School and Parkside Community School Marshall's Airfield	Some views about interrelationships dominate. These do not always reflect an understanding of all the information from a verity of people at a variety of scales.	Will the re-development of Marshall's airfield bring benefits to all?
Sawston Village College New housing developments	Our understanding about a known place is improved by analysing other places.	What kind of environment would you realistically like to live in?
St Bede's Inter-Church Schools and Chesterton Community College Perceptions of places	Places are simultaneously similar and different, connected and unique.	How are places connected? What are some of the similarities and differences between places?
Hills Road Sixth Form College Managing Urban Environments	Inter-relationships have the potential to be different.	How might the changing social structure of a place impact on the demand for housing?

Comberton Village College and Saffron Walden High School Sustainable Cambridge?	We live in a highly uneven world. Global interconnection and interdependency have been coincident with inequality and uneven development.	What are some of the effects of this inequality on Cambridge?
Chesterton Community College Housing design and Housing Needs	Priorities that inform global interconnections have the potential to change.	Are homes that are designed to be environmentally friendly always seen as good?

Sustainable Communities

One of our concerns was that whilst many of these activities place an emphasis on the individual, we should not lose sight of the negotiations involved in creating communities that make up wider society. The project challenged students to think about how communities can work together better, to create healthy societies built on participation and inclusion. Part of this involved us in reviewing in an informed way the Department for Communities and Local Government Department's definition of what constitutes a sustainable community:

"Sustainable communities are places where people want to live and work, now and in the future. They meet the diverse needs of existing and future residents, are sensitive to their environment, and contribute to a high quality of life. They are safe and inclusive, well planned, built and run, and offer equality of opportunity and good services for all."

(<http://www.communities.gov.uk/index.asp?id=1139866>, accessed 02/08/06)

School/Scheme	Understanding to be developed about sustainable communities	Questions to develop Understanding
Westholme School, A Geographical Mystery	Communities are diverse and complex	How sustainable is it to have such a large house price differential in such a small area?
Habergham High School What makes an area good or bad?	Some views about sustainability are more powerful than others and dominate policy and decision-making.	Who decides the policies that determine the future priorities of a place?
Queen Elizabeth's Grammar Where would you be willing to live?	The ideas of what makes a sustainable community will change over time. It is not a fixed idea.	Why might we want to live be different at different stages of your life?
Ivy Bank Business and Technology College Urban Change	National priorities have local impacts.	What are some reasonable alternative futures for housing in our place?
Colne Primet High School Environmental Quality	Quality of life is a contested idea. The aspiration of sustainable communities might not bring benefits for all.	Why is the social and economic situation in Pendle and the Ribble Valley so different?
Edge End High School What is all the fuss about?	Different people have different understandings of what a sustainable	Do the national policies recognise local priorities and needs?

	community might be.	
Coleridge Community School and Parkside Community School Marshall's Airfield	A sustainable community could include plants, animals as well as people.	Has any analysis been done on the effects that the airfield development might have on plants and animals?
Sawston Village College New housing developments	The environment can have a stronger affect on the quality of life of some groups in society more than others.	Why is the housing market so different in East Lancashire and South Cambridgeshire?
St Bede's Inter-Church Schools and Chesterton Community College Perceptions of places	People can conflict over the way that an environment is changed or managed.	Do the people that make the decisions to change a place live with the outcomes of the final decision?
Hills Road Sixth Form College Managing Urban Environments	Some views of what is a sustainable community dominate over others	Can re-urbanisation work?
Comberton Village College and Saffron Walden High School Sustainable Cambridge?	Sustainability is an idea about which many people have differing opinions. Some opinions are more informed than others	What are some of the problems with building North Stowe?
Chesterton Community College Housing design and Housing Needs	Different groups of people in different places debate and dispute the future of sustainable communities.	Why is sustainability such an important concept for this century?

Reasoning with Maps

When students use maps, at whatever scale they talk differently. They instantly use 'geographical' vocabulary to express their thinking. They are often surprised by the map that they are investigating; this heightens the excitement and motivation of learning. The use of maps accesses their ability to think spatially, and deepens both their locational knowledge and sense of place. Geographical imaginations become better informed through the frequent use of map-based activities. Indeed one of the Where Will I Live? project teachers commented, "As a result of the project, I include more graphical information in the form of mapwork in my lessons. For example assessments or tasks do not always need to be in the form of a written piece of work, instead they could involve labelling maps at a variety of scales. I include mapwork more regularly in lessons to encourage students to better understand spatial relationships and interconnectivity between places. "

School/Scheme	Examples of activities related to reasoning with maps
Westholme School, A Geographical Mystery	Students annotate a map to explain why the two houses differ in price. Hopefully the students should suggest that house prices are a symptom of social/economic and environmental inequalities.
Habergham High School What makes an area good or bad?	Students identify the boundary of 'their area' by annotating a Multimap map of their place in Burnley. They identify places that are important to them.
Queen Elizabeth's Grammar	Students interpret and label maps to identify Blackburn's morphology – street

Where would you be willing to live?	patterns, building density and use this when trying to answer the question, "Why do house prices differ?"
Ivy Bank Business and Technology College Urban Change	Look at their own O.S. map of the area given through the O.S. Free Maps to Schools scheme. Identify similarities and differences between Padiham (their area) and Burnley, using simple headings and the map key.
Colne Primet High School Environmental Quality	Students map their analysis of their environmental survey. They use this to answer the question, "Does location affect environmental quality and thus house prices?"
Edge End High School What is all the fuss about?	The students mapped their fieldwork data – photos and questionnaire results to support a discussion of the pros and cons of the proposed regeneration of their area.
Coleridge Community School and Parkside Community School Marshall's Airfield	The students read two articles relating to the proposed re-development of Marshall's airfield. They then highlight and annotate the map to illustrate the factors that will need to be considered in developing Marshall's.
Sawston Village College New housing developments	Using previous lesson discussions on sustainable communities, the students annotated maps to describe their own living environments and to highlight good and bad points
St Bede's Inter-Church Schools and Chesterton Community College Perceptions of places	The students were first asked to map their area. They were then given an OS map of their area to revise their map. Using these revised maps they played Globingo to interrogate the maps (e.g. find someone who lives near a park/railway/main road etc)
Hills Road Sixth Form College Managing Urban Environments	Students used local plans and a base map of Cambridge to identify the areas of major change. They shaded in locations of new developments and made brief notes.
Comberton Village College and Saffron Walden High School Sustainable Cambridge?	To illustrate housing pressure, students map where their parents and grandparents lived before they moved to Cambridge.
Chesterton Community College Housing design and Housing Needs	The students are asked to match a variety of housing designs to a variety of locations and to justify their choices using map evidence.

Geographical Imaginations

The Where Will I Live? Project teachers recognised the significance of young people's geographical imaginations, Doreen Massey ³ (2006) suggests that "It is now probably well accepted, though it is still important to argue, that a lot of our 'geography' is in the mind. That is to say, we carry around with us mental images, of the world, of the country in which we live (all of those images of the North/South divide), of the street next door." (p.xx). The project's challenge was to both include and develop young people's geographical imaginations. This was important since student's perceptions influence their (and others') behaviour in and towards places. This

³ Massey, D (2006) The Geographical Mind in *The Secondary Geography Handbook*. Sheffield: Geographical Association.

emphasis on geographical imaginations also helpfully reminds us that the places that students learn about through their emotions carry a greater significance for them than places they receive information about passively through the media for instance. Howard Gardner⁴ (2000) suggests, “All point to a simple truth: if one wants something to be attended to, mastered and subsequently used, one must be sure to wrap it in a context that engages the emotions. Conversely experiences devoid of emotional impact are likely to be weakly engaging and soon forgotten, leaving nary a mental representation behind” (p.77)

School/Scheme	Examples of activities related to Geographical Imaginations
Westholme School, A Geographical Mystery	The students are shown two pictures of similar houses, they are asked to describe the houses and to give a value to them. Later in this scheme, students find out about the geographical imagination of others by interviewing different community and local government representatives.
Habergham High School What makes an area good or bad?	Students draw on their prior experiences to suggest what features and characteristics make an area good or bad. They are then asked to justify their thoughts.
Queen Elizabeth’s Grammar Where would you be willing to live?	Before students carried out an in depth analysis of data for a ward in Blackburn they were asked what they already knew about it and how their understanding had been informed.
Ivy Bank Business and Technology College Urban Change	The teacher read out their own personal geography of they area where they lived when they were the same age as the students. The students in pairs answered some questions based on this personal geography. The students were then asked to complete their own perception geographies for the Padiham area (the area local to the school)
Colne Primet High School Environmental Quality	To introduce the ideas of environmental quality students were asked to describe the area that they lived in. A PowerPoint presentation and questionnaire were used to stimulate this thinking.
Edge End High School What is all the fuss about?	This practical sequence of lessons involved students in photographing the area (they decided what to photograph and why) and they interviewed a variety of local people, with different perspectives about their thoughts about the regeneration of their place. This included a local resident who could justify why they thought the regeneration had damaged the community.
Coleridge Community School and Parkside Community School Marshall’s Airfield	In lesson 1 students used a “what’s it got to do with me frame” to think about how an image of a homeless person connects with them and their personal geography. This is a challenging activity.
Sawston Village College New housing developments	The students were asked to respond to images from both East Lancashire and Cambridge. The students all live near Cambridge. This activity highlighted their perceptions of both their own place and a place that none of them had prior experience of.
St Bede’s Inter-Church Schools	Students brainstorm as individuals or in pairs to produce a mind map to show

⁴ Gardener, H (2000) *The Disciplined Mind*. London: Penguin

<p>and Chesterton Community College Perceptions of places</p>	<p>characteristics of local area. Use Mind Man software to collate ideas on the whiteboard and save in a file. Students then draw a mental map of their local area (5 minutes walking radius of home) then work in pairs or small groups to draw mental map of 5 minute walking radius of school. They compare mental maps of school area. Have people chosen similar characteristics and used similar symbols? What influences the choice of features that have been included? They then look at OS map of local area (could be done on ICT using Multimap if necessary, especially if aerial photos needed). Self-marking and peer-marking of mental maps using the OS map. Students should devise their own set of marking criteria. Homework: use mental map, OS map and photos/leaflets/drawings to make a poster or PowerPoint presentation called "This is my area". If PowerPoint is used, the slides should be printed out. Plenary – rapid fire round of "one thing I've learnt about my area I didn't know before"</p>
<p>Hills Road Sixth Form College Managing Urban Environments</p>	<p>The students are asked to respond to the question, "Why is the management of urban areas an increasing and global problem?" They are shown a variety of images from around the world and then asked to mind map their current understanding on an A3 sheet. They are provided with a framework and a list of issues as stimulus. They annotate their mind map to explain any links and inter-relationships that they have suggested. They are asked to highlight economic, social, cultural and environmental issues.</p>
<p>Comberton Village College and Saffron Walden High School Sustainable Cambridge?</p>	<p>The students are asked to respond to an image of Cambourne. They are then asked to list 10 words that come into their mind to describe the geography of this image. They are then asked to underline any words that might be connected with the concept of sustainability.</p>
<p>Chesterton Community College Housing design and Housing Needs</p>	<p>The students are asked to draw an image of the home that they would like to live in. All but two of the students draw a traditional house. A discussion then ensues about what informs our perceptions and how we can widen our thinking.</p>

Geographical Communication – specifically argumentation

Argumentation is not about getting angry, it is about supporting reasoned, informed judgments. The *Where Will I Live* project used argumentation as a teaching and learning tool to develop young people's thinking about their place, decisions that they can make about their place and how their place does not exist in isolation of others. The project teachers wanted to get beyond the "just because" style of approach to answering geographical questions, they wanted to challenge their pupils to think deeply about places, and their role(s) in shaping places.

Here are some comments from Roger Sutcliffe, President of SAPERE, the project's evaluator:

"Put another way, the philosophy of the project was to move away from providing a 'culture of answers', and towards 'promoting more creative, critical enquiry with more open-ended questioning'. The very name of the project, 'Where will I live?', provides a model starting-point for such questioning – one which had every chance of stimulating that 'deep thinking about what makes a well-designed community in all its aspects and what can be done to create better places in the future.'"

Project teachers found themselves engaged in classroom dialogue that sought to develop and inform (using geography as a resource) young people's perceptions of places. A significant part

of the geography teacher's role is to create the opportunity for these views to become better informed and better developed. They found themselves using maps and other spatial stimulus to challenge young people to think beyond themselves, beyond their locality and their own experiences onto a wider horizon.

School/Scheme	Examples of activities relating to Argumentation in Geography
Westholme School, A Geographical Mystery	Students were asked to produce a PowerPoint presentation drawing on all the information that they have analysed during the scheme to justify why they think the two houses differ so much in price when they are only a short distance apart.
Habergham High School What makes an area good or bad?	The students were asked to assess, using the evidence that they had collected during this sequence of learning, whether or not their views of Burnley had changed. They reviewed their initial PowerPoints that they created at the start of the scheme and analysed how and why their views had changed or become more informed and reasoned.
Queen Elizabeth's Grammar Where would you be willing to live?	During a final presentation students had to draw on a dossier that they had prepared to respond to the question "why do house prices differ?". They used a wide variety of resources to explore the social/economic/environmental variations in the urban area.
Ivy Bank Business and Technology College Urban Change	The students critically examined a local authority leaflet about proposed changes to their area once they had prepared one for themselves. This experience informed their ability to critique. They also presented their leaflet to a local planner that enabled them to further refine their thinking. The production of their leaflet involved them in selecting and justifying one option using geographical information and data
Colne Primet High School Environmental Quality	The students were shown slides of a variety of houses. They had to match these to a price and justify and give reasons for their choice.
Edge End High School What is all the fuss about?	The students were asked to synthesise the fieldwork information that they had gathered and use these to evidence what they saw as the potential benefits and disadvantages to the proposed regeneration of their area.
Coleridge Community School and Parkside Community School Marshall's Airfield	The students were encouraged to think about the number of factors that have to be taken into account when making decisions about housing provision in an area. Their analysis should demonstrate that these factors are often interconnected in a variety of ways. To achieve this the students were asked to create concept diagrams and then to use these to inform their decision making about the different types of housing needed in an area to meeting different needs.
Sawston Village College New housing developments	At the end of this sequence of learning the students were given one major homework (over three weeks). They were asked to describe their own living environments and to look for good and bad points in the light of prior whole class discussions. The teachers felt that this open-ended task enabled the majority of students from a range of abilities to produce exceptionally good and detailed work.
St Bede's Inter-Church Schools and Chesterton Community	The students were asked to draw on all the evidence that they had generated during this sequence of learning to devise reason and justify a

College Perceptions of places	plan to make their area into a more sustainable community.
Hills Road Sixth Form College Managing Urban Environments	Through responding to their A2 essay questions, the students were asked to develop informed and reasoned arguments relating to managing urban environments.
Comberton Village College and Saffron Walden High School Sustainable Cambridge?	At the end of this sequence students were asked to draw on their prior experiences to identify and justify some of the issues associated with building a new town (North Stowe). Often when students are asked to go into role they are not sufficiently well prepared and can easily develop unrealistic and irrational perspectives. It is therefore significant that students had both a variety of types and styles of information and some shared learning experiences to draw on.
Chesterton Community College Housing design and Housing Needs	The students are asked to argue for and to justify moving to one of three very different types of home in different localities.