



Edexcel AS and A Level Geography

Topic Booklet for Area of Study 2: Dynamic Places, Topic 4: Shaping Places, Option 4B: Diverse Places

Practical support to help you deliver this Edexcel specification

Topic 4B: Diverse Places offers students an overview of the key issues related to population dynamics and diverse communities, and the opportunities and challenges that stem from them.

The four enquiry questions each follow a particular strand of investigation about different elements of populations: population structures; perceptions and experiences of diverse living spaces; demographic and cultural tensions; and how these tensions and other issues are managed. A key part of this topic is for students to gain a clear understanding of the sense of place in their own local area, about the different ways this place might be perceived by different populations, and how this impacts activity in the area. It is important that students are able to compare this to other places that they study throughout the topic.

There are two key things to bear in mind:

- 1) It is important to make sure students know enough about the located examples of different demographic and cultural issues to be able to compare and contrast experiences from different places.
- 2) When studying different places, students should always try to recognise how these places are perceived and presented differently, by and for different groups of people. In turn, they should consider the impact of these representations on experiences (including their own) of place.

The guided learning hours are 180 for an AS Level and 360, over two years, for an A Level. This document provides a topic guide for teaching Diverse Places, and can be adapted by centres to fit their own contexts and teaching styles. It has been produced as an example approach and is not intended to be prescriptive. The topic guides indicate resources that you can use to support your teaching. These are only suggestions and you are encouraged to use a wide range of resources to suit the needs of your own students.

The advised teaching time for this topic is 20 hours with 6 hours of fieldwork lessons and one additional day of fieldwork. This requires some blending together of the detailed content. Detailed information on fieldwork techniques, approaches and integration with the topic content is not provided here. Instead, support for fieldwork



can be found in the separate fieldwork guide. In the guidance below, suggestions are made about contextualisation or stretch challenges that may be suitable for more able students, as well as expected lesson outcomes for those less able. Please note that these are suggestions only and not specific syllabus requirements.

Each enquiry question is broken down into a series of roughly one-hour sections, beginning with a quick overview of the breadth of the enquiry question followed by a more detailed explanation of the key concepts and processes, examples of teaching strategies, guidance on integrating geographical skills, and a summary of the key terminology required. The structure is suggestive, not prescriptive.

Synoptic linkages and case study nesting

Our synoptic themes help students see 'the bigger picture', by encouraging them to make geographical links between topics and issues. To enable this, and support exam preparations, we've continued to signpost 'Players' (P), 'Attitudes and Actions' (A) and 'Futures and Uncertainties' (F) throughout the specification content.



Introduction

Overview

An understanding of the population structures, changing population dynamics and demographic and cultural issues. Different places are influenced by the dynamics of the communities that inhabit them, and impacted by a range of local, regional, national and international influences:

- EQ1: How do population structures vary?
- EQ2: How do different people view diverse living spaces?
- EQ3: Why are there demographic and cultural tensions in diverse places?
- EQ4: How successfully are cultural and demographic issues managed?

EQ1: How do population structures vary?

Teaching approach over 8 hours

Lesson 1 (1hr)	Population change in the UK.
Lesson 2 (1hr)	Population density and the rural-urban continuum.
Lesson 3 (1hr)	Population dynamics.
Lesson 4 (1hr)	Population characteristics and cultural diversity.
Lesson 5 (1hr)	The influence of fertility and mortality on the cultural characteristics of places.
Lesson 6 (1hr)	The multiple scales of influence shaping different places.
Lesson 7 (1hr)	Demographic change and cultural identity.

Lesson 1: Population change in the UK

Overview

The first lesson addresses Key idea 4B.1a and should act as a recap of key terminology for understanding population change, but also lay the foundations for many issues discussed in this topic. A key factor for understanding diverse places is to understand the composition of the populations in different areas, and how these have changed over time.

More able students might also like to explore some of the reasons for the variations in population characteristics, acknowledging links with development and globalisation.

Less able students could be guided to describe key features of population change in the UK.



Key concepts and processes

For this lesson students need to know and understand how the population of the UK has changed over the last 50 years, recognising different regional patterns of growth. In particular, they need to be able to recognise the difference in growth patterns between London and the South East, and the North East of England. In addition, they need to recognise the various factors over time that have driven population change, from the baby boom generation beginning to have children, to the accession of additional EU states in 2004.

Beginning the topic with an overview of some of the key population changes in the UK will set the scene for trying to understand some of the other changes taking place in the country in other areas of the topic.

Over the last 50 years the population of the UK has grown by over ten million people, with much of this growth happening after 2001. See for example the graph showing population change at <http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/rel/pop-estimate/population-estimates-for-uk--england-and-wales--scotland-and-northern-ireland/2013/sty-population-changes.html>.

A key driver of population change from the 1990s onwards has been net international migration, with a peak in 2005 where net inward migration accounted for 69% of overall population growth.

The ONS produce a [Migration Statistics Quarterly report](#) which includes detailed migration data for the UK.

Using census data, it is possible to see how population change in the UK has been unevenly distributed (see the map at <http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011censuspopulationestimatesfortheunitedkingdom/2012-12-17>).

The ONS also provide an [interactive population change map](#) of the UK for 2004–2014 using mid-year population estimates. During this period the population of the UK increased by 4.3 million people, with eight out of the ten local authorities experiencing the most growth located in London.

Guidance on teaching

Using data and maps from the ONS, provide students with graphs of population change for the UK for different time periods. Ask students to place them in chronological order, and to explain their decisions. This can be used as a discussion to explore students' perceptions of population change in the UK, and the reality.

The interactive map from the ONS can then be used by students to explore different patterns of regional growth in the UK, and to investigate reasons for these patterns of change. Students should then make predictions about how the population of the UK is likely to change over the next 50 years and why.



Lesson 2: Population density and the rural-urban continuum

Overview

The second lesson could tackle Key idea 4B.1b by focusing on how population density and structure varies along the rural-urban continuum, and also how it varies between countries.

More able students should be able to assess the role of physical factors in creating uneven population patterns across the UK.

Less able students could be asked to investigate patterns in particular places, and should be able to describe how they differ from the UK.

Key concepts and processes

Continuing to explore population characteristics of the UK in this lesson, students need to understand how population structure and density varies across the UK, but must also be able to recognise how this compares to patterns in other places.

In 2013, population density in England was 413 people per sq km, compared to 149 per sq km in Wales, 135 per sq km in Northern Ireland and 68 per sq km in Scotland. Within each country there is much greater variation (see http://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc134_c/index.html).

Population density data and maps for other countries are easily available, for example from the [US Census bureau](#), [Eurostat](#) or the [World Bank](#).

It is important that students recognise the different population structures that exist across the UK, too; in particular, they should recognise the differences between urban and rural areas.

Guidance on teaching

Activities for this lesson could focus around a range of data and maps for population density and structure.

For the UK there is a wealth of data on the [ONS](#) and [NOMIS](#). You can either provide material for students, or ask them to investigate particular features and find the appropriate data themselves.

You could provide a range of population pyramids and density values that correspond to urban and rural locations across the rural-urban continuum in the UK and ask students to find the correct combinations, justifying their decisions. The lesson should also cover reasons for the population density patterns observed, and should cover either different regions in the UK, or a comparison with regions from different countries. Students can then take on the role of planners for one of the areas introduced to make suggestions about some of the issues that should be addressed.



Lessons 3, 4 and 5: Population dynamics, characteristics and cultural diversity

Overview

This series of lessons can address Key ideas 4B.1c, 4B.2a, 4B.2b and 4B.2c by focusing on a range of demographic patterns and issues. These should include fertility and mortality rates, as well as internal and international migration.

Importantly, students need to understand for their chosen places of study what has caused the changes in these places. Students should also examine how they perceive the population characteristics of their local area, and the extent to which different factors can affect the level of cultural diversity. This should act as a base to consider how demographic patterns, such as changes in fertility, mortality and migration, impact on the changing cultural characteristics of places, and how a multicultural society in the UK has developed.

More able students should be able to assess the relative influence of different factors that affect changes in fertility and mortality in their chosen areas of study.

Less able students may need some charts and tables provided to be able to describe patterns and changes.

Key concepts and processes

- For this series of lessons, students need to develop an understanding of:
 - the factors that affect population structure in the UK and another contrasting place.
 - differences in fertility and mortality rates and how these differ along the development spectrum.
 - differences in patterns of internal and international migration for your local area and another place, and the impact these have on different places.
 - features of a multicultural society, and factors that can affect its development.
 - how diversity can be encouraged or suppressed in different places.
- A key component for much of this topic is for students to understand what is causing change in particular places, and what impact is this having on the people who live there.

Guidance on teaching

There are a range of potential activities you can use for these lessons:

- Ask students to describe how they perceive the population characteristics of your local area or a given town/city and a contrasting place. Discuss how these impressions were formed.
- Explore why population characteristics vary across settlements.
- You could use datashine.org to explore the patterns of both gender and ethnicity for the areas you have chosen to study, and investigate reasons for these patterns.
- Provide students with fertility and mortality rates for your local area, as well as international figures. Ask how these patterns might lead to changing



cultural characteristics. The interactive maps (as seen at <http://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc171/index.html>) from the ONS provide details of [fertility](#) and [mortality](#) patterns across the UK. To explore fertility and mortality rates for other countries in the EU, data is available from [Eurostat](#), or for other countries around the world from the [OECD](#).

- Students can compare and contrast population characteristics of your chosen area with another place. What factors could have led to the similarities or differences observed?
- Explore factors that can lead to development of multicultural societies.
- Explore development of a multicultural society in the UK over time, and the role of international migration. Compare and contrast the changing characteristics of your local area and a contrasting place. How have different histories had an impact on the cultural characteristics of the two places (which could be different countries)?
- Identify factors that have affected the level of social clustering in your chosen town or city to explore the extent that diversity has been suppressed or fostered.

Lesson 6: The multiple scales of influence shaping different places

Overview

The sixth lesson could tackle Key ideas 4B.3a and 4B.3b, exploring the regional, national, international and global influences that have shaped different places.

More able students might be able to assess which influences from regional, international and global scales affect their experience of their home town the most.

Less able students may need a series of prompts about the different types of influences from different scales to be able to recognise how these impact on their experience of their home town.

Key concepts and processes

A key part of this lesson is for students to understand the difference between how places are represented and the reality – the fact and the fiction that are generated about different places.

In particular, students should recognise the four different scales of influence: regional, national, international and global. The different scales will be addressed in different ways throughout this topic booklet. For example, this follows on from preceding key ideas around international migration, deindustrialisation, government policy and social clustering.

Guidance on teaching

To begin, you could show students a range of images (obtained from Google or Twitter) associated with selected urban areas. Ask students to list different influences that have shaped the characteristics for the places shown. These should include a range of different land uses, and activities with different groups of people.



For the places used in the starter you can either present students with data which provide details about characteristics of these places, or ask students to investigate them, using some of the data sources already indicated in this topic guide.

An important part of this lesson is to discuss how we can understand the characteristics of places beyond formal statistics, newspaper reports and images. You could introduce a discussion exercise about the extent to which quantitative data sources explored in the lesson provide a true reflection of what is happening in different places.

Another key component of this lesson is to explore the impact of globalisation on these places, and in particular on the lives of students. What are the factors that affect the places students live in, and how they experience them? You could start a debate about whether the lives of students are affected more by regional, international or global influences.

Lesson 7: Demographic change and cultural identity

Overview

The seventh lesson could tackle Key idea 4B.3c, which considers how the different demographic and cultural changes in your local area (or chosen area) have impacted on local identities.

This provides an opportunity to develop the integrated skills around the use of social media to understand how people relate to the places where they live.

More able students should be able to use a wide range of social media to explain how representations of places on social media can differ from experiences in reality.

Less able students should be able to describe ways in which social media can be used to represent places, and whether or not they provide accurate representations of reality.

Key concepts and processes

This lesson should explore students' perceptions of place, and encourage them to compare these perceptions to how places are represented in other media forms. Social media has become a common form of communication in modern society, and in doing so creates particular representations of place, depending on who is creating the content. Students are likely to be familiar with many forms of social media, including [Facebook](#), [Twitter](#) and [Instagram](#).

Perceptions and representations of place:

- See the [Guide to Changing Places](#) from the Royal Geographical Society, which explains some of the ideas of Doreen Massey and Tim Cresswell around how places are constantly being reshaped through their local and distant connections, but also how meaning is attached to places.



Guidance on teaching

This lesson assumes that most students will have some knowledge of some form of social media. If there are those who don't, then you should spend more time at the beginning explaining a little more about what the different social media forms are used for. For an overview of the different social media types and their uses, see [this article](#) from 'Social Media Today'.

For your local areas, you can find a range of images that have been posted on social media ([Flickr](#) or [Instagram](#) for example). What image do they present of the place – are they accurate representations? If you plan ahead, you could ask students to take a few photos they feel represent the local area well. You could then use these as a base for discussion about how the local area is perceived by students, and whether this matches broader patterns on social media – and the wider media, too, if you bring along some local newspaper articles, or look at the local newspaper website.

Discuss geographical patterns of social media use (e.g. concentration in urban areas, and particular demographic cohorts), reasons for these, and how people use social media. You can explore patterns of social media use across Europe with some of the data and materials produced by the [ONS](#).

Students can then investigate the various forms of social media that allow people to relate to places where they live. Do the different social media forms have different functions? In what ways do they allow people to interact with places, and with people from those places?

Key vocabulary for EQ1

Population structure and dynamics		
Population growth Population density Birth rate Mortality rate Fertility rate Inequality Economic growth Rural Urban Infrastructure	Population pyramid (population structure) Age structure Life expectancy Demographic change International migration Internal migration	Social clustering Diversity Ethnicity Gender Globalisation Urbanisation TNCs Cultural change Identity Cultural erosion Representation Place Space



EQ2: How do different people view diverse living spaces?

Teaching approach over 6 hours plus fieldwork, analysis and presentation

Lesson 8 (1hr)	Perceptions of cities: from industrialisation to post-industrialisation.
Lesson 9 (1hr)	Experiencing undesirable cities.
Lesson 10	Fieldwork: Experiences and perceptions of places.
Lesson 13 (1hr)	Exploring desirability of rural places.
Lesson 14 (2hr)	Representations of local places.
Lesson 16 (1hr)	Representations of place and cultural conflict.

Lesson 8: Perception of cities: from industrialisation to post-industrialisation

Overview

This lesson can address Key idea 4B.4a to explore how urban places are perceived differently by different people. In particular, this lesson can explore the experiences of Victorian London.

More able students might like to explore historical experiences of their local place to be able to compare it to Victorian London.

Less able students could be provided with a series of statements about conditions in Victorian London to be able to describe how experiences of the city have changed.

Key concepts and processes

It is important that students develop an understanding of how urban places are perceived in different ways by different groups of people (according to age, gender, ethnicity, etc.). There is the potential to develop links with history in this lesson by exploring the case of Victorian London.

Guidance on teaching

Provide students with a selection of images of London over time, ranging from Victorian London to the present day. There are a wide range of images available from the [London Picture Archive](#); in particular there is a [Victorian London](#) collection.

Ask students to rank the photographs according to how attractive they look to live in, and to justify their choices.



Provide students with sources that portray experiences of life in Victorian London:

- This [BBC Bitesize article](#) has some information about conditions in cities during this time period.
- This [article](#) has a range of accounts of conditions in London slums during the Victorian era.
- This website [Victorian London](#) also has a wealth of information.

Students can then investigate how London has changed over time.

What makes London so attractive to young people and migrants in the present day? Students can produce a one-page flyer to summarise the key points.

To finish off the lesson, ask students if they would want to work in London in Victorian times and in the present day, with justification for their answers.

Lesson 9: Experiencing undesirable cities

Overview

This lesson can address Key idea 4B.4b to consider how urban areas can be perceived as undesirable or threatening.

This provides an opportunity for students to develop their skills of GIS to represent and analyse crime data.

More able students should be able to create GIS maps using data of their choice to create a crime map of their chosen city.

Less able students could be provided with data to create a suitable GIS map of crime data for their chosen city.

Key concepts and processes

- This lesson should explore both student perceptions of cities as potentially threatening or undesirable places, as well as discussing how cities can be portrayed in this way.
- Students should develop an understanding of the different indicators that can be used to consider how a place is represented (socio-economic characteristics, environmental quality and crime, for example).

Guidance on teaching

Provide students with a selection of newspaper articles to show how places are represented. This could be your local area, or another chosen urban area. Discuss how crime, environmental quality, population characteristics and reputation are represented. Do students think these are realistic reflections? If not, why are places being represented in this way?

For your chosen urban region, ask students to rank a number of areas according to the level of crime they think takes place there. Then show students a crime map of that region, and the correct ranking of areas according to the crime statistics. Discuss any differences that were predicted, and whether the students were surprised by any of the patterns shown.



Students to use data from ONS to create a crime map of a chosen city in the UK. Students to explore patterns of crime across the city, and to suggest reasons why these patterns might exist:

- Information on crime data available from the ONS is available [here](#), and the data sets are available [here](#).
- [UK crime stats](#) provide a range of crime data.
- You can also access street-level crime data [here](#).

Discuss with students the extent to which the crime maps matched the reality represented in the media. Explore why there might be differences.

Students to describe the crime patterns of their area of investigation and consider other factors which might lead to this area being perceived as undesirable or threatening. Are these ideas based on experience or influenced by media representations?

Lesson 10 and fieldwork: Experiences and perceptions of places

Overview

Continuing with the theme of perceptions of place, this lesson covers Key idea 4B.4c to explore why suburban and inner-city areas are perceived differently as places to live and work. Students can carry out fieldwork to understand why different areas can be perceived in different ways.

Guidance on teaching

Discuss class perceptions of suburban and inner-city areas to explore differences.

See fieldwork guides for more information on potential options for carrying out fieldwork on this topic.

Lesson 13: Exploring desirability of rural places

Overview

Moving on to focus on rural areas, this lesson covers Key ideas 4B.5a and 4B.5b to examine why rural places are perceived as idyllic or undesirable.

More able students should be able to assess why people perceive rural locations differently from urban or suburban places, using a number of examples.

Less able students could be provided with a series of statements about perceptions of rural areas to be able to explain why rural locations are perceived differently.

Key concepts and processes

- To contrast the exploration of how urban areas are perceived in previous lessons, students should:
 - gain an understanding of the different ways in which rural areas can be perceived.



- be able to recognise why some rural places are perceived as idyllic because of their tranquillity, natural landscapes and cultural associations. For this you can use the example of Hardy's Wessex.
- be able to understand why some rural locations are perceived as undesirable because of remoteness, limited social opportunities and high transport costs.
- be able to explain why different rural areas are viewed in different ways using the examples of retirement villages and commuter villages.

Thomas Hardy's Wessex

Thomas Hardy, the novelist and poet, famous for his novels *Tess of the D'Urbervilles* and *Far from the Madding Crowd*, spent much of his life in the rural areas of Dorset, and his surroundings influence a lot of his work. As this [BBC article explains](#), Hardy described the locations in his writing as 'part real, part imagined'. [This guide](#) from West Dorset District Council provides an overview of places in Hardy's Wessex, the fictionalised landscape of his writings. There is also a [short documentary](#) (2 mins 30) which provides an overview of the area and may be useful as a visual starter to the case study. Further articles that include a range of images of the area can be found from [British Heritage](#) travel and the [Independent](#).

Guidance on teaching

Show students some paintings of rural landscapes and as a class gather a list of words that students associate with them. What do they suggest about the class's perception of rural areas? Landscapes are easy to find by searching on [Google](#).

As part of a homework task, students should collect a range of qualitative information about a specified idyllic rural location (or a series of rural locations if students are to work in groups).

Students can then analyse the range of information to produce a summary of why their rural area is significant.

For a selected rural area, students take on the roles of representatives of different groups of people (rural resident, urban resident, local authority, etc.) and are tasked with explaining their position about opportunities in this rural location.

Students to reflect on what opportunities in rural locations differ and consider reasons why they might want to live in an idyllic rural area rather than their local area.

Lesson 14: Representations of local places

Overview

This lesson can cover Key ideas 4B.6a and 4B.6b to allow students to evaluate how people view their living spaces, considering both positive and negative images of place.



This can provide opportunities for using integrated skills around testing the strengths of relationships if students have carried out the earlier suggested activity of collecting survey responses about perceptions (see Scheme of Work). This could involve the creation of scatter graphs or Spearman's rank correlations.

Guidance on teaching

To introduce the fieldwork tasks, students could create a list of words they associate with a chosen local place and another location. Discuss with the class what this suggests about their perceptions of the two places.

Use a range of newspaper articles and other media that represent your local place. Are they the same or different? Are they negative or positive? Explore with students whether these representations are an accurate reflection according to their experience.

Discuss with students how to investigate people's perceptions of place. What are the most appropriate methods? How can they test relationships for the data collected? See fieldwork guide for information about correlation and Spearman's rank.

Lesson 16: Representations of place and cultural conflict

Overview

This lesson can cover Key idea 4B.6c to explore how different representations of your chosen local place can influence perceptions of cultural and demographic issues and create conflict. In this lesson students can evaluate how people view their living spaces, considering both positive and negative images of place.

This can provide opportunities for using integrated skills to evaluate different sources of information (including music, film, art and literature) and appreciate why they create different representations of a place.

More able students should be able to evaluate a range of different information sources to explain different representations of place.

Less able students should be able to compare at least two different sources of information to recognise how they can portray places in different ways.

Key concepts and processes

- The key concept to be explored in this lesson and across this topic is place. Students should develop an understanding of how the ways in which places are represented (through different forms of media, by different people) can influence how issues affecting that area are perceived.
- This could relate to cultural and demographic tensions in an area. Do these tensions really exist, or are they a product of what is presented in newspapers or other media?
- Crucially, students need to understand the different ways that places can be represented, and how to gauge if these are true reflections of reality.



Guidance on teaching

To begin the lesson, play a trailer or clip from a film that focuses on a selected local place which has experienced cultural conflict. Discuss the conflict that is being referred to, and how it is portrayed in the trailer/film clip.

Have five tables in the classroom, each of which supplies students with different sources of material about a range of cultural and demographic issues and conflicts. This could include photographs, clips or trailers from films (or film reviews), art and literature. Students to work in groups at one table at a time to evaluate what each source suggests about representations of the place. You could also choose to set a homework task in a previous lesson for students to select suitable sources that represent a cultural or demographic issue in a particular place to bring to the lesson for discussion. Within this it will be important to highlight how the demographic and cultural characteristics of places can create conflicts.

The places identified in the previous activity can then be explored to assess whether these representations are accurate, by looking at further sources of information, newspapers, websites, etc.

Students to create a visual summary, summarising the different representations of the chosen places.

To conclude, discuss with students which type of material is the most effective for displaying representation of place and why?

Key vocabulary for EQ2

Experiences and perceptions of place		
Migration Pull factors Deindustrialisation Post-industrial city Environmental quality Crime rate Suburbs Inner city	Methodology Quantitative Qualitative Primary data Secondary data Interviews	Commuter villages Rural decline Place Perceptions Correlation Survey Culture Cultural conflict



EQ3: Why are there demographic and cultural tensions in diverse places?

Teaching approach over 6 hours

Lesson 17 (1hr)	Uneven demographic and cultural patterns in the UK.
Lesson 18 (1hr)	Migration, culture and society.
Lesson 19 (1hr)	Migration, distinctive places and ethnic segregation.
Lesson 20 (1hr)	Diverse living spaces.
Lesson 21 (1hr)	Changing places, tension and conflict.
Lesson 22 (1hr)	The impact of changing the built environment.

Lesson 17: Uneven demographic and cultural patterns in the UK

Overview

Start with one lesson to cover Key idea 4B.7a to consider how significant internal movement of people within the UK has created uneven demographic and cultural patterns. In particular, a case study should explore London and the South East.

More able students might assess the potential impact of internal migration patterns on the UK in the future. Are the patterns observed during the lesson likely to continue?

Less able students would benefit from a series of prompts about potential impacts of the internal migration patterns being explored in the lesson.

Key concepts and processes

Students need to have knowledge and understanding of key migration flows in the UK and how there is an uneven demographic and cultural pattern:

- [Interactive map](#) of migration flows in the UK based on 2012 ONS data.
- An [alternative visualisation](#) has been produced by the Guardian.

Patterns of internal migration:

- Between July 2014 and June 2015 there were estimated 2.85 million moves between local authorities in England and Wales. This is around the same level as the previous years.
- Most moves take place in early adulthood, with the peak age being 19 (the typical age at which people leave home to study). There is another peak at age 22 (often when graduates move into employment, move for further study or move in with a partner).



- Levels of movement remain high for those in their 20s and 30s, and then this declines with age as people become more settled in their employment and relationships.
- For 2015, the highest number of moves in and moves out are in London and the South East, and there is greater net change in the southern regions of England than in the North of England.

These characteristics are explored more by the [ONS](#).

Internal migration data is also available from the [ONS](#).

Guidance on teaching

This lesson focuses on using data on migration. To begin the lesson, show students a map of internal net migration for local authorities (available from the [ONS](#)). Ask students to describe the patterns shown and suggest possible explanations. Then provide students with data on internal migration in the UK, available from the [ONS](#). Ask them to find the top ten places with people moving in, moving out and overall net change.

Once these have been identified, you can move on to discuss the characteristics of the migrants (age, gender, etc.). You can then discuss the impact these changes are likely to have on demographic and cultural patterns in a region of the UK.

To examine migration levels in your area you can use this interactive visualisation from the [ONS](#).

Based on [ONS data](#), explore the impact of internal migration in the UK by focusing on London and the South East – both movement into London and also people moving out of London to the South East.

Lesson 18: Migration, culture and society

Overview

A second lesson can address Key ideas 4B.7b and 4B.7c to explore how culture and society in the UK have changed because of significant international migration, using a case study to examine flows from former colonies (in particular from the Indian sub-continent and the West Indies). To complement this, students should explore why some international migrants choose to live in rural areas, and the social opportunities and challenges this creates, using the example of Eastern Europeans in North Lincolnshire.

More able students should be able to compare and contrast the reasons for migration to the UK over time, and assess whether it is more or less significant than internal migration.

Less able students should be able to describe how migration flow to the UK has changed over time for at least one migration flow from a colony, and one from the EU.



Key concepts and processes

Students need to have knowledge and understanding of the following:

- Key migration flows to the UK and how these have changed over time.
- Reasons for migration to the UK.
- Case study: flows of migrants to the UK from former colonies.
- Case study: international migrants from Eastern Europe to North Lincolnshire.

Migration to the UK is not a new phenomenon, but there have been changing patterns over time:

- An article from [Migration Watch](#) charts the different stages of migration to the UK.
- There are a range of reasons why people migrate to the UK, including economic and labour market factors as well colonial links and networks. The determinants of migration are explored in [this briefing](#).
- The [Migration Observatory](#) at the University of Oxford has a range of briefings related to migration, which explore a range of issues and data relevant for this topic.
 - You can [search](#) through the briefings, which cover a range of topics, such as [Why do international migrants come to the UK?](#)
 - There is also a [range of ready-made charts and maps](#) as well as descriptions of key data sources and their limitations.
- [Migrants in the UK: An Overview](#) provides a range of data and commentary about migration patterns in the UK over time.
- This [short video from the BBC](#) explores immigration to the UK from the 1950s.

Between 1948–1970 it was estimated that nearly half a million immigrants arrived in the UK from the West Indies. Because they were British citizens, they had the right to enter, work and settle in the country. The national archives have a [range of historical sources](#) to explore the experiences of immigration to the UK from the West Indies.

Or to explore a detailed history of South Asian Migrants, you can explore the '[Moving here: migration stories](#)'.

To consider a more contemporary pattern of immigration to the UK, you can explore the case study of Eastern European migration to North Lincolnshire:

- This [briefing from Research Lincolnshire](#) profiles international migration in Lincolnshire.
- This [BBC article](#) explores how immigration changed Boston, Lincolnshire, a town that, according to 2011 census data, had a population where 13% of residents were born outside of the UK (but within the EU).
- An [article from the Independent](#) explores how migration from the EU to Boston has created tensions.



Guidance on teaching

To begin the lesson, you can start by showing images of locations of towns and cities to show evidence of international migration flows from former colonies. These can be used to discuss the impacts of international migration on the UK.

Explore key migration flows from former colonies to the UK over time – how have patterns changed?

Explore what factors led to an increase in international migration to the UK.

Where do international migrants move to in the UK? Discuss students' perceptions of the pattern of migration and then reveal a map. How accurate were the perceptions?

One option for students to build up a case study of migration to rural areas in the UK from other EU countries would be to use a range of newspaper reports. These could be used to produce a one-page report on why people move to the UK, and the impact this has had on local communities.

Lesson 19: Migration, distinctive places and ethnic segregation

Overview

This lesson can cover Key idea 4B.8a to examine how international migrants tend to live in distinctive places, using the example of Russian oligarchs' families in London. This acts as a base to discuss how ethnic segregation can be closely related to economic indicators (income and employment) and social indicators (health, crime and education).

More able students should be able to use a range of economic and social indicators to explain how an area can be considered to be experiencing ethnic segregation, and recognise some of the impacts this is likely to have on communities.

Less able students would benefit from being guided to find out about relevant economic and social indicators to explore communities and ethnic segregation.

Key concepts and processes

Students should develop an understanding of how some neighbourhoods have changed to become distinctive places for particular groups of migrants, and how migrant communities tend to cluster in particular areas in different cities.

Ethnic segregation is defined in the [Encyclopedia of Geography](#) as:

'the enforced or voluntary residential separation of two or more groups on the basis of cultural identity. Usually understood at the local scale among neighbourhoods within a city, ethnic residential segregation also occurs at other geographic scales. Regionally, Native Americans have been forced onto reservations encompassing many U.S. counties, and many blacks in South Africa were relocated to several "homelands" during apartheid. The various aspects of ethnic segregation include what causes segregation, how segregation can be measured, and what interpretations can be made from segregated spaces.



Overall, the separation of ethnic groups into distinct geographic spaces due to coercion or possible discrimination may illustrate the inequalities found in societies.'

- Some of these issues are explored in a [guide produced by the Royal Geographical Society](#) on UK Migration controversies.
- To explore the concept of neighbourhood ethnic segregation further, [see this briefing](#) from the Centre on Ethnicity.
- A [further briefing](#) explores whether there has been more segregation in the UK over time.

Recent years have witnessed a growing number of Russian oligarchs buying property in London. To introduce the topic, this [short video from the BBC](#) provides an overview of Russian oligarchs.

- This [article from the Guardian](#) explores why Russians are moving to London.
- This [article from the Telegraph](#) explores why Russians are seeking to move and buy property abroad.
- These can be used as a basis to explore reasons why this movement of Russians to particular areas of London has occurred as well as the impacts.

Guidance on teaching

Begin by discussing with students why international migrants tend to live in distinctive places, often clustering in particular areas.

Provide an overview of why Russian oligarchs live in London, or have students investigate the issue.

As a key activity for this lesson, students should investigate the relationship between ethnic segregation and other socio-economic indicators. The data for this exercise can be obtained from the ONS: www.ons.org.uk.

This investigation should lead students to consider key messages for policy makers about the extent of segregation in the UK, and links with other socio-economic factors.

Lesson 20: Diverse living spaces

Overview

This lesson can cover Key ideas 4B.8b and 4B.8c to examine how diverse living spaces in urban areas have social characteristics that reflect ethnicity and culture in terms of distinctive retail outlets, places of worship and leisure. This can be demonstrated using the case study of Southall. This leads on to a consideration of the experiences and perceptions of living spaces and how these change over generations as communities evolve culturally and economically.

More able students might assess how place identity and local representations of place have impacted on the development of Southall.

Less able students should be able to describe the unique characteristics of a place like Southall, showing how these reflect its ethnicity and culture.



Key concepts and processes

Students need to have knowledge and understanding of the following:

- Characteristics of places that reflect different ethnicities and cultures (this could be types of buildings that are present, or activities that take place, for example).
- Southall as a case study of a diverse living space in an urban area.
- How experiences and perceptions of living spaces change over time
- How communities can evolve culturally and economically.

To gain a broad overview of patterns of ethnicity in the UK, this [article from the ONS](#) provides a range of maps, charts and links to further data.

To introduce different ways of considering diversity you could use [this article from the Telegraph](#) which considers 'Which is London's most diverse tube stop?' using data on languages spoken from the census.

Guidance on teaching

Discuss with students evidence from communities where there are diverse cultures present (retail outlets to places of worship).

For the main activity, ask students to produce a case study of Southall to show that it is a place that experiences high ethnic and cultural diversity, and how this place has changed over time.

Lessons 21 and 22: Changing places, tension and conflict

Overview

Moving on to cover Key ideas 4B.9a and 4B.9b and 4B.9c, these lessons explore how different community groups, local and national governments and TNCs make changes to land use that create challenges and opportunities for people, but also how tensions can arise over the diversity of living spaces. The case study of Luton is used to explore tensions between long-term resident and new in-migrants. This then moves on to consider how changes to the built environment can bring benefits to some groups but can provoke hostility from others. The case study of Glasgow is used to explore how migrants may experience a sense of social exclusion.

This can provide an opportunity to develop integrated skills around interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.

More able students should evaluate the extent to which cultural diversity creates more benefits than problems in a place, and whether clashes are more about perceptions than reality.

Less able students should be able to describe the benefits and challenges that cultural diversity can create in a place.



Guidance on teaching

For a chosen town or city, provide students with before and after images where significant developments have taken place. Discuss how the developments are likely to have impacted local communities.

- The [Work Foundation](#) and [Joseph Rowntree Foundation](#) have a range of reports and information available on cities, growth and poverty as well as measures taken in different cities to address these issues. Students should investigate controversial planning decisions that treat migrants in hostile ways, and consider how this is likely to make them feel.

Then move on to consider changes that take place when different cultural groups move into an area (changes in shops, local services, places of worship, for example).

Students should produce a case study of Luton to consider the tensions between long-term residents versus new in-migrants, who may have brought about change in the area.

This should also include a consideration of factors that have led to different cultural groups moving in (patterns of migration, property prices, existing migrant communities, etc.).

This section lends itself well to role-play exercises where students take on roles of key groups affected by changes in Luton (you can choose a range of roles for stakeholders as long as they either fit into long-term residents or recent in-migrants). In these roles, students can then debate the extent to which changes that have taken place are beneficial for the area (both groups should include a range of perspectives, too).

Further activities should focus around social exclusion and how it can be measured.

- This issue is explored in detail in a [report](#) from the Townsend Centre for International Poverty research at the University of Bristol.
- Different components of social exclusions are explored [here](#).

Students should produce a case study of how migrants may experience social exclusion in Glasgow. Some useful information sources to start their investigations include:

- The [Understanding Glasgow](#) website provides a wealth of data about Glasgow.
- The [Glasgow Refugee, Asylum and Migration Network](#).
- [Briefing](#) from the Migration Observatory on Migrants in Scotland.



Key vocabulary for EQ3

Demographic and cultural tensions		
Internal migration International migration Cultural Quality of life	Ethnic segregation Exclusion Integration Communities Diversity Culture	Globalisation Economic development Gentrification Regeneration Social exclusion Inequality

EQ4: How successfully are cultural and demographic issues managed?

Teaching approach over 5 hours

Lesson 23 (2hr)	Assessing management of cultural and demographic issues.
Lesson 24 (1hr)	Assimilation of different cultures.
Lesson 25 (1hr)	National and local strategies to manage change in diverse urban communities.
Lesson 26 (1hr)	Assessing the success of managing change in diverse urban communities.
Lesson 27 (1hr)	Managing change in diverse rural communities.

Lesson 23: Assessing management of cultural and demographic issues

Overview

The first lesson for this EQ covers Key issues 4B.10a and 4B.10b to explore how management of demographic and cultural issues can be assessed using measures of income and employment. This leads on to consider how social progress can be measured in terms of inequalities, both between areas and within them, as well as improvements in social measures of deprivation and demographic changes (life expectancy). This topic begins with a fieldwork exercise, which will enable students to investigate the extent of deprivation in a local area. See separate fieldwork guide for more guidance on options for fieldwork skills.

More able students should be able to assess how useful it is to explore cultural and demographic issues using measures of income and employment.

Less able students should be able to describe how social progress could be measured.



Key concepts and processes

Students need to have knowledge and understanding of the following:

- How the management of cultural and demographic issues can be assessed using measures of income and employment.
- How social progress can be measured by reductions in inequalities, social measures of deprivation and demographic changes.

Guidance on teaching

While the accompanying scheme of work suggests potential fieldwork options for this section, you will still need to discuss the concepts of deprivation in urban areas with students before starting this. It may be useful to discuss with the class perceptions of a named deprived area (either one close to your centre, or one that will be known to the students). Once features and characteristics of a deprived area have been identified, this can be used as a base to start discussions of how this could be investigated.

When discussing social progress, you may choose to begin thinking about this at a global level, in which case a useful resource is a recent [Social Progress Index Report](#), which includes a range of indicators for 133 countries covering 94% of the world's population. It includes over 50 indicators, which focus on three dimensions:

- basic human needs (e.g. water, shelter)
- foundations of wellbeing (e.g. health, education)
- opportunity (e.g. equality, personal rights).

An [article from the Guardian](#) explains how the Social Progress Index works.

Focusing on the UK, a [report from the New Economics Foundation](#) examines how social progress can be measured, and importantly how this can inform policy in order to manage changes in society.

Data for various indicators, relating to income, employment and others can be accessed from the [Office for National Statistics](#) and [Nomis: Official labour market statistics](#). If you wish to compare these to other areas in Europe, data can be accessed from [Eurostat](#).

Lesson 24: Assimilation of different cultures

Overview

The lesson moves on to address Key idea 4B.10c to consider how assimilation of different cultures can be measured in terms of levels of political engagement through voter turnout, the development of local community groups and reductions in hate crime and racism. This should include developing an understanding of how changes that have taken place can be judged using a range of economic, social, demographic and environmental variables in the changing urban area.

More able students should be able to evaluate indicators of cultural assimilation.

Less able students should be able to describe the process of cultural assimilation.



Key concepts and processes

Students need to understand how assimilation of different cultures can be measured. This could be through quantitative data. The [Centre on Dynamics of Ethnicity](#) at the University of Manchester has a range of resources, including census briefings that cover issues around changing ethnic inequalities and identities in societies. A [Guardian news article](#) explores some of this work, using 2011 census data to show how ethnic group segregation has changed over the last decade.

- An [article from CityLab](#) on how diversity in society fosters economic growth.
- A [collection of articles from Demos](#) on mapping integration covering a range of issues about integration of different cultures and ethnicities in society.
- A [report from the Institute of Race Relations](#) on racism in Plymouth, created as part of a project on the new geographies of racism, which explores demographic change and racial violence in the UK.
- It is important that students understand how assimilation of different cultures can be measured. This could be through examination of political engagement in different areas, e.g. which ethnic groups tend to vote. You can begin to introduce the idea of the role of local community groups, although a case study will be considered in a future lesson. Examination of reduction in hate crime and racism in urban areas represents another indicator of cultural assimilation.

Guidance on teaching

As an activity to prompt discussion with students about changes in hate crime and racism in urban areas, try to gather newspaper articles that refer to such incidents in the local area (or another chosen local area), and efforts to reduce them. Use these to prompt discussion about what made these reductions possible; is it the actions of local communities, particular stakeholders or individuals?

These case studies should involve profiling different cities to include a range of economic, social, demographic and environmental variables and how these have changed to help students understand how this may impact on cultural assimilation.

Lesson 25: National and local strategies to manage change in diverse urban communities

Overview

The lesson addresses Key idea 4B.11a to study the contrasting ways in which different demographic and ethnic groups view an urban living space and the impact of national and local strategies in resolving issues. This should include a case study of Aik Saath in Slough.

More able students could assess the impact of a local strategy to resolve issues in a diverse community, and whether this type of strategy is suitable to be applied at the national level.

Less able students could be provided with a range of articles about Aik Saath to help build up the case study.



Key concepts and processes

- Students need to have knowledge and understanding of different types of national and local strategies used to address issues with different demographic and ethnic groups.
- A report from the Joseph Rowntree Foundation provides an examination of the connections between cultural diversity, innovation and urban communities, and in particular it examines six areas of local activity which may be able to foster greater cultural exchange and more cohesive diverse societies with a move from multiculturalism to interculturalism:
 - public consultation and engagement
 - urban planning and development
 - business and entrepreneurship
 - schools
 - the arts and creative industries
 - sport.
- A summary of the findings can be found [here](#).
- The full report, '[Cultural Diversity in Britain: a toolkit for cross-cultural co-operation](#)', is also available.

Guidance on teaching

In order to understand the motivations and activities of Aik Saath, a local charity in Slough, students should either be provided with, or create, a socio-economic profile of Slough as an example of an area with a diverse urban community.

Data for this is available from [NOMIS](#). The data from this website allows you to both examine change over time, and compare it to other areas.

[This article](#) from the Guardian focuses on how Slough is one of the most ethnically diverse local authorities in the country (outside of London). You can use the article to discuss what kinds of issues and tensions this might create in the area. Discuss national and local strategies to resolve some of these issues, in particular highlighting who the key stakeholders are who can foster positive change.

To explore the role of charities in instigating social change, use the case study of [Aik Saath](#) in Slough.

Aik Saath

Aik Saath, which means 'together as one' in Hindi, Punjabi and Urdu, is a charity that works with people from all communities, faiths and backgrounds to promote and encourage conflict resolution and community cohesion. It was established in the mid-1990s, following continued tensions between young people from Hindi, Muslim and Sikh communities. They have a suite of activities ranging from training with primary and secondary school students, to workshops on peer mediation to help solve disputes. Students should investigate this charity further to gain an understanding of the ways in which charities can foster positive change in communities. In particular, the website includes a page showcasing a range of [media articles](#) where the work of the charity has been important. An activity for the lesson could be for students to produce a short newspaper article on the key to managing urban change in diverse urban communities.



Lesson 26: Assessing the success of managing change in diverse urban communities

Overview

The lesson addresses Key idea 4B.11c to consider how different stakeholders (local and national governments, local businesses and residents) will assess the success of managing change in diverse urban communities. Different stakeholders are likely to use contrasting criteria depending on the meaning of the place and the impact of change on both their reality and image of that place.

This lesson has the potential to incorporate integrated skills that require students to conduct an analysis of contrasting newspaper reports about a change, including opinions about that change.

Guidance on teaching

Before beginning the main activity, you should discuss with students what type of evidence you would need in order to prove that there has been a positive change in urban communities – from physical evidence to broader economic indicators. What are the issues with these different ways of measuring success? Think about how quickly information can be gathered using the different methods.

For this lesson you will need a range of newspaper articles that highlight where efforts have been made to manage change in diverse urban communities. Students should then analyse these reports to identify different opinions about how successful strategies were. Discuss with students the different stakeholders' groups represented in newspaper articles – what roles do they play? Are the scenarios represented in the newspaper articles likely to represent a true reflection of reality?

At the end of the activity you could take a class vote to see if students think the strategies identified were successful or not, and students should be able to justify their answers.

Lesson 27: Managing change in diverse rural communities

Overview

This lesson covers Key ideas 4B.12a, 4B.12b and 4B.12c to study the contrasting ways in which different demographic and ethnic groups view a rural living space and the impact of national and local strategies in a rural area, in particular the Lake District Rural Partnership. It then moves on to consider how changes that have taken place can be judged using a range of variables. Finally, a consideration of the different stakeholders will be necessary to assess success using a range of criteria.

More able students should be able to compare and contrast the measures of success for managing change in a rural area to those used in an urban area, and be able to explain any differences or similarities.

Less able students should be able to identify how management of change in diverse rural areas can be considered successful, using examples.



Key concepts and processes

Students should develop an understanding of:

- How different demographic and ethnic groups view rural living spaces.
- The impact of national and local strategies to manage changes in communities in rural areas.
- How these changes can be judged, and what can be considered indicators of successful change.
- The different stakeholders involved in managing change in rural areas.
- This [report](#) from the Office for National Statistics provides a range of data to compare rural and urban lives in the UK.
- [Poverty.org](#) have a range of data sets available to profile rural England.
- A [report from the Carnegie UK Trust Rural Programme](#) has produced a Manifesto for Rural Communities, which acknowledges change in UK rural communities and identifies opportunities for creating resilient rural communities. This forms part of a wider [suite of reports](#), which focus on changes in rural communities in the UK.
- A [2015 report](#) from the Third Sector Research Centre at Birmingham University explores the experiences of rural black and minority ethnic community groups in England. Importantly the research highlights four approaches adopted by groups to influence management and change in rural areas:
 - politicisation
 - education and capacity building
 - social and cultural activities
 - partnerships, both strategic and political.

Case study: Lake District National Partnership

A key focus of the lesson should be on this case study as an example of how the interests of multiple stakeholders can be managed in a rural area. Established in 2006, the Lake District National Park Partnership was formed in order to facilitate management of the area to involve representatives from the public, private, community and voluntary sectors. In the Lake District a plan has been devised to work towards an overall vision:

'The Vision for the Lake District National Park is that it will be:
An inspirational example of sustainable development in action.
It will be a place where a prosperous economy (PE), world class visitor experiences (VE), and vibrant communities (VC) all come together to sustain the spectacular landscape, its wildlife and cultural heritage (SL).'

You can access the summary of partnership priorities for 2014–2015 [here](#). The [state of the Lake District National Park report](#) (2013) outlines progress towards some of the objectives of this partnership.



Guidance on teaching

This lesson complements earlier parts of this enquiry question, which focused on management of issues in urban areas to consider what takes place in rural areas. To begin with, discuss with students whether stakeholders managing change in rural areas are likely to be different from those in urban areas, and if so, why?

For a rural area that has a range of demographic and ethnic groups present, explore ways in which different groups view the same area. You can then explore the Lake District case study to highlight conflicts that exist about how the land is used by different populations. Students can explore the partnership as a whole, or you could allocate students to examine the activities of particular stakeholders in the partnership to try and identify the different needs of different groups. This can be used to facilitate a discussion over who the key stakeholders are who facilitate change in diverse rural locations.

Discuss with students potential indicators (economic, social, demographic and environmental) that can be used to assess changes taking place in rural areas. Are factors that are influential for fostering successful management of change in diverse rural locations the same as those in urban locations? If so, how?

Key vocabulary for EQ4

Management of cultural and demographic issues		
Regeneration Inequality Deprivation Life expectancy Assimilation	Community cohesion Conflict Social change Political engagement Racism	Rural decline Greenfield sites Environmental impact