

## Where will I live? Key concepts: Geographical communication

School/Scheme	Examples of activities relating to 'argumentation in geography'
Westholme School, <a href="#">A Geographical Mystery</a>	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 <a href="#">What makes an area good or bad?</a>	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 <a href="#">Where would you be willing to live?</a>	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 <a href="#">Urban Change</a>	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.

<p>Colne Primet High School  <a href="#">Environmental Quality</a></p>	<p>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.</p>
<p>Edge End High School  <a href="#">What is all the fuss about?</a></p>	<p>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.</p>
<p>Coleridge Community School and Parkside Community School  <a href="#">Marshall's Airfield</a></p>	<p>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.</p>
<p>Sawston Village College  <a href="#">New housing developments</a></p>	<p>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.</p>
<p>St Bede's Inter-Church Schools and Chesterton Community College  <a href="#">Perceptions of places</a></p>	<p>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 plan to make their area into a more sustainable community.</p>
<p>Hills Road Sixth Form College  <a href="#">Managing Urban Environments</a></p>	<p>Through responding to their A2 essay questions, the students were asked to develop informed and reasoned arguments relating to managing urban environments.</p>

<p>Comberton Village College and Saffron Walden High School <a href="#">Sustainable Cambridge?</a></p>	<p>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.</p>
<p>Chesterton Community College <a href="#">Housing Design and Housing Needs</a></p>	<p>The students are asked to argue for and to justify moving to one of three very different types of home in different localities.</p>