

Where we live

**PLACES/SETTLEMENT
SECOND EDITION**

Key to interactive features

Press Teacher's Resources box right to go straight to Contents page.
Click on any item in the Contents to go to that page.
You will also find yellow arrows throughout that allow you to:

- ◀ go back to previous page
- ▶ go forward to next page
- ◀C go back to contents

Teacher's
Resources
Interactive PDF

Multimedia resources can be found
at the 'Learning Centre':

www.CurriculumVisions.com

Dr Brian Knapp

Curriculum Visions

A CVP Teacher's Resources
Interactive PDF

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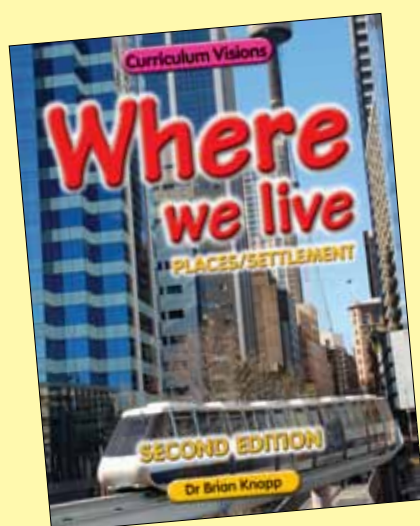
Section 1: Resources

Welcome to the Teacher's Resources for 'Where we live (Places/Settlement)' Second Edition.

The Places/Settlement resources we provide are in a number of media:

1

You can buy the 48-page 'Where we live (Places/Settlement)' Second Edition.



2

You can buy the pack that contains the student book and the Teacher's resources (what you are reading).



Linked resources



3

Our Learning Centre at **www.curriculumvisions.com** has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

You can use support videos, e-books, picture and video galleries, plus additional Creative Topic books, graphic books called Storyboards, and workbooks. Together they cover all major curriculum areas.

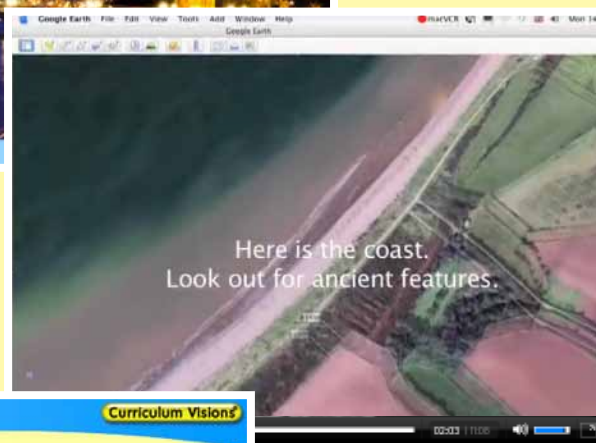
All topics are easily accessible, and there is a built-in context search across all media.



You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



▼ The Settlement (Places) home screen



▲ Web site page

► Web site caption

Matching the curriculum

When you study settlement as part of the National Curriculum, you study a very broad area of knowledge. The QCA splits this up into pieces concerned with the local environment and as a comparison of one place with another. The QCA uses specific places, and these may not be appropriate to your needs, so in our settlement book we show how all villages, towns and cities are organised, so that you have a framework that is applicable for every place, whatever its size.

All syllabuses require a study of villages, towns and cities, not just their difference in size, but also how their characteristics (that is, what they contain) vary. This will mean what goes on and what the internal structure of each place is like. This is all covered in the student book.

Furthermore, the syllabus requires a study of the locations of various settlements. This is covered in the first part of the student book, where settlements are grouped according to their location and function, for example, mining settlement, port, seaside resort, etc. Almost all of the other settlement locations give rise to market towns (or eventually to bigger, mixed industry and commerce-based cities).

The syllabus asks you to look at how the land inside the settlement is used for housing, transport, industry and so on. This is covered in the section: From City centre to Countryside.

Then a particular issue has to be considered. Of course, there is a multitude of possibilities here. The section 'City Problems' provides an introduction to this kind of study; more is on the web site.

Links between topics

At the end of a piece of work, it is important to conclude and also lead onto the next topic. Each piece of work should be seen as having natural links to those already complete, and the teacher is best placed to point these out. An introduction to a lesson can also be used to make links back to work already done, as a reminder of the context of the work just tackled.

Links to history

As places are always changing, you should explore change with the help of older members of the community, letting them explain what has changed and what they feel about the changes. It is also a good opportunity for students to consider how accurate memory is, and they might be able to check one account against another.

There is also an opportunity to cross link with History, helping students to identify which parts of a place are modern and which are old and how to tell this. They can thus combine a study of place with studies of Tudor times, Victorian times, 1948–1969 and so on (see the QCA history topics).

Making the best use of the illustrations

Each spread in the student book includes diagrams and/or photographs. Whereas diagrams show the main characteristics of an idealised feature, photographs show the reality of a specific location.

First, make sure every student knows why each illustration has been included on the page. Make sure that each illustration is referred to and discussed. Students may need guiding around the illustrations.

The pictures have been presented in as large a size as possible to help you to discuss them in a meaningful way. More pictures can be downloaded from the Internet.

Diagrams in the student book are produced in colour. Many of the worksheets in this *Teacher's Resources* contain the line versions of appropriate diagrams from the student book, so that students can relate their book to a worksheet and add their own annotations. Again, writing on the diagram and colouring it in helps to reinforce appreciation of every part of a diagram.

It is also helpful to ensure that the questions posed about the illustrations are designed to check the students' comprehension and their ability to connect the illustration with the text.

Students can also be encouraged to make their own drawings of pictures that you may have available. This is often important as a way of getting students to see the wood from the trees.

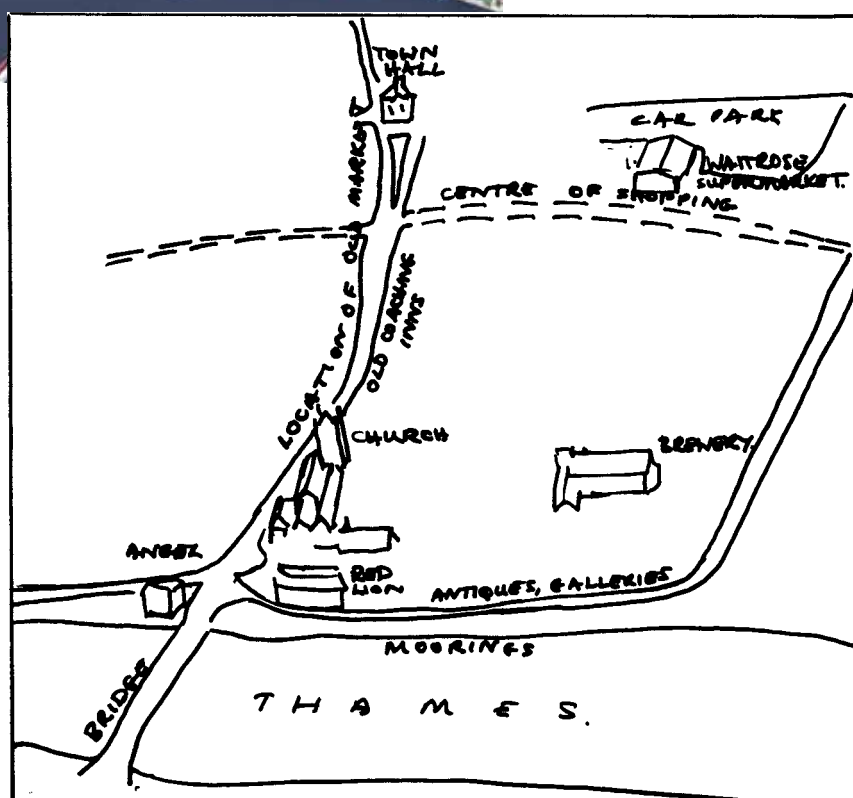
Section 1: 'Where we live (Places/Settlement)' resources

To stress this point, look at the photograph below (which is of Henley-on-Thames in Oxfordshire, and is in colour on page 13 of the Student's Book and in the Picture Gallery). The sketch underneath was made on tracing paper to show the fact that Henley is a bridging point and that the hotels are gathered around this point or the approach road.

The market area has been identified (between the Town Hall and the church) and the main area of shops has been marked on. The result is that the apparent complexity of the town has been reduced to two simple ideas (route/shopping) that the students can easily appreciate.



▲► Henley-on-Thames



Section 2: Practical work

Safety first!

Before any kind of class or fieldwork, please make sure you have thought through the appropriate safety precautions, especially safety in heavy traffic situations.

(a) Classwork

If you have gathered picture information of your local area, you may well be able to do much of your work in the classroom without going into the field with a large class. Alternatively, you can get students to visit the local area at the weekend and make their own observations (see the 'Photography for use in class' section on the opposite page).

Much settlement work can usefully begin with a local map. There are two kinds of map that can be valuable: a large map that can be pinned to a wall and used in whole-class teaching, and small maps which show the main streets or other features and which you have compiled by simplifying the published maps.

The first step is to make sure students can identify the location of the place. Start with an atlas. It is very useful to go right back to a world map for this and to find the location of the UK, then to turn to maps which show progressively more detail. The value of this is in comparing the local settlement to the distant settlement as required by the curriculum. If you do it this way, you are starting with common ground and making sure that both the developing world settlement and your local settlement are seen in the same way.

A number of points can be raised as you 'home in' on the chosen place:

(1) Where is it in terms of latitude? (This will affect climate and therefore the nature of the housing and many of the activities).

(2) Where is it in terms of continental location? This will be important in considerations of whether the place has overseas trade links, and also in whether it is likely to experience a maritime or continental climate (again important from the point of view of the construction of housing, lifestyles and so on). (For more weather information please see *The Weather Pack*.)

(3) Where is it in terms of the nation? Is it central or peripheral, will it look towards its neighbouring countries or will it be isolated from them? For example, people in some parts of the Borders of Scotland may look towards the bigger towns in Northern England for their shopping rather than look inward to the Scottish Lowlands cities.

(4) Where is it in terms of relief? Is it on a plain, on a coastal plain, in hills, mountains or in a narrow river valley. Is it on the windward or lee side of a mountain or range of hills? Do the hills make people look in one direction for trade rather than in another?

(5) What are the neighbouring places? What are their names? How far away are they? Can students read a map scale and find out for themselves?

Note that these starting classroom questions do not require much discussion but it is very important that students have looked from the wider perspective to the local perspective, and have not started with just a narrow view. They must be invited to develop a sense of place about whatever settlement they choose. Comparisons are much better made in this way.

Notice that the student book is, to some extent, organised this way, so that the location is discussed before the pattern of activity inside the town,

although it does not cover map work as such because it does not provide case studies – these are dealt with on the web site and in the *Comparing Places* book.

(b) Project work

Project work is essentially a matter of going out and investigating what people are doing. Surveys play a crucial role in this because the pattern of activities is not necessarily obvious. Here are some suggestions:

- (1) historic core
- (2) traffic survey
- (3) pedestrian survey
- (4) land use survey.

In many cases, you will need to make up your own local studies file.

How do I start?

Settlement studies are best done by walking around. There is no substitute for getting to know your local area on foot.

Start with your local tourist information office, or if you do not have one, the town or city hall. Then visit the local museum. Finally, see how many local brochures or magazines you can find. A parish magazine, for example, may have many advertisements that will help students get a flavour of the kind of services that exist in the area. Sometimes there are also articles on the local history, too. Lots of this type of information is held in public libraries.

Help students to understand that the library and the museum are key places from which to do research. Get them to use their local resources.

Photography for use in class

Choose good weather and take a camera. If you have a projector then slide film allows you to show pictures in class and prints can be made from slide film. Or, do the walk around twice and use slide film one day and print film the next.

Once you have a collection of photographs, you have much of the resource that you need for your local study and you can teach the local area without having to take large classes out into busy locations.

There is every reason why parents should be enlisted to go around local areas with their children during weekends and holidays. In this way everyone gets to know their local area. In many towns there are locally organised historical tours.

What photos shall I take?

The syllabus requires that the area you use must include the majority of the homes where your pupils live. It might therefore be useful to get this information before you start.

As you begin to walk around, you will soon notice the locations of the shops of various kinds. You should aim to record the locations of each photograph on a town plan, Ordnance Survey map or sketch.

(i) Shops

The various types of shops you might note down are:

- corner shop
- supermarket and department store
- shops on main trunk roads
- city centre shopping area (pedestrianised)
- suburban shopping centre (plaza, pedestrianised with parking)
- out-of-town centre (plaza)
- shopping mall (weather-protected covered centre)

Then try writing down the functions of each of these shops. You can probably do this most easily by noting the names of chain stores, for example. You will need to explain about the way that chain stores work (sharing the costs of bulk buying and distribution etc). Most children know what



▲ Many of the pictures you take may be of local streets. At first it may not seem that much information can be obtained from a simple street picture. However, this proves to be far from the case.

Take this picture, for example.

Here are some simple observations and deductions that can be turned into a question and answer session:

This is a narrow road. In fact, it is so narrow that it suggests that, at the time it was built, it was not expected that vehicles would use it regularly because it is only wide enough for a single vehicle (in this case originally a cart or carriage).

The road surface is still part cobbled, suggesting an early road, but also one in a historic district, or it would almost probably have been resurfaced.

The houses are terraced houses, suggesting that they were built for people of modest means.

They are made of stone, suggesting that building stone was readily available (otherwise they would be of brick).

This road (which is in Robin Hood's Bay, in North Yorkshire) is built on a steep slope. Why should that be and where would we expect to find steep roads? In this case it leads to the shore where fishing boats once landed. Now it is a popular tourist street and the shops have been converted to sell tourist items. See also the bed and breakfast sign. So, from what might at first have been thought of as a rather ordinary scene, we have been able to build quite a considerable bank of information.

Boots, Currys, Sainsbury's etc stand for and you can then discuss what the shops offer while looking at the photographs.

You may need to tell children what goes on in speciality stores with which they will not be familiar (e.g. jewellers) and why many of these are not chain stores.

(ii) Housing

The housing stock is characterised by both its size and its age. This is a complicated subject, because we recognise the status of an area from all kinds of images. However, we don't want to stereotype areas in discussions with students, so it is best to categorise them in terms of their shape:

- Terraced houses
- Semi-detached
- Detached
- Blocks of flats

It will be difficult for children to recognise new and old with much accuracy. You will need to supply this information from your own observations.

Many towns and cities have conservation areas (historic districts). Clearly, most of the houses in such areas will have been chosen for their good preservation, so it will be easier to point out old housing stock by visiting this kind of site.

(iv) Communications

Begin with the pattern of roads. Use a map and find contrasting patterns, such as a gridiron pattern and winding roads as well as those which have planned curves. One objective will be to try to sort out areas that were planned from those that were not.

Look for road names. These may tell you which are the oldest roads (because they are named after a nearby town etc) or they tell of the location (High Street, Bridge St etc) or function (Market Place). Encourage students to be sensitive to the

meaning of names. Some roads are named after people. What connection did these people have to the town? Students can also investigate the origin of the name of their district or town using books such as the *Oxford Dictionary of Place Names*.

(v) Local history

There is a wealth of opportunities for combining local history with geography in this study and making people aware of, and proud of their community. The local museum will obviously be a good starting point. There are many old maps available. Take a photocopy of one and compare old and modern maps. This will allow students to spot all kinds of things, including what their street once looked like – if it existed at all.

Also, try to find the original church and other ancient features of the cultural landscape and plot these to help define the historic core.

(vi) Landscape

It is often difficult to spot the lie of the land in a town or city because steep slopes have often been modified. You have to walk around consciously trying to spot the landscape.

Start at the river, if there is one, and identify the floodplain to either side of it. Where is the settlement with respect to the river? Did the historic core avoid the floodplain, has newer settlement spread on to it, or is this vulnerable areas used for recreation or is it used for industry?

Look for slopes. Many old settlements are built on river terraces (for definition see *The River Book* in the *Curriculum Visions* series) and others on river cliff sites. Some examples are given on the web site.

Has the town grown up the slope or down the slope? What shape is the flat land, and is this shape related to the pattern and shape of the oldest streets?

As you can see, there are many opportunities available.

(vii) Comparing your locality to a distant place

This task is made more difficult, because you cannot study a distant place as well as your own locality. You could take pictures of another locality during your holidays and then use the pictures and local brochures and postcards to bring the place to life.

There are some well-known field trip locations, and information is often available from the local field studies centre. If you can't visit, or obtain information by post, use the photocopiable book *Comparing Places* (see page 83). This book has links to the web site.

Some books have case studies, but these are often too brief to be able to capture the spirit of a place. The flexibility of our web site is invaluable here.

Students could also e-mail schools in other parts of the world. It's easy and fun.

Section 3: Photocopiable worksheets

Introduction

The photocopiable worksheets in this *Teacher's Resources* have been designed to be a fast and efficient way of working through the study of settlement.

It is intended that you photocopy the front of each worksheet for students to complete. Student should write their name and form at the top of each worksheet.

On pages 15 to 18 we've provided you with four useful **maps** to use for asking questions.

Otherwise in this section you'll find the following types of worksheet:

'Sense of place' worksheets pp. 19–24

These worksheets provide a basic introduction by giving students a sense of place in the world and in relation to the settlement around them.

Each worksheet has been given a unique letter which is in a circle at the top of the page.

On the back of each worksheet are the answers, accompanied by practical suggestions and background information for you to use in conjunction with the worksheet.

Where we live worksheets

pp. 25–70

These worksheets are intended for use directly with the student book. At the head of each worksheet are the relevant pages of the student book. So, 'See pages 8 and 9 of *Where we live (Places/Settlement)*', means that the answers can be found by using pages 8 and 9 of the student book.

In this case each worksheet has been given a unique number which is in a circle at the top of the page. If there are two levels for any worksheet, then they are labelled 'a' and 'b'.

On the back of each worksheet are the answers, accompanied by background information for you to use. This additional information is intended to help you provide an overview to the relevant pages in the student book, set the context to the questions, and present some additional important points. Where appropriate, the background information to the worksheet may be several pages long.

Summary masters

pp. 71–74

The diagrams on these two worksheets can be used to help you explore the students' understanding of settlements and how they relate to the features on a landscape. They could be used at the beginning as an introduction to stimulate thought and at the end as a summary to studying settlement.

Test Crosswords

pp. 75–82

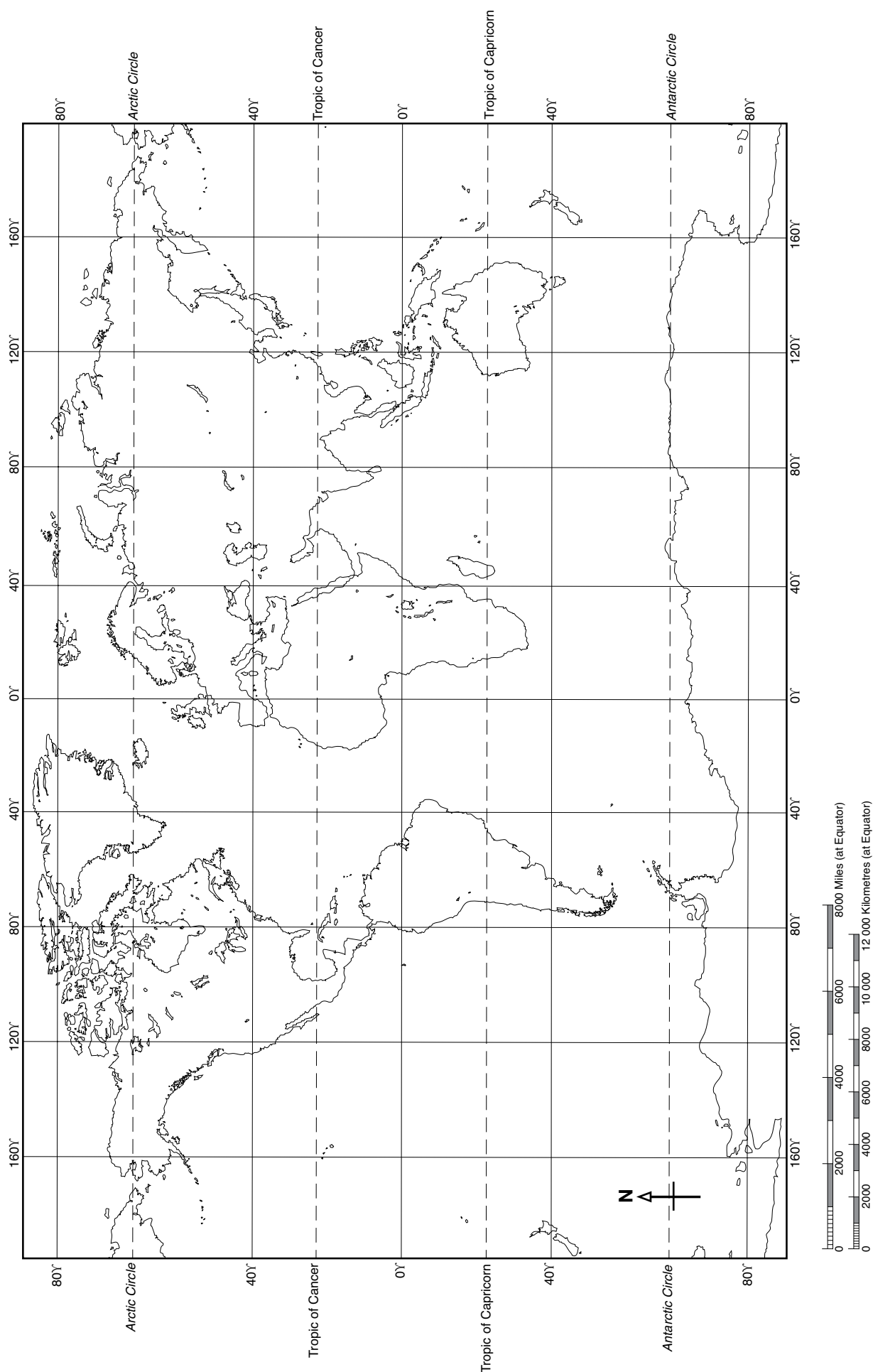
The crossword worksheets provide an alternative to revising and consolidating sections of the student book. The answers are given on the back of each crossword worksheet. The 'a' and 'b' versions are for differentiated learning.

And don't forget the rest...

Remember that, as well as these worksheets you have the material in *Where we live (Places/Settlement)*, more data in the back of this book, the *Comparing Places* book and our extra web site information, to provide you with the back-up resources that you need.

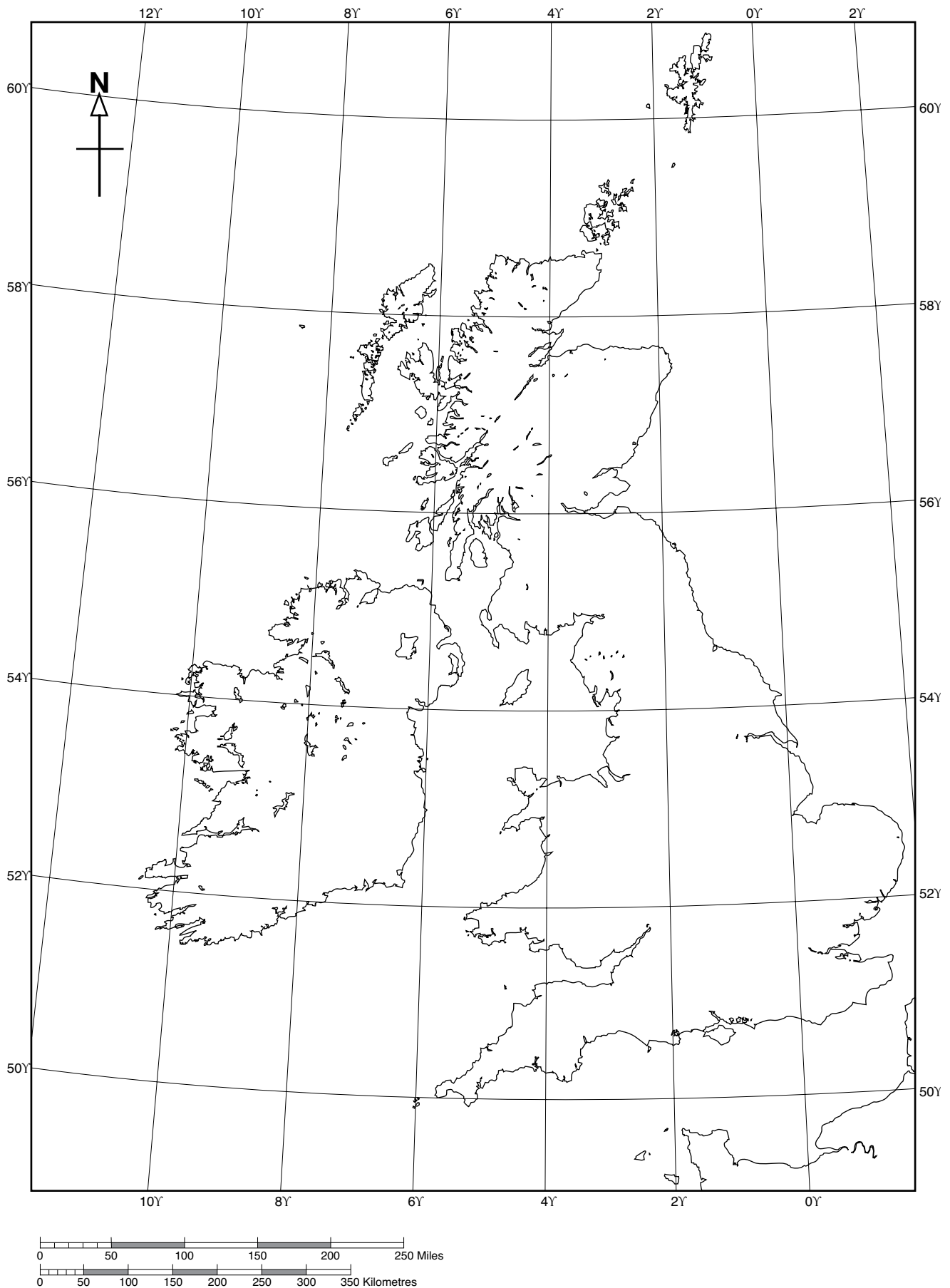
You may feel that you need to preface the material on places with some work on location, and co-ordinates. To provide you with the support for doing this, there are extra worksheets.

WORLD MAP



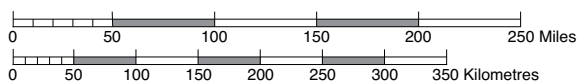
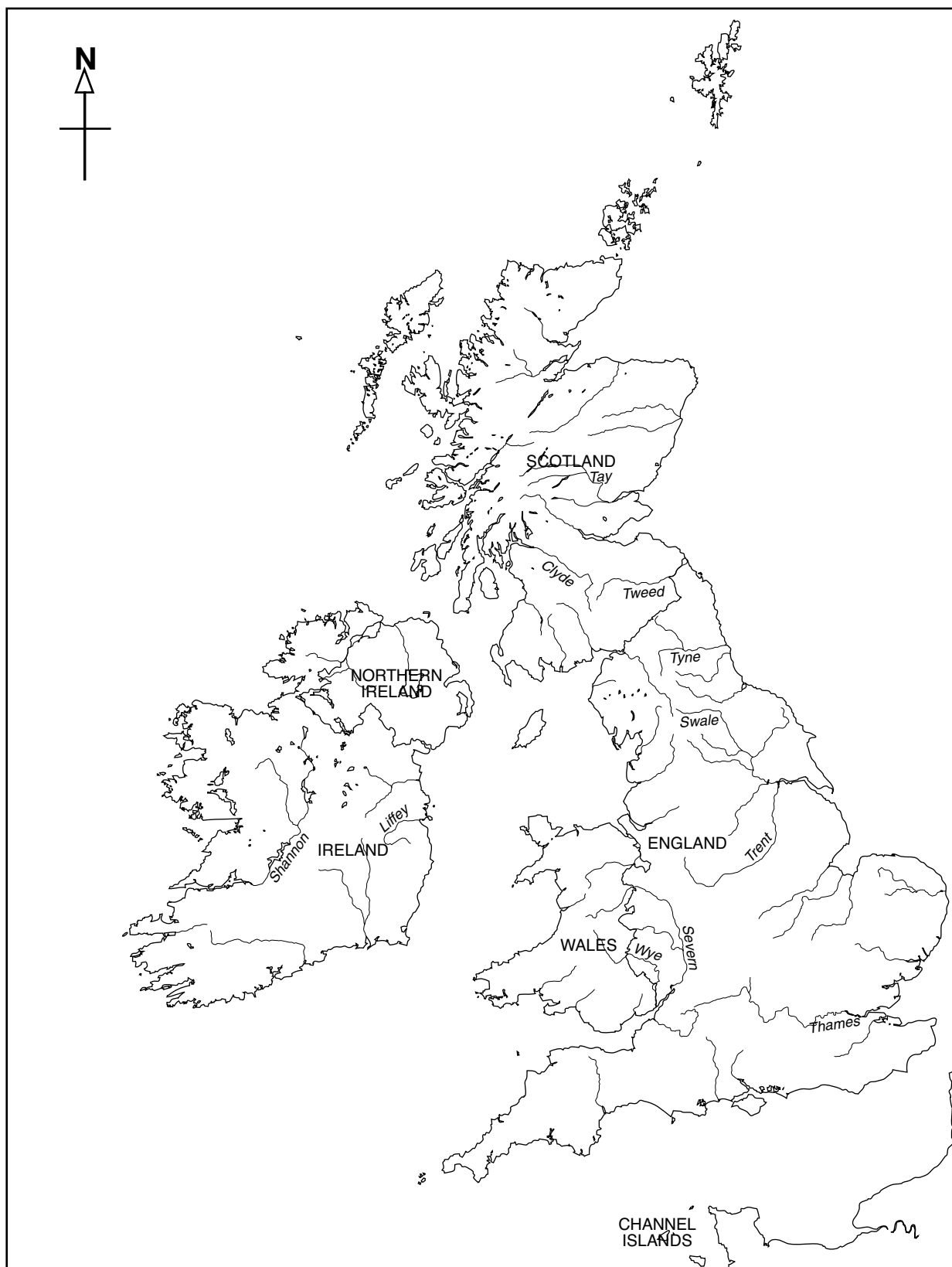


Map of the BRITISH ISLES OUTLINE



Map of the BRITISH ISLES

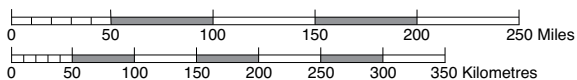
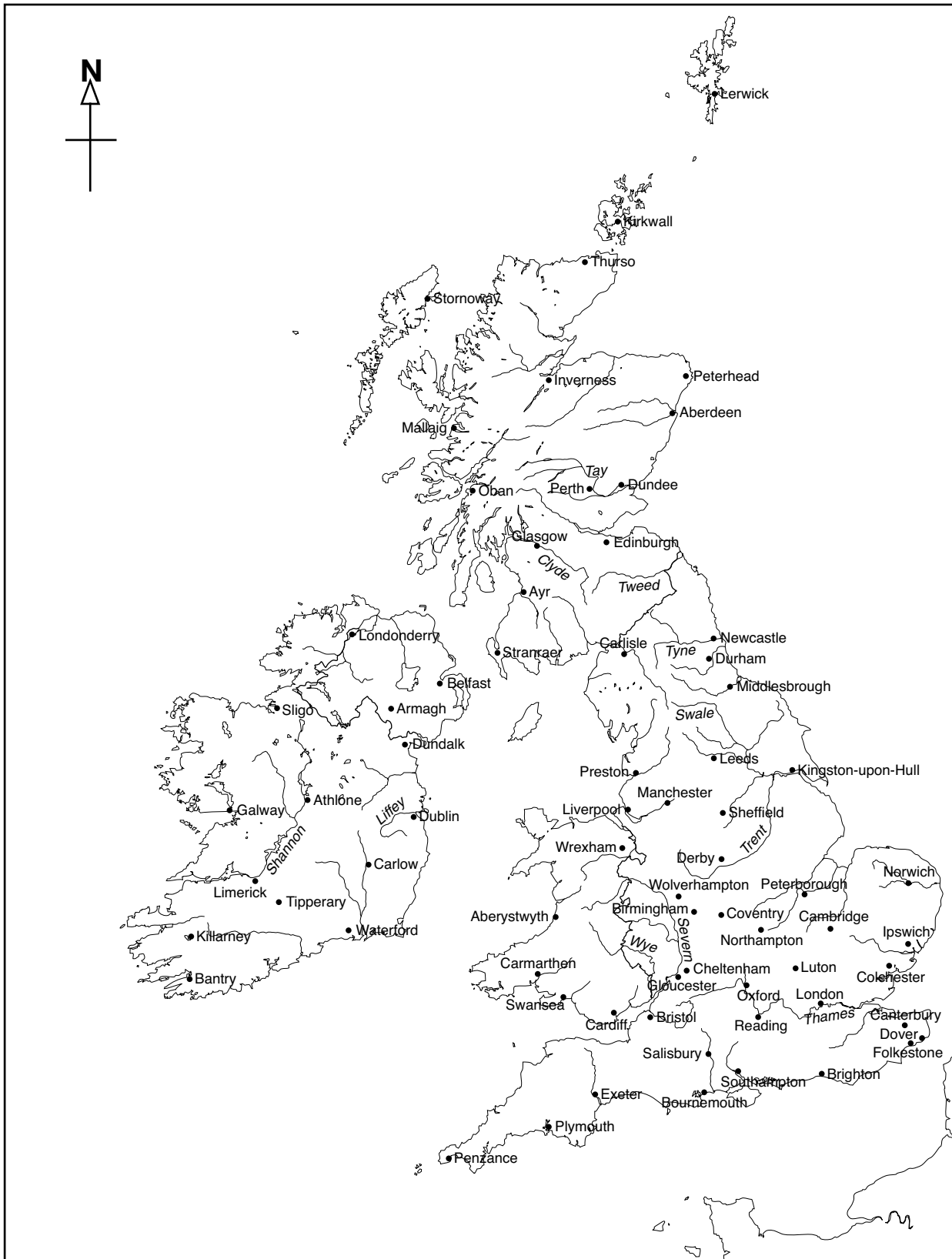
RIVERS and COUNTRIES





Map of the BRITISH ISLES

COUNTRIES, TOWNS and RIVERS





Name: Form:

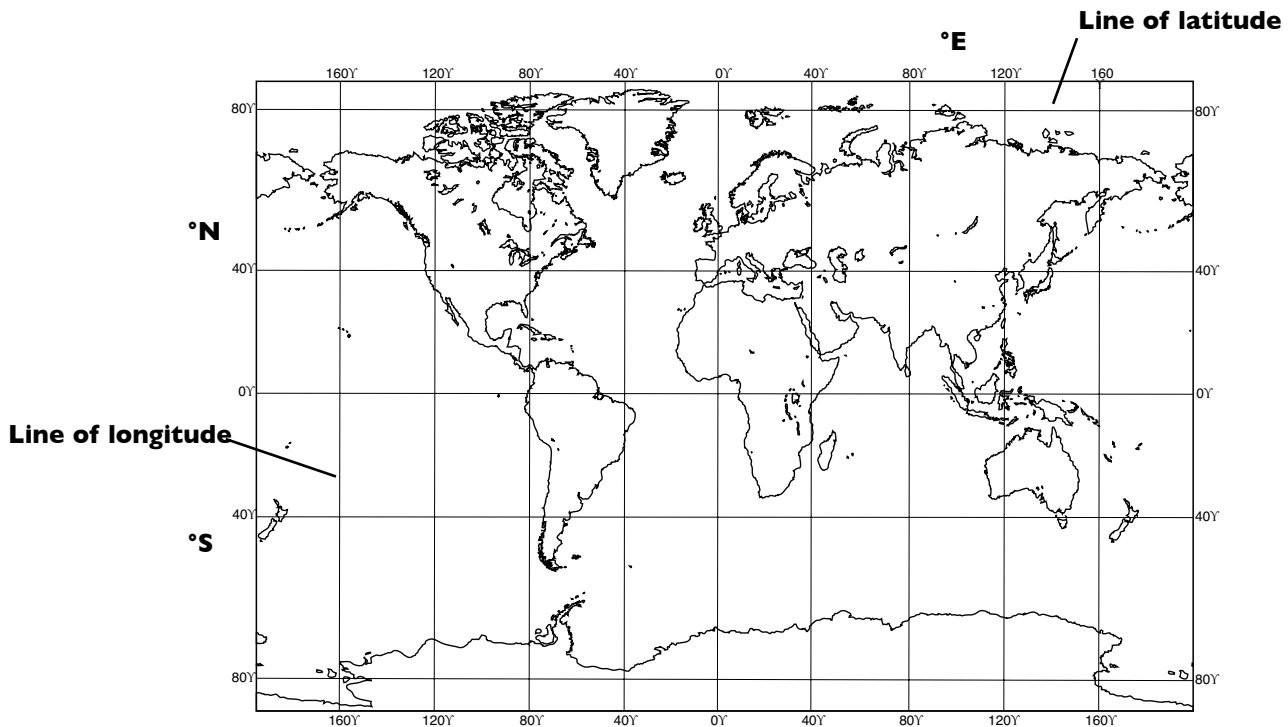
A SENSE OF PLACE

Where am I?

Knowing where you are in the world is an important first step to making sure that you know how a place works.

Q1. Locate the United Kingdom on this world map, then write down its approximate latitude and longitude.

.....



Q2. The map on the right shows only the British Isles. It can be used to find places in the UK more accurately.

Locate and name where your school is.
Write down its latitude and longitude.

.....

Q3. Using degrees, write down the most northerly latitude in the British Isles.

.....

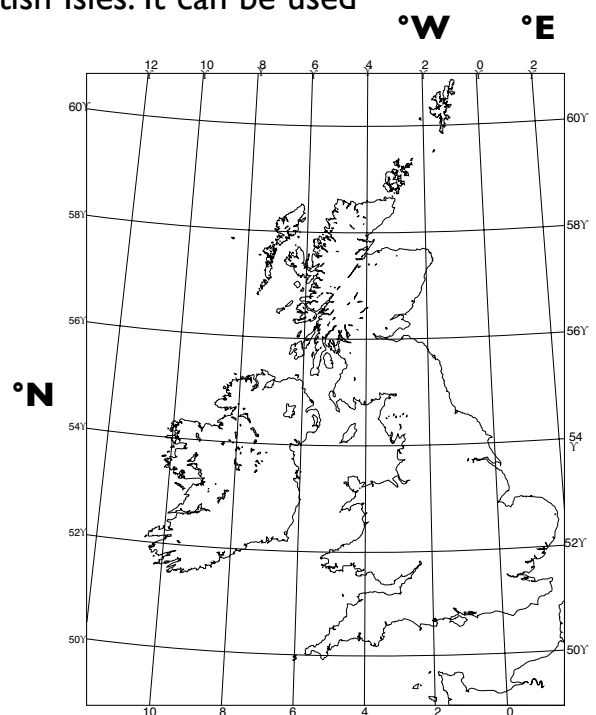
The most southerly

The most westerly

The most easterly

What is the longitude of London?

.....





Teacher's Background

A SENSE OF PLACE

Background

The purpose of this starting worksheet is to make students aware of their sense of place. This worksheet looks from a global perspective; the next one looks in more detail.

You may care to use this idea of finding yourself as a way of getting students to understand latitude and longitude and for making sure that they can see the purpose of co-ordinates (which they will have to learn for mathematics in any case).

They should also know that most atlases give latitude and longitude references beside the place names in the index at the back of the atlas.

Take the opportunity to use this location for discussing climate in simple terms. That is, because we are at 52-54°N we are in the cool temperate part of the world (which experiences a long break in the growing season due to low winter temperatures).

The map of the British Isles could be used to get students to add the main features of the relief of the British Isles, although this is also covered in the next worksheet.

Answers

**Q1. Mark on correct place on map.
Anywhere between 50°N and 61°N and
11°W and 2°E.**

**Q2. Name of city, district, town or village
where your school is.**

**You'll have to get the latitude and
longitude off an atlas map.**

Q3. The most northerly: nearly 61°N

The most southerly: about 50°N

The most westerly: about 10°W

The most easterly: about 2°E

The longitude of London: 0°



Name: Form:

A SENSE OF PLACE

How big is my country?

Knowing where places are gives you a clear idea of the size and shape of the British Isles. It also helps you to find out how big the British Isles are.

Q1. Locate your place on this map of the British Isles.

Q2. Mark and label on the map the locations of the capitals of the British Isles: Belfast, Cardiff, Edinburgh, London, Dublin.

Q3. Each one of these capital cities is on a river. Use an atlas to find the rivers, then draw them onto the map and name them.

Q4. Write down which capitals you have visited and why.

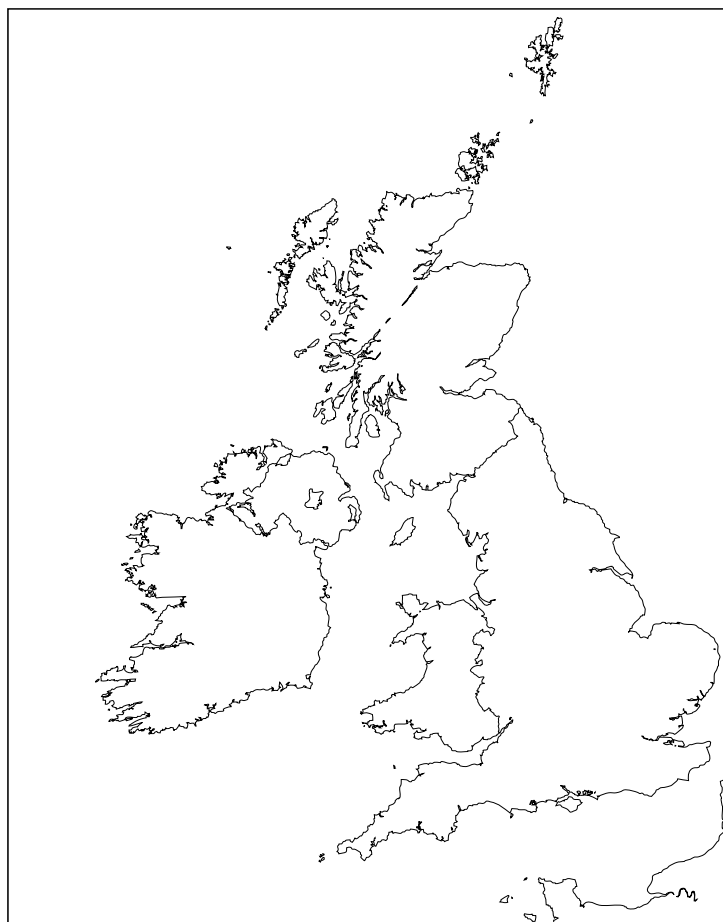


.....

.....

.....

.....



Q5. Write down why you think you have not visited some of the capitals.



Q6. Choose three other places in the British Isles that you have visited. Mark them on to the map and add their names. Write beside each one why you go there (e.g. holiday, special shopping, sports stadium, rival football team).

Background

The idea lying behind this worksheet is to get a sense of how we use settlements of varying size. Students are asked to locate the five main administrative 'capitals' of the British Isles. These can begin to act as reference points.

Notice they have been asked to include rivers. Finding the courses of rivers is good for map interpretation skills and better than simply naming a river already drawn in. This task can, however, take less able students some time, so this needs to be kept in mind.

Answers

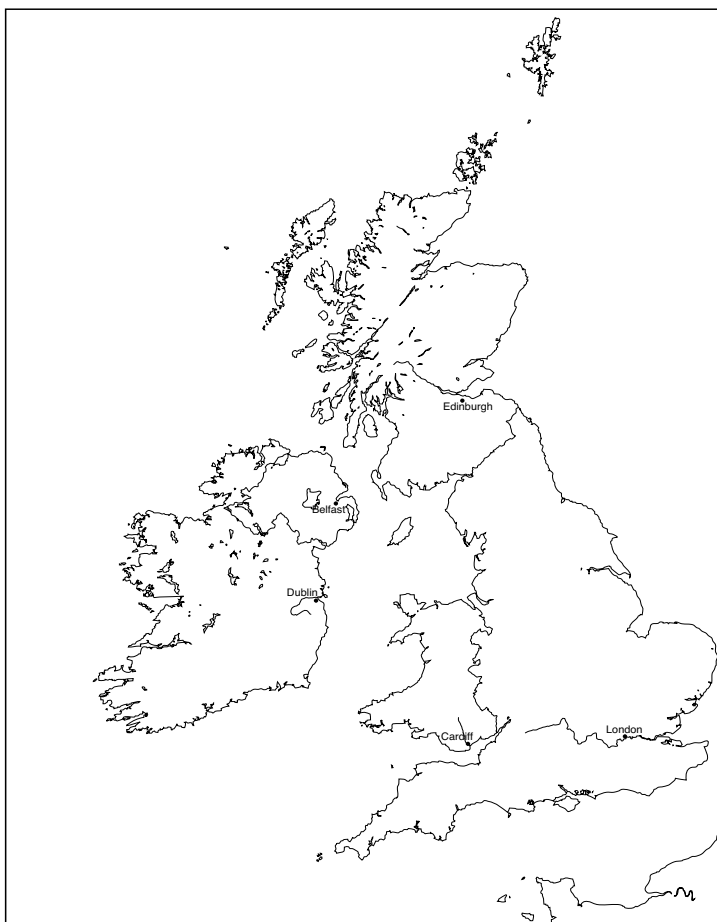
Q1. This depends on your location.

Q2. See diagram.

Q3. This will help to identify the reasons for visiting distant places.

Q4. This will act as an introduction to the physical and cost problems of making long journeys and some of the physical barriers that might be involved, such as the Irish Sea crossing between Northern Ireland/ The Irish Republic and Great Britain.

Q5. These are places that have been visited and gives all students a chance to express their knowledge of some other locations. For those who have not been fortunate to travel widely, encourage them to put down the locations of relatives, or even the locations of rival football teams.





Name: Form:

A SENSE OF PLACE

Who are my neighbours?

The places you know about best are often the neighbouring towns. You will need a road atlas or school atlas for this worksheet.

Q1. Write down the names of four places that are near to you. These should be towns or cities.

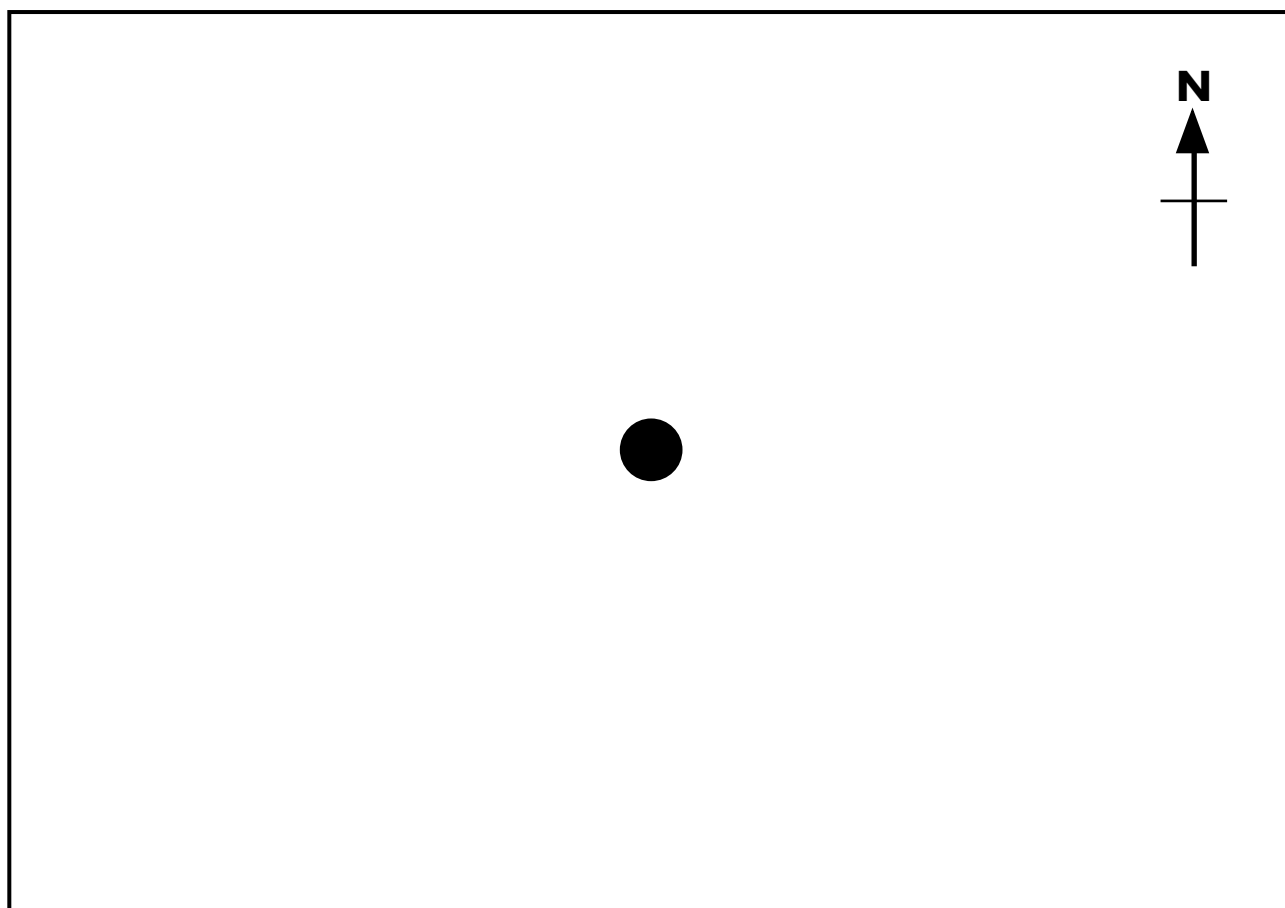


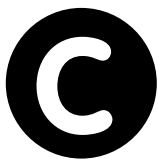






Q2. Now use the space below. Write the name of where you live against the black dot in the centre, and draw arrows from this in the directions of the places you have listed. Draw the lines to show how far the places are away from you and make sure the lines point in the correct directions. If you are not sure of distances and directions, use a map or an atlas.





Teacher's Background

A SENSE OF PLACE

Background

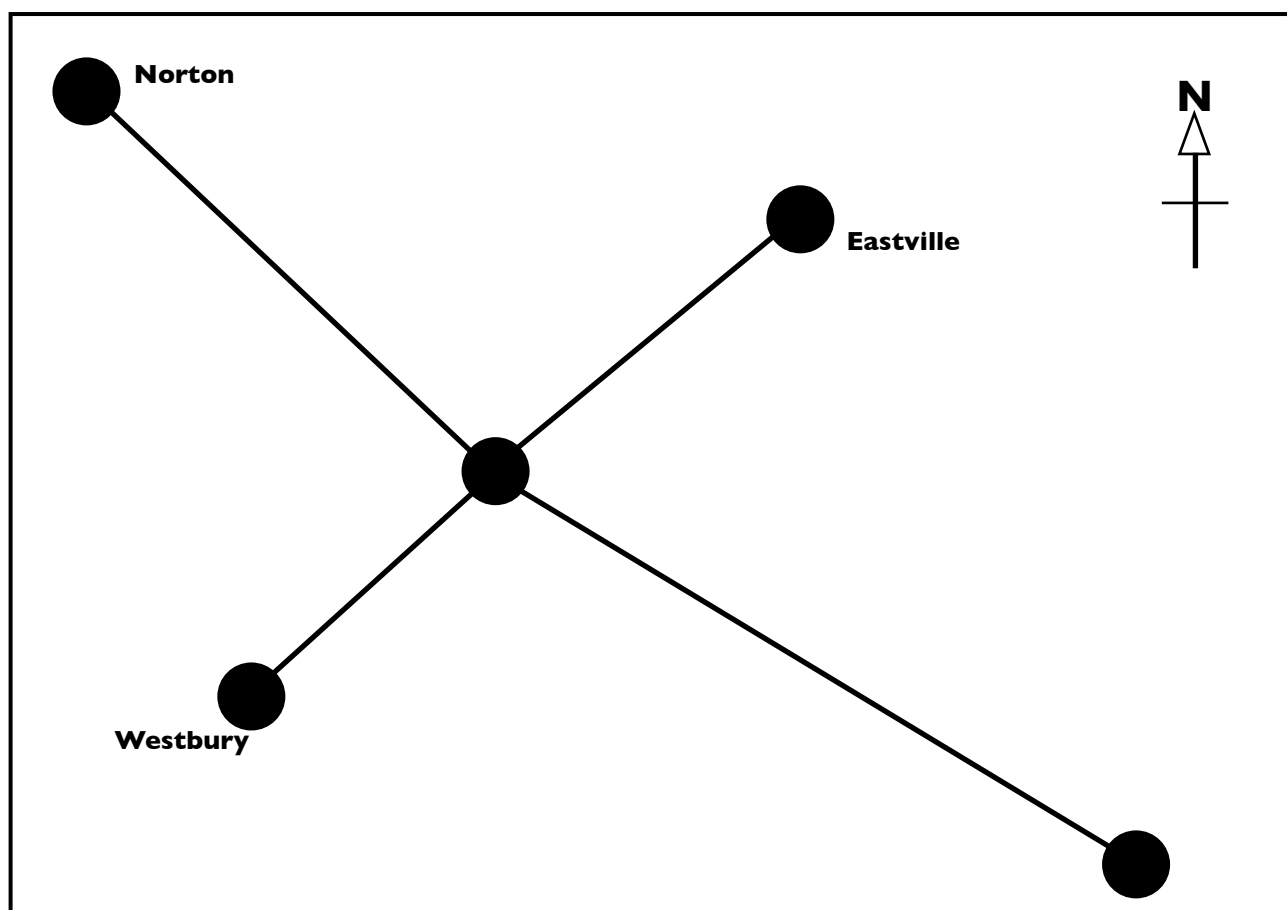
The location of neighbouring towns is the last of the steps that comes before looking at your own settlement. By the end of this worksheet, students will know their latitude and longitude, where they are in the country as well as in the world, and the names and locations of the capitals, some major rivers and the places that are most important to them.

You may care to do this worksheet as part of a whole class teaching experience and in this way helping the less able with scales, orientation and distances.

Answers

Q1/2. The completed map may look like the map below.

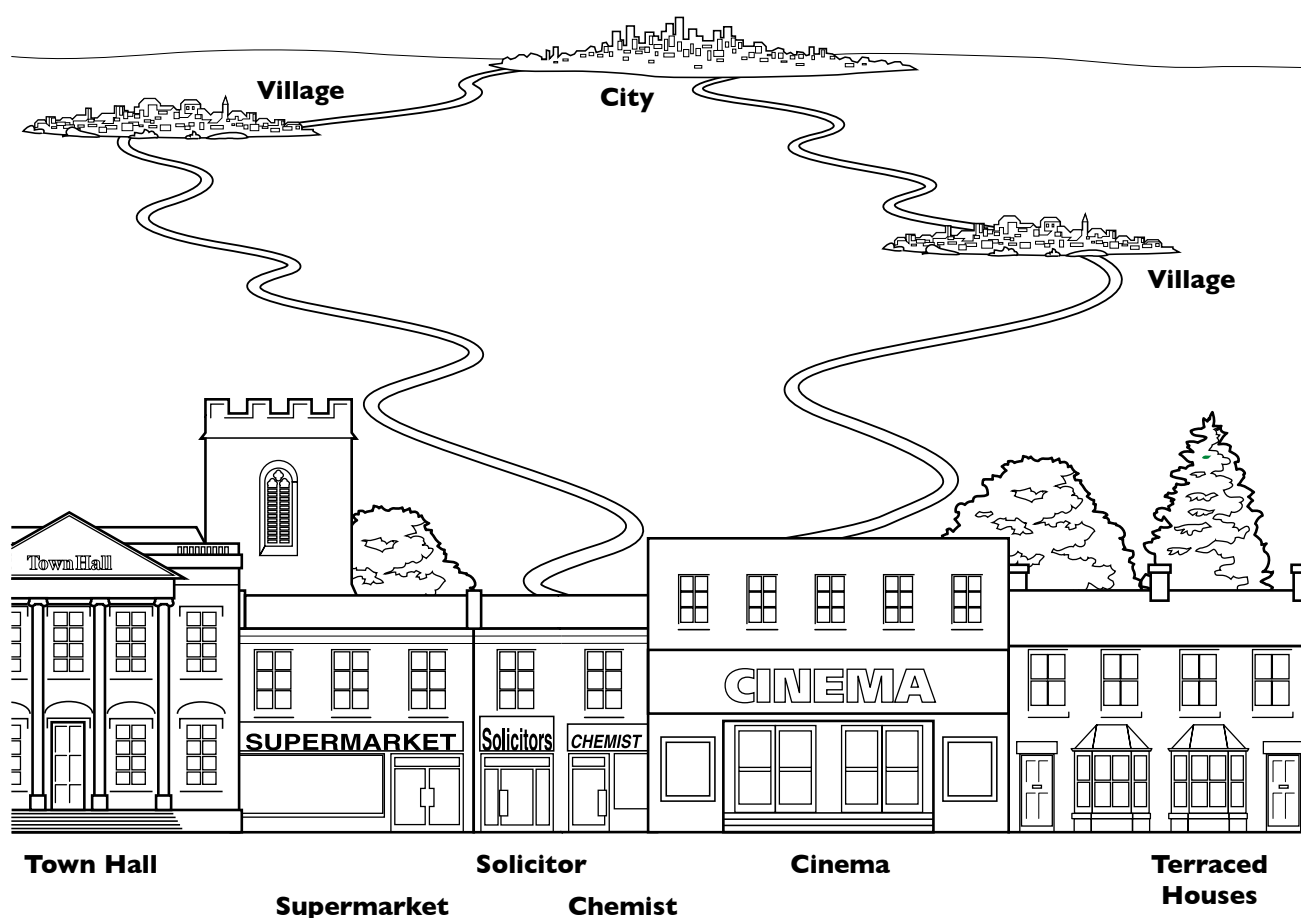
Discuss the result of the drawings. Why do students know of these places? How far away did they think they were, how far were they really? Are they in the direction the students thought they were or had students never thought about direction?



Where we live

There are many kinds of places, some large, others small. The largest are called cities, the smallest villages. Places of an in-between size are called towns.

Q1. The pictures on pages 4 and 5 of *Where we live (Places/Settlement)* show you how people view their surroundings if they live in a city or a village. The picture below shows a town, a city and some villages. Write labels and short sentences on the picture to show the links between the town, the city and the town and the village.



Teacher's Background

See pages 4 and 5 of *Where we live (Places/Settlement)*

Background

This worksheet gives students an opportunity to think about the world from the perspective of a person who lives in a town. The diagram shows the sort of things that might be on offer in a town, and encourages the students to compare this with the village and city diagrams on pages 4 and 5 of the student book.

So, the simplest thing that students can do to complete the question is to borrow expressions from the city and village pictures shown on pages 4 and 5 of the student book and to use this as annotation. However, putting themselves in the feet of a townsperson could be developed much further.

Notice that commuters from towns move in large numbers back and forth to nearby cities, but many fewer commuters live in a city and work in a town. This is because many successful businesses need the best in communications and these are often provided most effectively by a city despite advances in Information Technology.

In a similar way, it is more unusual for city people to go to a town for many specialist functions. An exception to this would be city people going to historic towns as tourists. Similarly, city people would go to historic villages as tourists and to eat out in country surroundings.

This reinforces what we shall see later – that the city is the most self-contained urban unit and depends very little on its surroundings, except in

so far as they represent a market for its goods, or as a place where a small part of its workforce might live.

You might consider expressing these ideas in the traditional stage comedy fashion, with three students in line saying, for example:

(Village person) I look up to the town as a place to do my weekly shopping. I look up to the city as a place to go for the best in entertainment.

(Town person) I look down on the village because it has a smaller variety of shops than a town, but I look up to a city because it has a better range of entertainments.

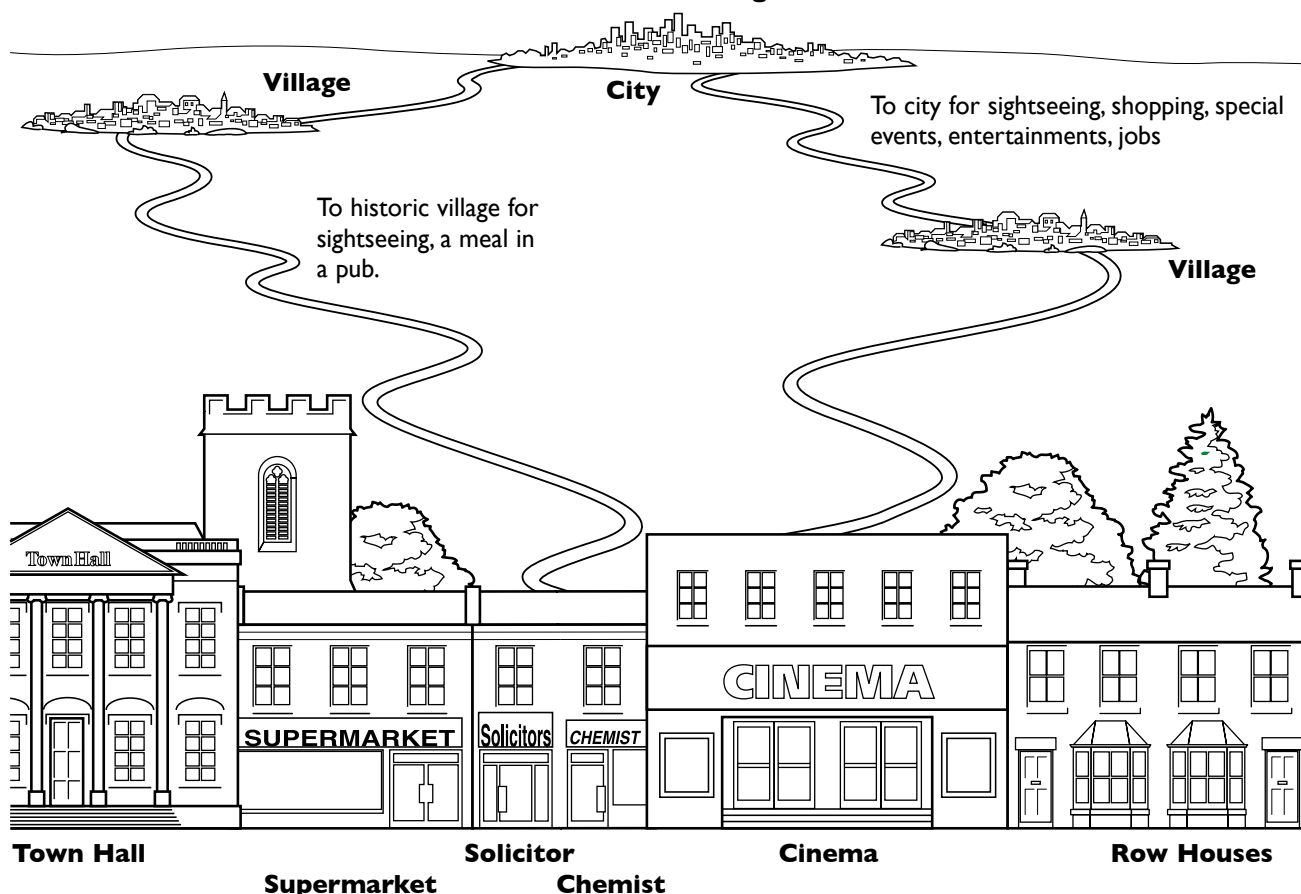
(City person) I look down on both of them.

See if this kind of approach gets students to think of when each category of place could be looked up to (for example, lack of pollution, noise, congestion, community and so on).

At this stage the idea is to get students to think about what goes on in each size of place, something that they probably have never previously considered consciously. The fact that the suggestions might be simplistic or inaccurate is less important at this formative stage than the process of comparing.

Answer

Q1. Read the background and see the diagram below.



Where places are found

There are many reasons why settlements should grow up at certain places. Often, a place will have more than one reason.

Q1. Look carefully at the reasons for siting a place shown on the diagram below. Then think of the school where you live. First, cross through all those which could not apply (for example, if you don't live by the coast, your place cannot be a port).

Q2. You are now left with a range of possibilities. Look at a map of your local area and see which ones seem likely. Circle those which do not seem likely.

Q3. You have now got some suggestions as to what may be one or more reasons for the siting of your city, town or village back in the distant past before it grew to its present size. Write a sentence to summarise where your settlement is in the landscape.

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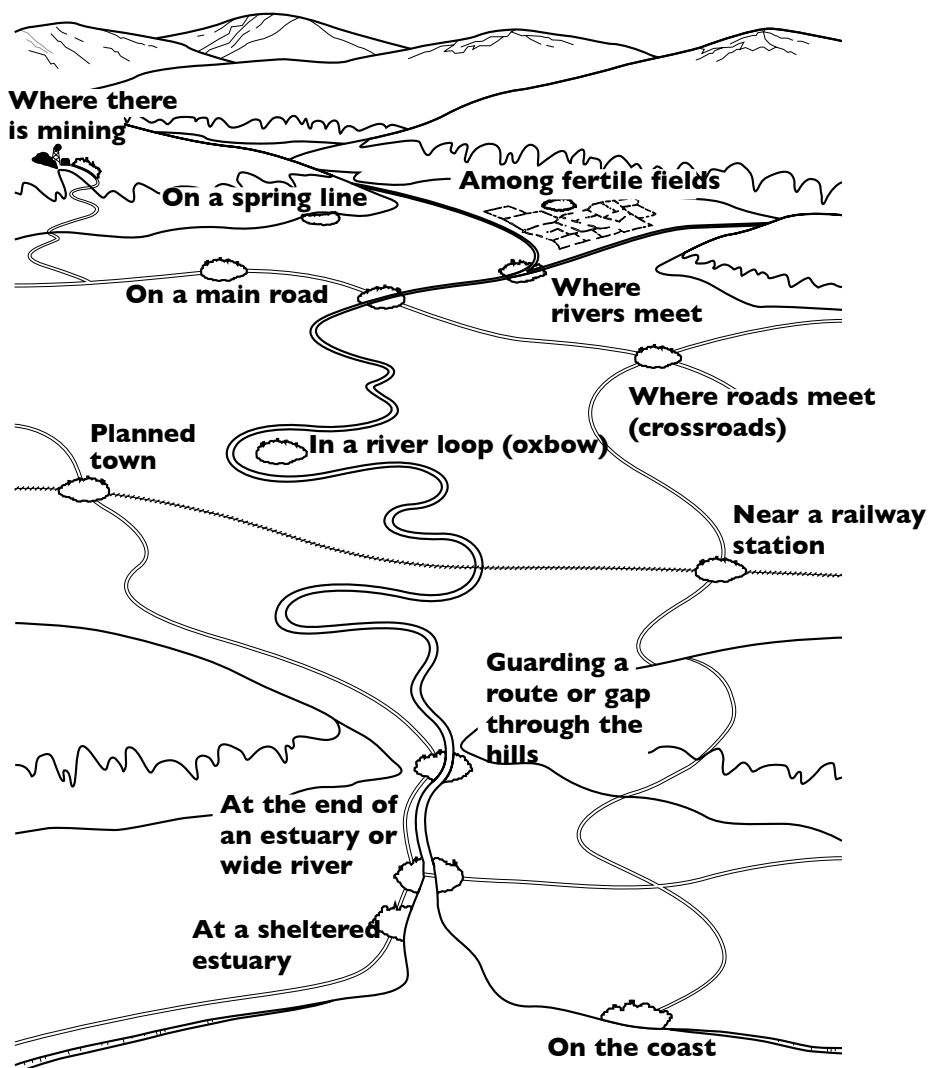
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Background

There are, of course, several reasons for siting. One is purely physical, such as the convenience of a river crossing. This is what is emphasised here. But there are also historical reasons and economic ones, too. They are less easy to set out as questions, but would be worth bringing out in discussion. For example, many market towns were speculative ventures by local landowners about a millennium ago. Many did not work out because of competition between neighbours for scarce customers. The same competition works today. At A level this idea would be called Christaller's Central Place Theory, but even at a simple level students will be aware that human competition is an important factor. It is good to bring this in at an early stage.

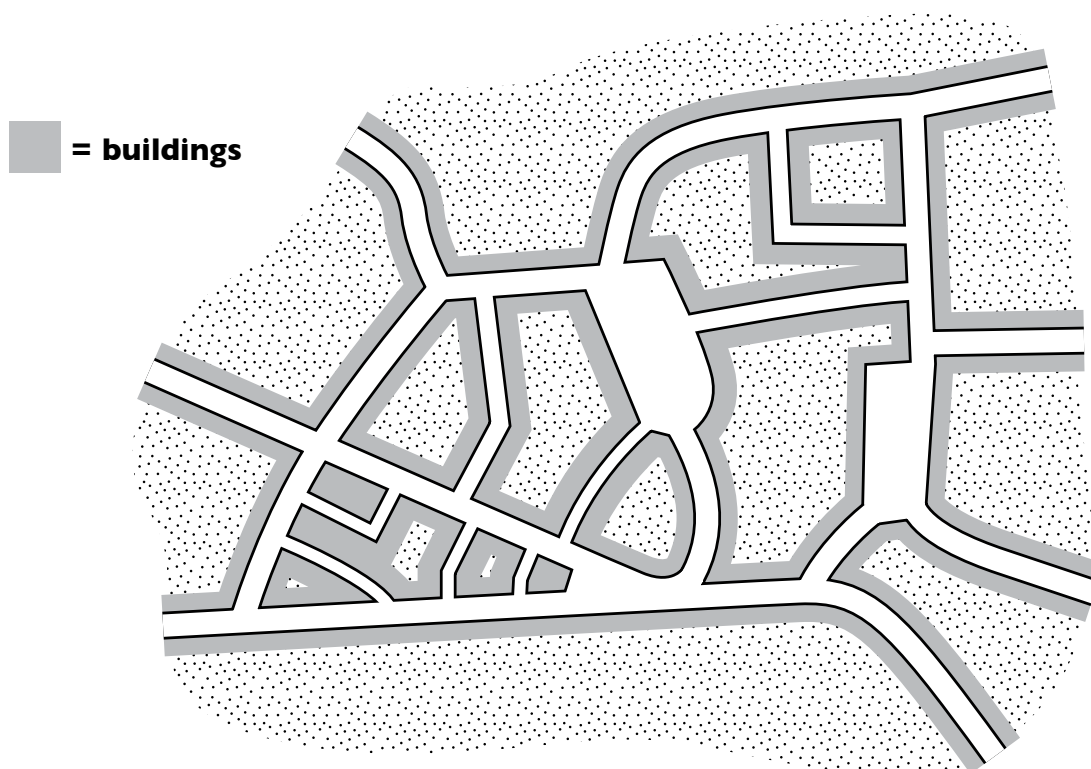
One way to do this is to find someone who was important to your place. Very often, important people are entrepreneurs and they obviously have influence, so they could have been responsible for trade moving to where they wanted rather than to somewhere else. The same happens today. A number of places might want a big company to set up its factory or offices in their place, but, other things being equal, it will be personal factors which eventually decide who will forge ahead and who will be ignored. Thus the Midland Valley of Scotland, the North East of England, Northern Ireland and South Wales often find themselves in direct competition for inward investment.

Answers

Q1. This will depend on your location. Notice that the question asks students to eliminate answers which are clearly wrong, rather than ring those that might be right. This is an excellent way of reducing choices from a complex pattern, and focuses students on a smaller and smaller range from which they can finally use other resources (a map or atlas) to look for positive suggestions.

Where routes meet: market towns

A market town is a small or medium-sized town where many of the jobs are in buying and selling rather than in making goods or working in offices. This picture shows the road plan of the centre of a market town.



Q1. Mark on the diagram where you think the centre of this market town is. Write a sentence to explain the reason for placing your mark.

.....

Q2. There were once three markets in this town. Mark them 1, 2 and 3.

Q3. The town no longer holds markets. Where do people now get the things they want?

.....

Q4. Colour the part of the picture where you think the main shops might be.

Background

Most small to medium-sized towns are market towns. They are only known to the people in the area they serve, whereas larger, industrial towns and cities are known to many people in a wide region.

The key to a market town is showing that it is closely linked with its local trading area – called hinterland, and also showing that its crossroads location is important.

It is also important to know, for this and subsequent spreads, that most towns owe their development to several factors. Thus many market towns may also be at the bridging point of a river.

In general, the more factors that are important, the more useful and attractive the site, and the more it is likely to grow beyond simply market town status.

What students can be asked to look for is the market place, or a street name that suggests that a market once took place there. Markets can be broad, main streets or special sites, sometimes circular, sometimes square or rectangular, sometimes triangular. Often, all the sites have been used for specialist markets, for example, vegetables might have been sold in one market area, animals in another and corn in a third. This is often signified by the name of the market, for example, cornmarket, cattlemarket, buttermarket.

In this worksheet a town centre has been drawn with a number of possible open spaces that could be used as market areas so that students can think about which sites are, or were, suitable for markets.

Answers

Q1. The centre of town is where the largest market place is.

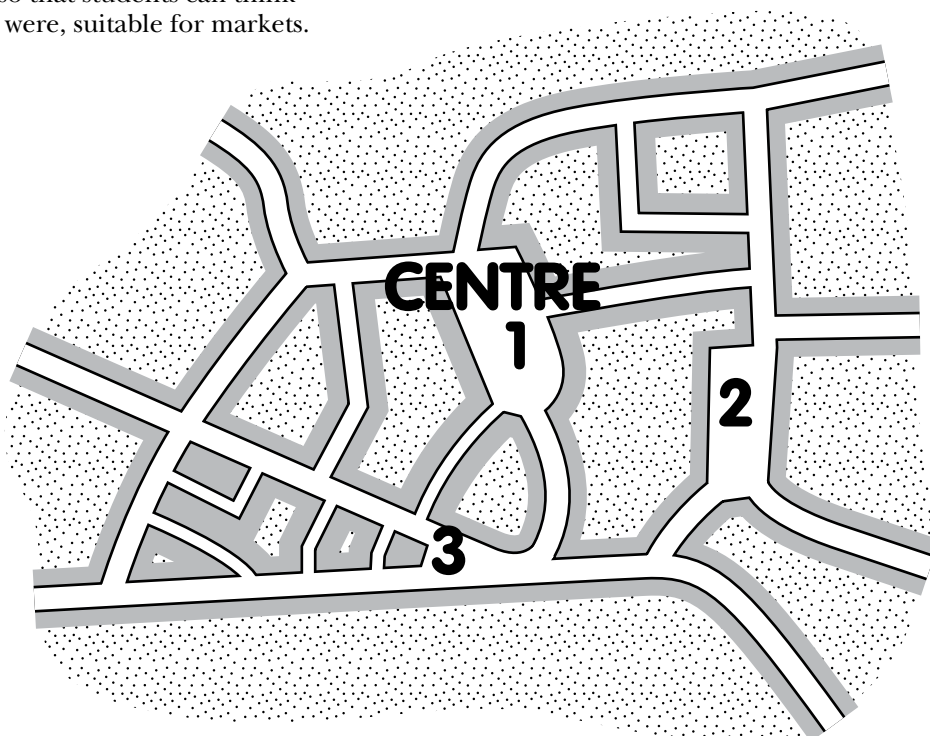
This has been marked with the word 'centre' on the picture below. By standing back from the diagram, the way roads focus onto this place is easier to see.

Q2. Apart from the centre there may also be markets at the triangular and rectangular areas just outside the centre. 1, 2 and 3 are shown below.

Q3. Shops

Q4. The main shops line the centre of the main roads in the town centre. It is important that students do not put shops in side streets because few people walk past there and so trade would be poor. You can make this point by comparing the placing of town centre of shops in your own locality.

It is also important to note that shops do not spread out indefinitely because the number of customers is limited and so there is a limit on the number of shops needed to serve them.



Places in hill and valley

Nowhere has the perfect site. All places have good and bad points. Here we list the good and bad things about the sites of five places.

Q1. Write down why you might want to have a town at the sites shown in the diagram below:

A 

B 

C 

D 

E 

Q2. Write down why you might not want to have a town at the sites shown:

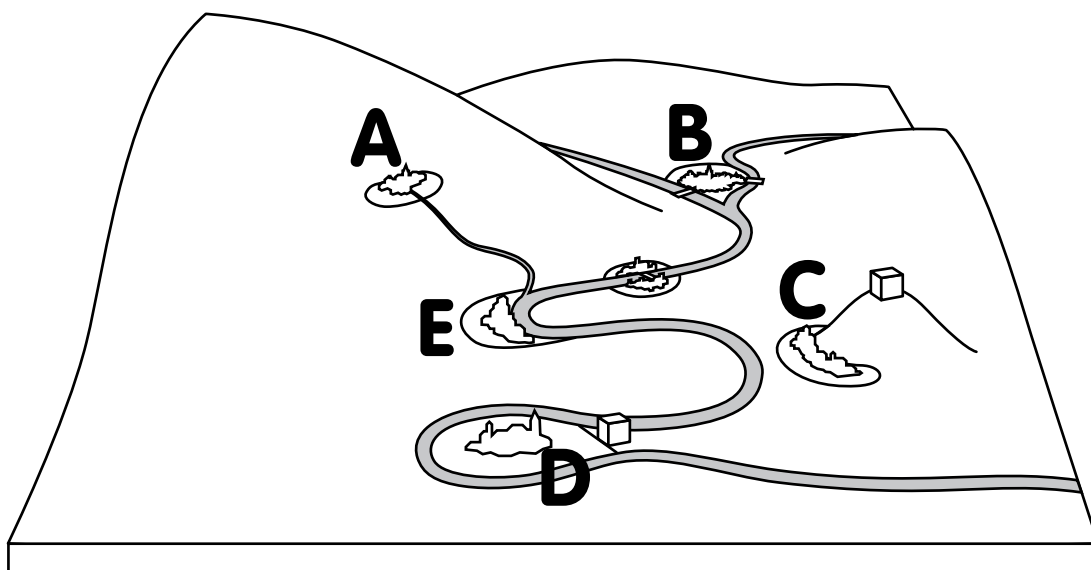
A 

B 

C 

D 

E 



Background

Students are encouraged to think of both plus and minus points for any location. No single disadvantage needs stop the growth of a place, of course. Here are some example of settlements with sites like these:

A Halifax and other Pennine textile towns; Frome, Somerset.

B Tewkesbury at the confluence of the Severn and Avon.

C Edinburgh, Stirling on defensive hill sites

D Durham, Shrewsbury on the defensive inside of a meander.

E Worcester on the outside bend of a meander.

Of course, there are many others. Choose some other examples close to where you live.

Answers

Q1.

A is on a spring line for reliable water supply.

B is at a good focus of routes for trade.

C is a good defensive site.

D is a good defensive site.

E has deep water and so would make a good port.

Q2.

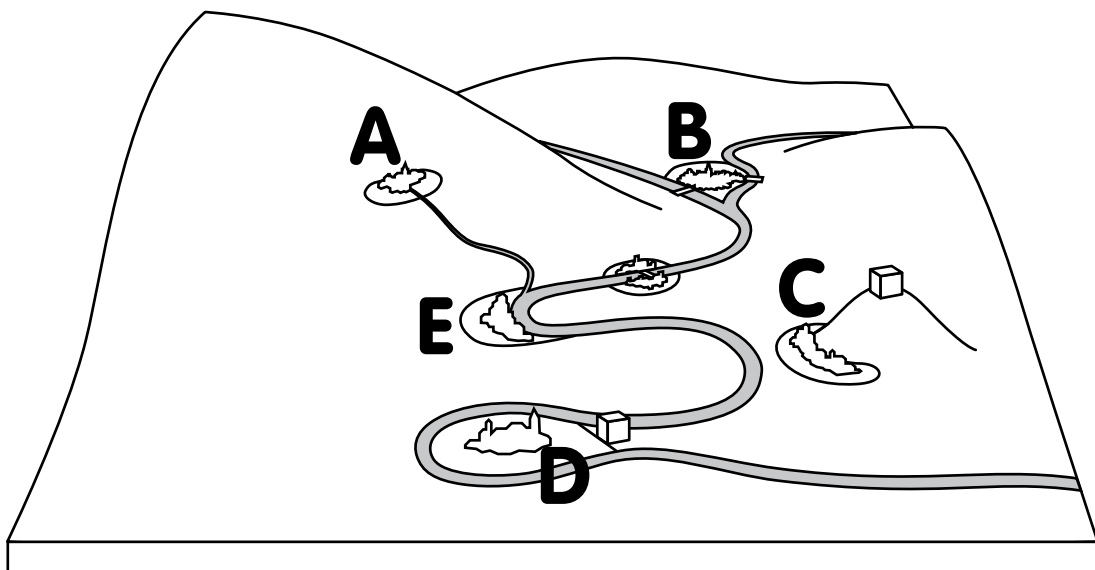
A is on a steep slope.

B is liable to flooding.

C is hemmed in by being on a hilltop.

D might be difficult to expand from because it is trapped inside a meander.

E might have problems from river erosion as the meander develops.



River crossings

Rivers are not easy to cross. Successful crossing points only occur where the landscape and river channel make it possible.

Q1. What kind of river can be forded?



.....

Q2. Write down the two things that make for easy bridge building.



..... and

Q3. A bridge may need to allow river craft to pass beneath it. How does this affect the design of the bridge?



.....

Q4. Six routes are shown on this diagram. Label them A to F.

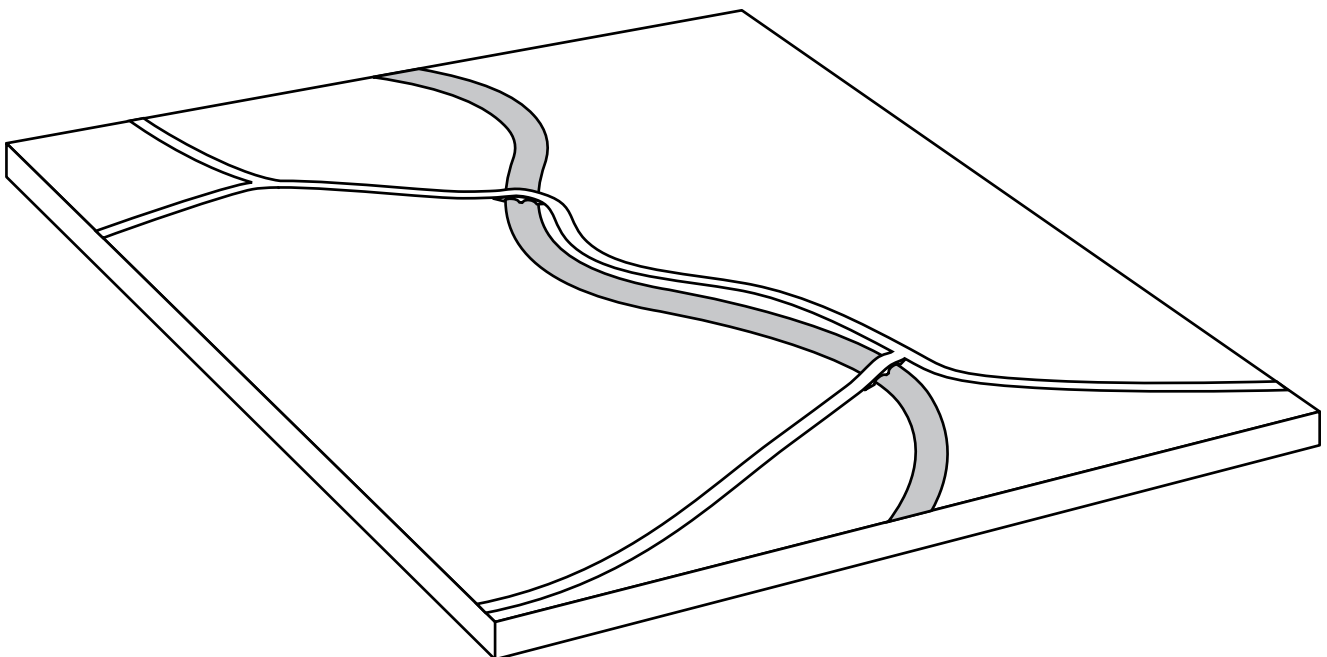
Q5. Draw places on to the diagram where you think towns might have grown up.

Explain carefully why you have chosen your town sites.



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Background

This is an opportunity to combine river and place studies. Refer to *The River Book* to see the nature of river beds.

In general, rivers are easier to ford if they are wide and shallow. In fact, many rivers in Britain used to be shallow enough to ford, but subsequent river 'improvements' such as putting in locks and weirs for navigation and building out into the channel have changed all of that. Indeed, in some cases there is now a single channel (in Reading, for example, the original route over the Kennet was called Seven Bridges because it stepped over what was then a wide river with islands. There is now only a single canalised channel. In Exeter, the Roman bridge is now high and dry, yet once it would have gone over a very wide, shallow, river Exe, as the width of the many-arched design of the bridge suggests. The Thames at London was certainly fordable in Roman times and the tressle bridge they put up again stepped from an island (now Southwark) to the north bank. Indeed, the Thames was once three times as wide as it is now. (See *The Story of London* in the *Places* part of the web site for much detail on the River Thames and also the River Thames in the *World Rivers* part of the *River* web site).

Students can see that people have had a major hand in the development of rivers, especially in affecting widths.

The only rivers not likely to be naturally wide and shallow are those in steep-sided valleys.

In general, it is easier to cross a river in the section between bends than at the bends, because bends make the water run faster around the outside and this means that the bed is deep on the outside with faster flow. The straight part of a river between bends is wider, and more uniformly shallow.

Bridges may be built across the bends of rivers, but this is because the settlement was already at the bend for reasons other than crossing, and so the bridge then had to be built at that place.

Answers

Q1. One that is shallow and that has a firm bed. (This usually occurs in straight sections of rivers away from meander bends – meander bends have deep undercut outer banks.)

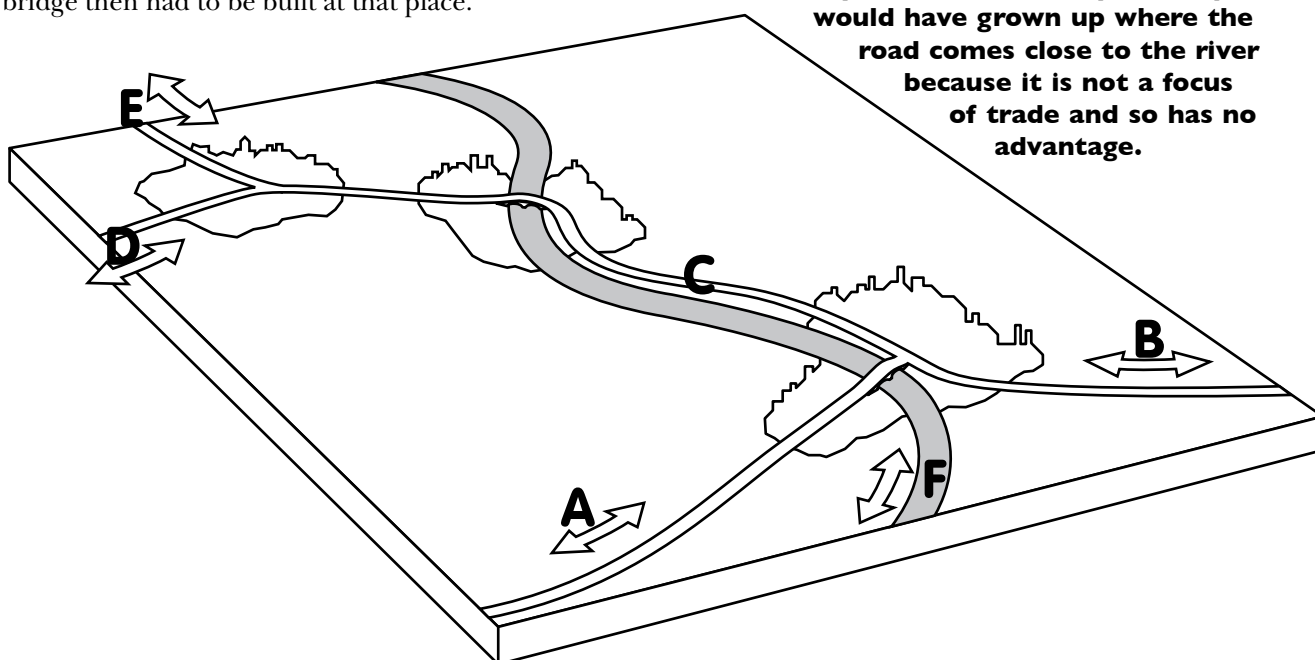
Q2. Rocky bed (for firm foundations) and firm banks.

Of course, bridges can be built in places with soft foundations, but the effort involved is considerably greater and there have to be overwhelming reasons for spending more time and money. Similarly, if the bridge approach routes are poor (for example, the slopes are steep or the banks permanently marshy), the bridge will be difficult to use.

Q3. The bridge must have high and wide arches to allow the river craft to pass.

Notice that this question has specially been set as the inverse of the text in the student book so that straightforward copying is avoided. It will also pick up those who do not think about the question.

Q4/5. Students are asked to draw on six routes to make sure they do not forget that the river is a route on its own. The towns could have grown up where the roads converge on either side of the bridges and they may have done this if the river was prone to flooding. The presence of a focus of road routes would doubtless have encouraged boats to load and unload cargo at a quayside, so in effect the bridging point may also have been a small river port. It is less likely that a port would have grown up where the road comes close to the river because it is not a focus of trade and so has no advantage.



Ports and harbours

Although some ports are found a long way inland, most ports are close to the sea. Not everywhere is suitable for a port, however.

Q1. What is the difference between a port and a harbour?



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Q2. Why are docks needed?



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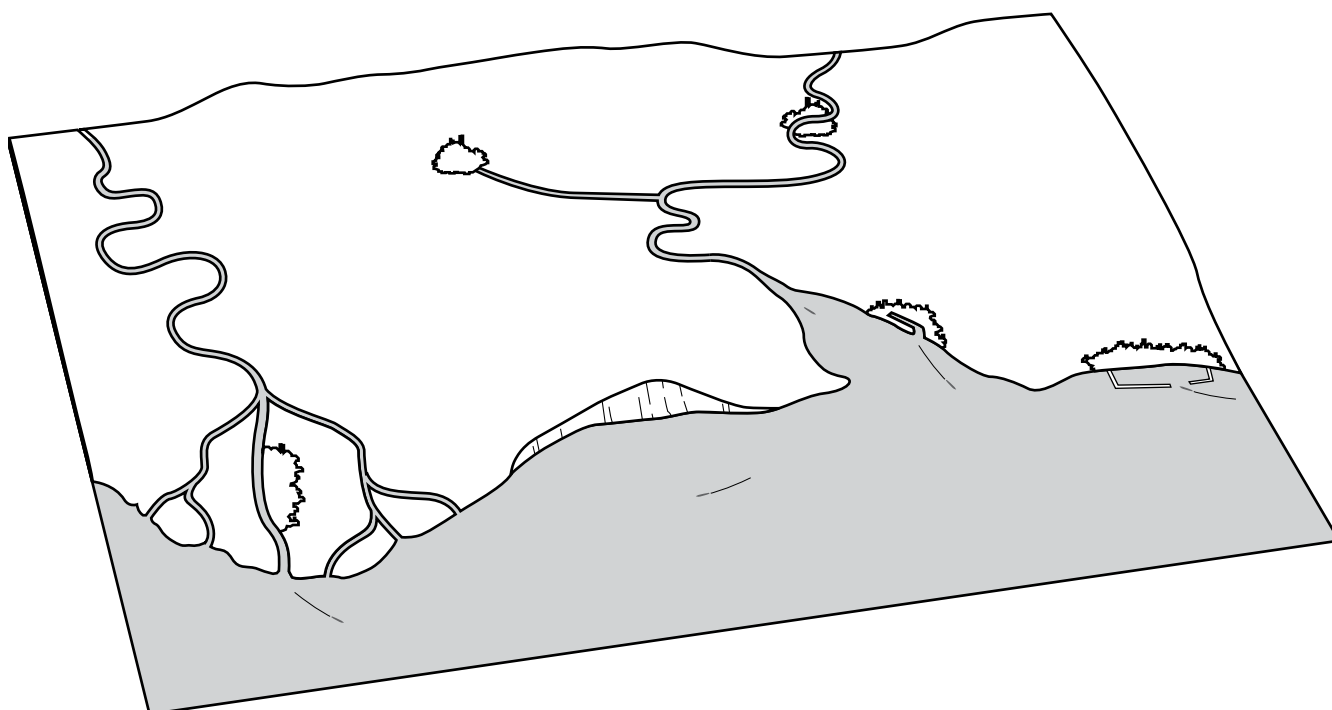
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Q3. The diagram below shows some places where ports have been built. Give an example, and write a sentence to explain, why one of the remaining places along the coast and the river is unsuitable.



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Background

Ports and harbours are frequently developed into major cities. The most important factor determining their development is a sheltered place for loading and unloading and water deep enough for ships to use.

There are two different kinds of natural harbours: many harbours tend to be drowned river valleys. In lowlands they are geographically estuaries (for example, the Tees estuary) and in medium relief land they tend to be rias (for example, Plymouth Sound). In uplands they would be sea lochs (e.g. Forth of Clyde).

The other type of natural harbour is much smaller and is produced where erosion has allowed the sea to carve out a small band of rock. Many of the fishing villages of Devon and Cornwall are of this kind (e.g. Mullion Cove).

Answers

Q1. A port is a place for the transport of cargo. Most ports have docks so that they are not affected by changes in tide.

A harbour is simply a place for boats and ships to shelter from bad weather.

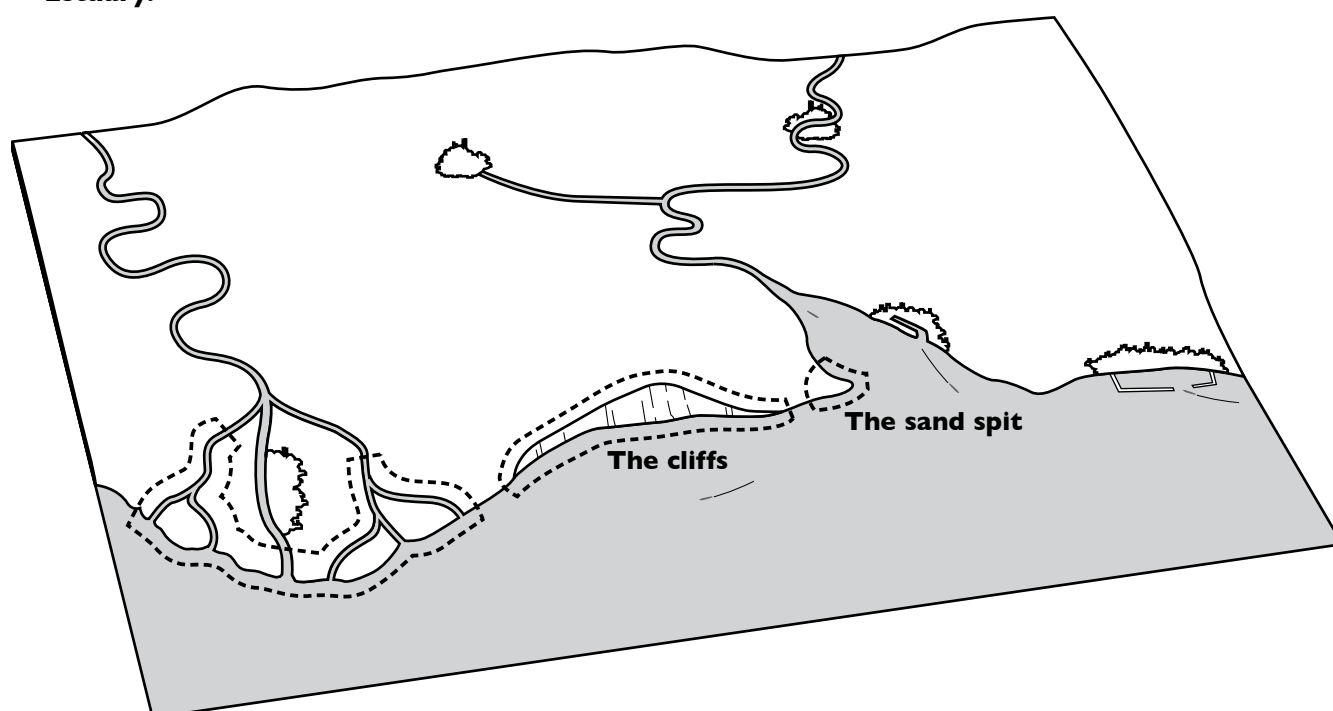
It may or may not have quays and a dock. Some of the biggest harbours are home to some of the world's most famous cities. Both Sydney and San Francisco (see Student Book page 14) have enormous natural harbours. The outer Firth of Clyde is a natural harbour as is the Mersey Estuary.

Q2. Docks are used on tidal stretches of a river to allow craft to be unloaded and loaded without the problem of changing tide levels.

It was fortunate that many of the major ports in the UK were built in soft-rock areas and the soft sediments could easily be excavated and made into docks. Liverpool, London, Southampton and Hull are some of the many examples.

In some cases, harbours developed even though it was not possible to build docks. One of the world's most famous harbours – New York is like this. There is a series of jetties built out from the city, but the hard rock made docks impossible to construct. This is why the main development of New York took place on the other side of Hudson River in New Jersey, because on the southern side of the river there was soft sediment that could be excavated for docks.

Q3. The unsuitable areas are the cliffs because there would be little room to build on the land, and communications down the cliff would be difficult; the shallower distributaries of a delta would be silting even worse than the main channel; the exposed part of the lowland coast between the port with docks and the artificial harbour. The remaining places are perfectly suited to ports (for example, anywhere along the river) but they would not be chosen once one town had been established because competition from two closely spaced settlements would probably make one of them fail.



Beside the seaside

Settlements that rely on a site by the sea have some special features found in no other kind of place.

Q1. Write down the name of a place that specialises in catering for holidaymakers.

 R

Q2. What is the special shape that such places have? Draw the boundary of this shape onto the diagram.

Q3. What natural coastal feature do most successful seaside resorts have? Write this on to the diagram below.

Q4. What man-made features would you expect to find in the centre of many seaside towns?

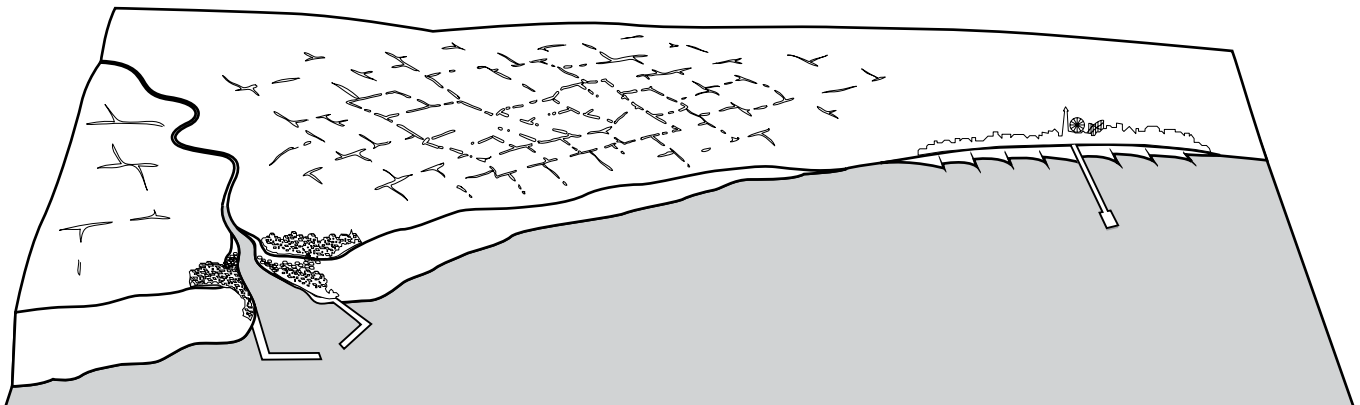


Q5. The largest resort in the country is Blackpool. Most people reach Blackpool along the M55. Why is Blackpool linked to the rest of the country by a special motorway?



Q6. Who often live on the outskirts of seaside towns? Write these onto the diagram.





Background

The key point to understanding seaside resorts in their many guises is to think of access to the sea for recreation as a resource, just like coal, or a natural harbour. In this case, the resource is access to the beach and a sea view.

If the coast has a wide, sandy beach, then the town will sprawl along the coast. The time comes, however, when access to the central shopping functions will become too remote and so another centre will develop. Many coastal regions are actually conurbations of many resorts because of this. Get students to look at maps of the Blackpool area and see how several towns exist side by side. The same is true of the south coast of England, around Brighton, for example, where much of the coast has been urbanised. East Anglia has similar areas of coastal development, e.g. Clacton, etc.

The main business of resorts is to cater for the holidaymaker and so functions that do this replace the offices and other business activities that would be found in any other town or city. This concentration on recreation gives resorts a very different feel from commercial cities.

Notice, too, that with seasonal business, the resorts have a widely fluctuating character, varying from an almost abandoned and derelict feel in the depth of winter to an unbearably crowded feel in the height of the summer season.

You could discuss with students how business might be encouraged to stretch more evenly over the year (and bring in such things as spring and autumn breaks, conferences, winter lights and so on).

You might also care to contrast the major resorts with those that have developed from their attractiveness as a working settlement, usually a fishing village. Whitby, used by so many people for field trips, is a classic case. Pictures of Whitby are on the web site (www.curriculumvisions.com/ more). There are many others, of course, from tiny Clovelly in Devon and Staithes in North Yorkshire, to much bigger places that have developed from fishing such as Hastings.

Finally, you may care to discuss the fact that coasts are among the most actively changing of all natural environments and that there can be considerable difficulty in reconciling people and coast. Coastal erosion is an obvious problem. This is more fully covered in *The Environment Pack* which is uniform with *The Places Pack*.

Answers

Q1. (Holiday) resort

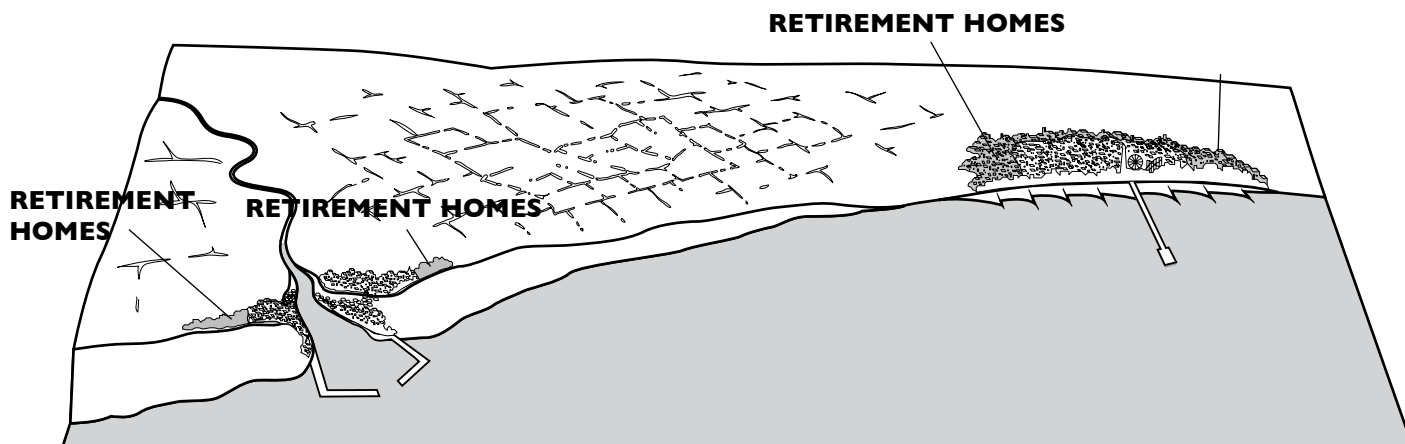
Q2. They extend a long way along the coast to give as many people access as possible to the sea.

Q3. Good access to a beach, preferably a sandy beach (although this has not prevented development of some famous places such as Brighton, where the upper part of the beach is shingle.

Q4. Places of entertainment such as amusement arcades and funfairs. Also restaurants, theatres and hotels. The main shopping street may well be separate from these 'business' functions.

Q5. The trade of a seaside resort is heavily concentrated at certain times of the year. Most people arrive and depart from a resort at the weekend. In addition, the resort experiences many weekend visitors and people just going for the day. These concentrated movements of visitors can result in traffic jams, and the motorway is designed to reduce the impact of jams on the approaches to the town.

Q6. Retired people often live on the outskirts but near the sea, benefiting from the coastal location which provides a good place to promenade but away from the more expensive central regions.



Mines and power

Many places developed around some valuable source of energy of minerals. Many experienced growth, then decline, something often called 'boom and bust'.

Q1. Write down what you would need to use to turn a water-wheel.



.....

Mark with an **A**, on the diagram below, a place where you would find such a water-wheel.

Q2. Write down what you would need to have to be able to use hydroelectric power (HEP). Mark on the diagram the place you might find an HEP station.



.....

Q3. The town in the diagram has developed around a source of coal. Write down some of the problems of this site.



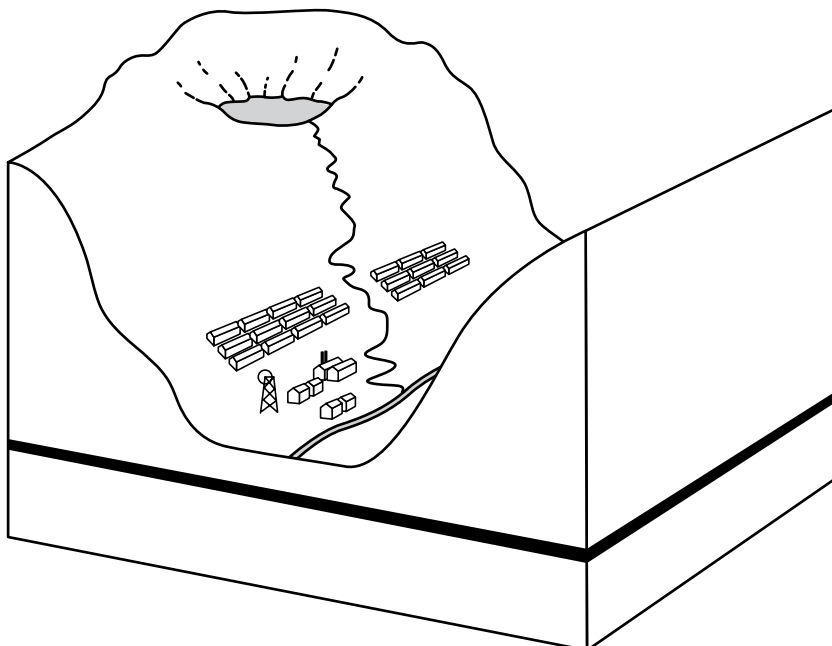
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Q4. If the coal was used up, why might it be difficult to get new industries to come to the town?



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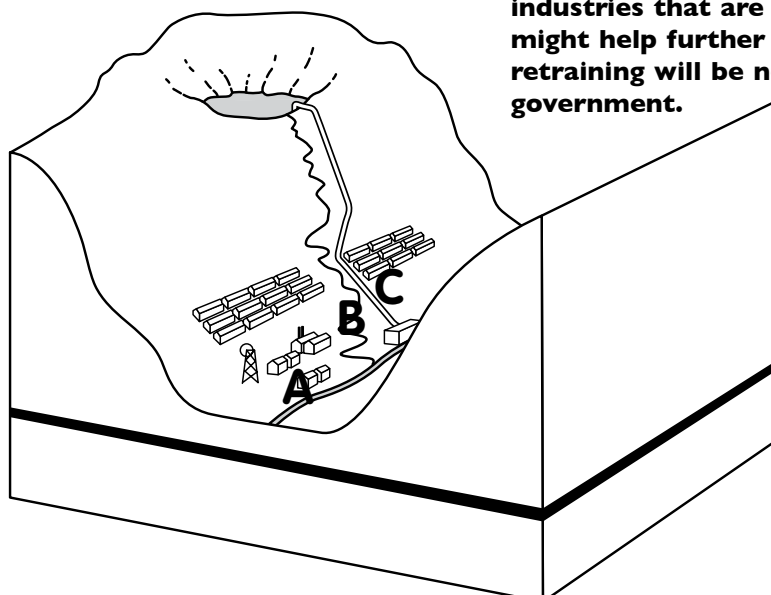


Background

This worksheet looks at the resources of power and minerals.

Very often, power and mineral exploitation go together. For example, in the 19th century the development of coal mines provided a source of power that attracted many industries to the site of the coal. The development of hydroelectric power can be the same. Large users of electricity, such as aluminium refineries, will consume much of the output of a hydroelectric power station and so would be better located near to it. The smelter and power plant at Lochaber is one example; many others can be found in the fjords of Norway and in Canada.

It is also important to stress the way in which the resource, whether power or mineral, can distort the location and growth of a place. In this respect both energy and mineral resources have problems. The coal mines of South Wales are a classic case of a boom and bust location where very many people were attracted to live in remote valley sites with difficult physical conditions simply because of the prospect of work in the coal mines. The slate quarries around Blaenau Ffestiniog are another example. The development of textile towns in the high Pennine Valleys is a further example. In other countries there are many mineral-based examples, the most easily understood being the Klondike of Alaska, and other gold rush cities of North America. Many were located in near impossibly remote and climatically inhospitable places.



Answers

Q1. You would need a source of constant running water, for example, a reliable and fast-flowing river (A).

The location of any factory using direct water power would have to be beside the river. Many early industrial sites began in this way, for example, many of the textile towns of the Pennines.

Q2. Hydroelectric power needs a far greater source of energy in the form of a large amount of water flowing down a steep slope, or a huge volume flowing down a moderate slope. In this case, students should select the river flowing down from the mountains (B) as the location or a piped alternative (C).

Q3. This is a valley site with limited room for expansion. Because the mine takes up the valley floor, housing, shopping etc are forced to use the valley sides. This distorts the settlement shape, making it long and thin and adding to communication problems. Also, the nature of mining tends to produce a set of people all with very similar skills, and all dependent on the same industry, so when the industry fails, a very high proportion of people are unemployed. Thus the need for a balanced economy can be stressed.

Q4. The nature of the site and the restricted range skills of the workforce leads on to this question. Notice in this diagram the site is also remote, so there are three disadvantages: site, location and a workforce who all have about the same skill level. Considerable government support will be needed to overcome these natural disadvantages. Building a new road might help, and trying to get a range of small industries that are not location dependent might help further still. Considerable retraining will be needed in any case, a job for government.

Hazardous settings

While many settlements face no problems, some places find themselves in an area where natural hazards are a danger to property and even to life.

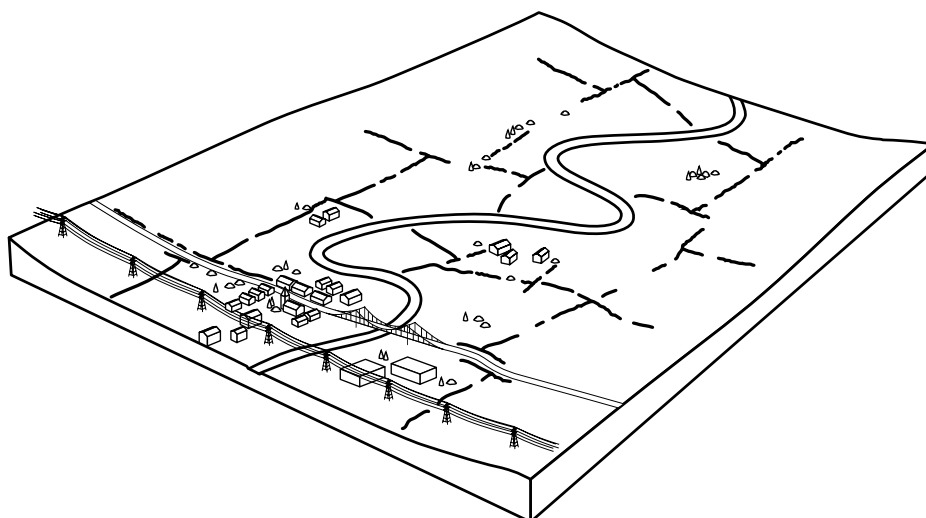
Q1. Shade in the part of this diagram that might suffer from flooding problems.

Q2. What is a levee?



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Draw the position of a levee on the diagram so that it will protect all the farmland.



Q3. Write the words 'falling rock' onto the diagram below in its appropriate place.

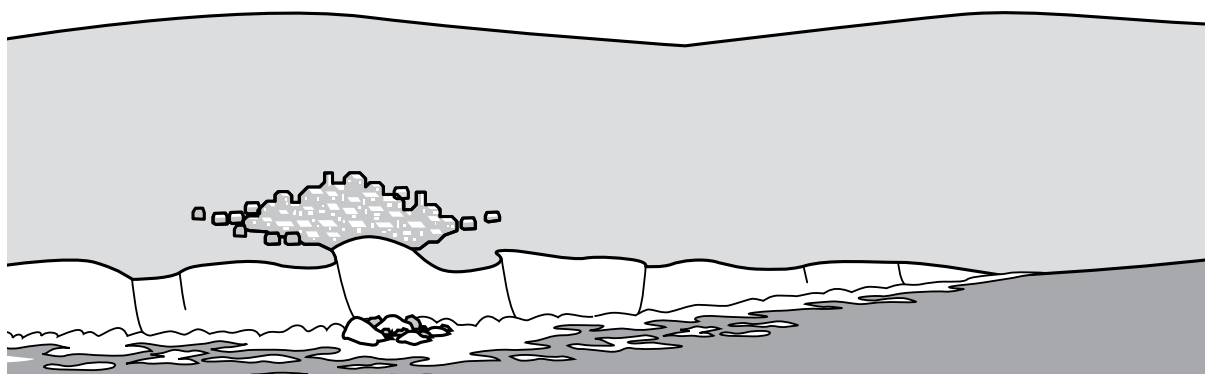
Q4. Draw on to the diagram where you think a sea wall might be useful.

Q5. A groyne is a wall built into the sea to trap sand. Explain how it helps to do the same job as a sea wall.



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Background

The siting of places in hazardous settings is more common than many students might think. It comes about in several ways:

(a) Because people choose a place to settle from ignorance of the natural environment. This is most common when people move into an area as pioneers, and there are no records or other sources of information to help them understand long-term environmental problems. The 'Stories' in the *River and Weather Packs*, which are uniform with this *Places Pack*, are designed to illustrate this point.

A wide range of disasters have befallen people in the mid-west of the United States, for example, because they had no means of telling, at that time, whether their chosen site was at long-term risk.

The people who founded coastal villages in Lincolnshire and East Anglia, and which long ago have been lost to the sea, show more examples.

(b) Because people now use the land in ways different from those of the people who founded the settlement, and thus turn what was a safe site into one with risk. The most obvious case of this is the holiday resort, where people expand along the coast without any care as to the effects of coastal erosion. They build on sites that are inherently unsafe, such as close to a rapidly eroding cliff, and then complain because their property becomes at risk from collapse as the cliff continues to do what it has always done.

Another example is when people expand a place that, in its original form, was flood-free and yet becomes a flood risk as expansion takes place onto unsuitable land. There are many examples of this. Most early river floor settlements took place on small pieces of river terrace or on other areas of slightly raised land. These were known from experience to be perfectly safe from floods. However, many of these sites are small and so, in this century and the last, as expansion took place, the growth was onto adjacent, but lower, and so flood-prone, land.

Many new housing estates are very vulnerable, as are some Victorian estates. Tiverton in Devon is an example of a town where industrial expansion took place onto a flat, extremely flood prone floodplain of a river, the Exe, the flow of which changes dramatically after rainfall. The original textile factory used water power, but the housing built adjacent to it became very vulnerable to flooding until an embankment was built. You should be able to find many local examples of this. More examples are in the *Environment Pack*, uniform with this *Places Pack*.

(c) Coastal structures are commonplace, showing that people have often found it necessary to try to resist the natural landshaping that occurs along a coast. Sea walls and groynes absorb the energy of storm waves.

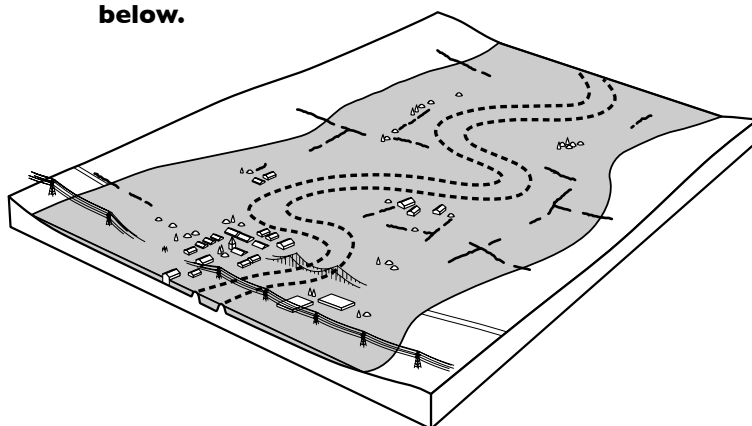
A sea wall is designed to withstand the direct impact of storm waves, a pattern of groynes is designed to trap sand and make a beach wider, thus allowing more storm wave energy to be used up on the beach, the result being that the waves have little energy for erosion when they reach the coastal cliffs. Sea walls are the most expensive and least environmentally friendly of the options now open to people. There is also the option of doing nothing and paying people for their property, so that the cliffs can retreat naturally and people can move elsewhere.

Answers

Q1. See diagram below.

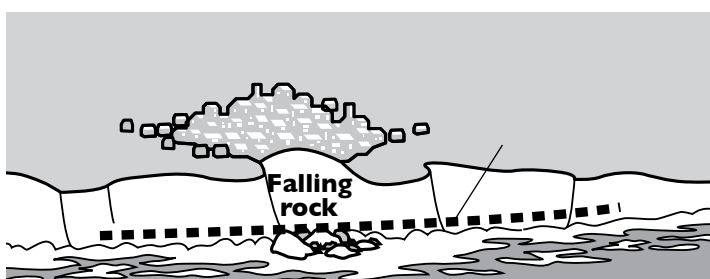
Q2. A levee is a natural or artificial earth bank next to, and parallel to the river channel intended to protect the surrounding land from flooding.

Its position is shown in the diagram below.



Q3/4. See diagram below.

Q5. The groyne traps sand and so makes a wide beach (on which the energy of the waves can be used up). This stops the waves breaking on the cliff and causing it to collapse.



Planned towns and cities

Many people have planned towns or cities in the past. Here you can see how far you can plan for all the needs of a town.

Q1. Some planners have begun to plan a town around a crossroads (the thick lines are the main roads). Why have they chosen to place the town centre where it is shown?



.....

Q2. Why have they planned for lots of side roads?



.....

Q3. Why are the schools placed where you see them?



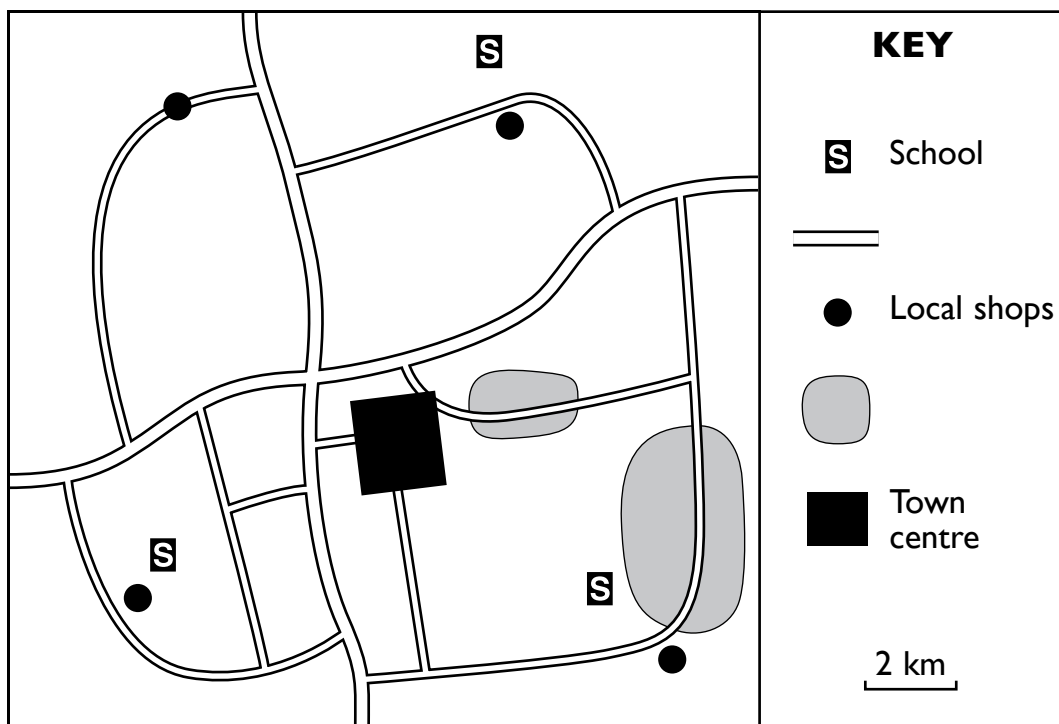
.....

Q4. Why are there local shops as well as a town centre?



.....

Q5. You can see some of the housing areas already marked on the map. Now add some more housing areas to the map to make the best use of the shops and schools.



Background

The idea of towns being planned can be an exciting one because it gives everyone a chance to think about what they would like to see in their ideal town. It also gives you the opportunity of seeing how far the students have progressed in learning the main factors that influence a city in its site.

The next part of the book is concerned with what goes on inside the city, so this open-ended worksheet can also be used as a lead-in to the internal structure of the city. Students will have to think what a city contains, whether to have a gridiron pattern of streets, whether to have a bypass and many other quite complex ideas. Are they going to zone their city? Do they have ideas about environmental quality? All these things are valuably discussed before the next part of the book is used.

There is obviously no one answer to this worksheet, but it would be good, after a short while, for children to sit together and discuss how far they have got. By then they should have realised that planning is quite a complex issue and that there is no one solution. They will probably also have a lot of questions, such as 'Where do I put the houses?' This is answered in the next part of the student book and so you could postpone the final completion of this worksheet until you have accomplished the next section of the book, at which point students will know about internal city functions as well as about location.

Answers

Q1. Because it is at the centre of the town near where the main roads cross.

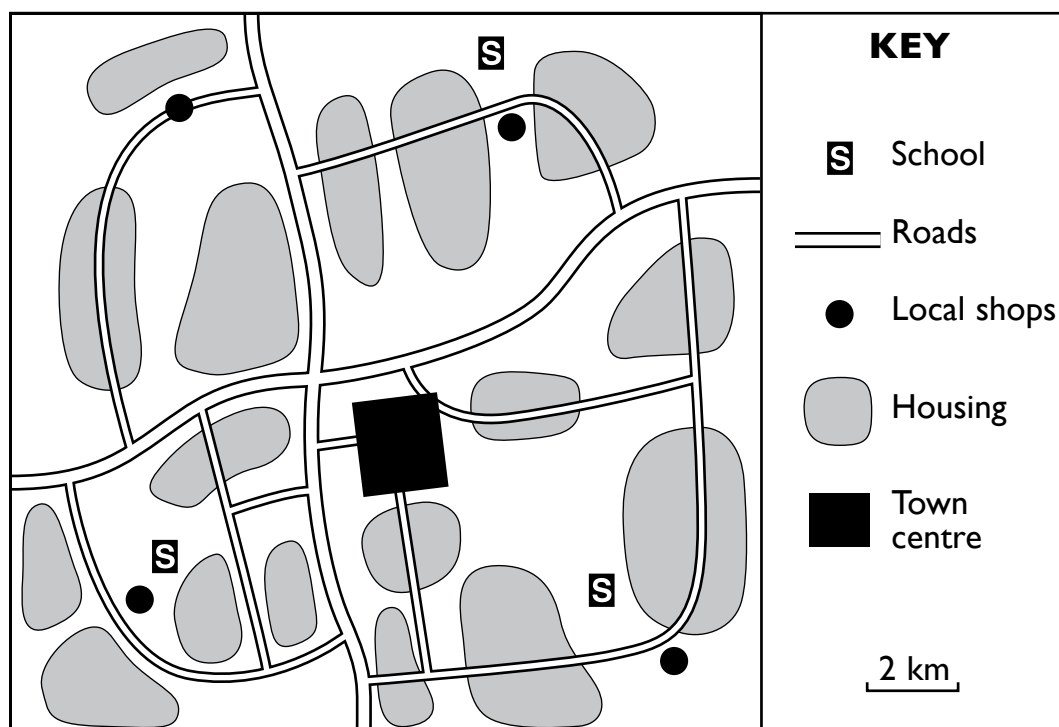
Q2. The side roads are to allow for the building of housing.

Q3. Because they will be near the areas of housing.

Q4. Because the town centre might be too far away for day to day needs in the houses.

Q5. See version below.

▼ **This is one version of the completed map. It is based on the plans for Harlow.**



Town or city centre

The centre of a town or city is most often where it was founded. The centre has often been built and rebuilt many times.

Q1. What is the name for the place where the oldest buildings are found clustered together in a town or city?

.....

Q2. List six different kinds of public building you would expect to find in the centre of a large city or town.

①

②

③

④

⑤

⑥

Q3. Look at the diagram on the right. You will see a mix of low rise and high rise buildings. Until recently, many towns and cities banned tall office buildings. Explain why they are now allowed in most places.

.....

.....

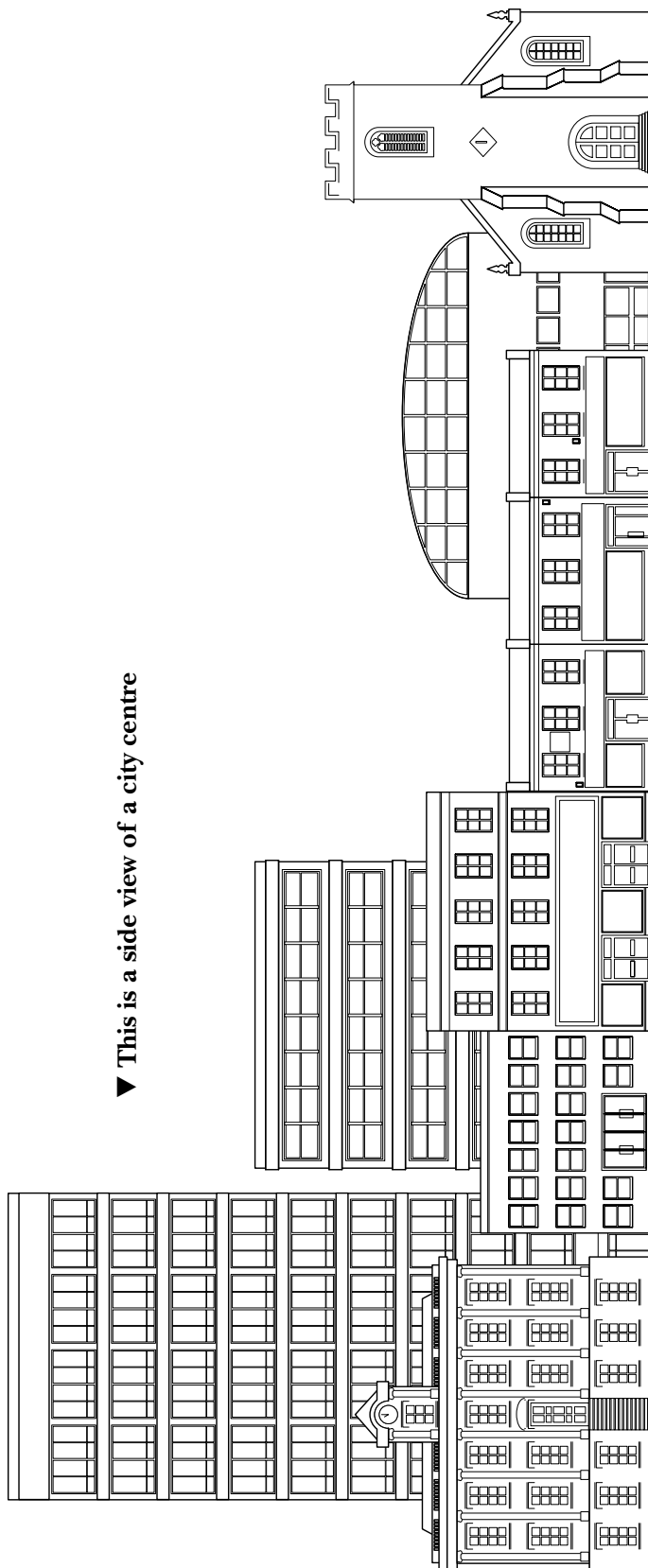
.....

.....

.....

.....

▼ This is a side view of a city centre



Background

There are several different aspects to the city centre that can be tackled. The first concerns the role of the centre as a 'bull's-eye' region within the city. It is easy to take pictures of the main public buildings, prominent office blocks, railway station and the like, and to use these in combination with the drawings on the corresponding page in the student book. The student book contains the model; use it to build up your local example.

Having looked at the 'bull's-eye' functions as they exist today, you may find that even more interest is raised by looking at the historic district and getting students to imagine what it was like to live in your locality in the past. The web site has some old city maps for many larger cities, but you can often find local maps in your museum, library or good bookshop. There is also usually a local history of the place you live in and this can be a mine of information, allowing you to transcribe the information on to a modern map.

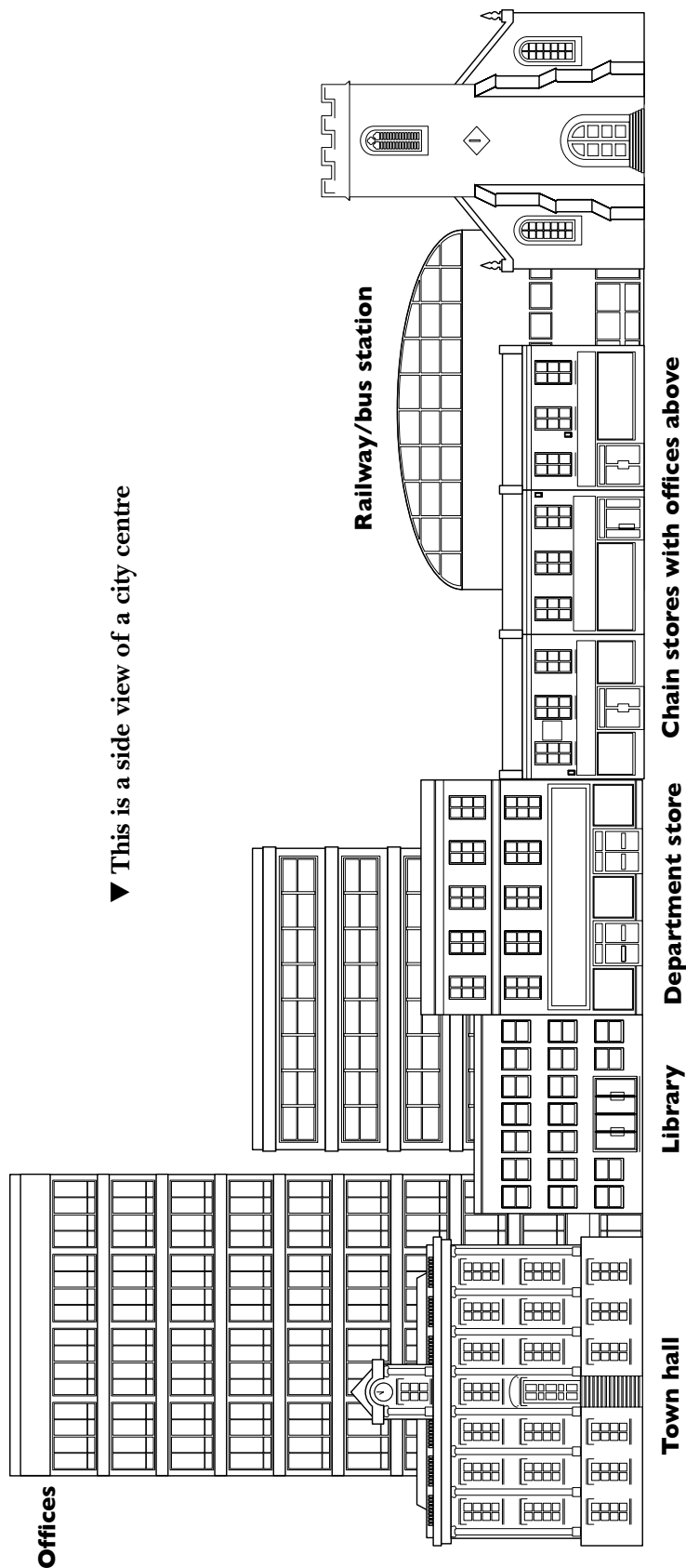
If you are doing history topics, don't forget to ask: what was it like in my place when the Romans, Vikings etc. were around? (They might not have been in your place, but at the same time, people were probably living in your place and their daily lives can be imagined in the context of your location.) You can even do the same thing with Egyptians and Aztecs — while the Egyptians were building their pyramids, what were people doing where you live? Tudor and Victorian remnants should be much easier to find. Don't forget, the road pattern is much older than anything else, so if necessary use this as a starting point.

Answers

Q1. Historic district or old town.

Q2. Town or city hall, theatre, concert hall, museum and library and most important a religious building (cathedral or church in dominantly Christian places, mosque or temple in Islamic, Hindu or Buddhist places).

Q3. Many people can work in a building that uses little ground space. As more pressure grows on city space, few cities have been able to resist allowing skyscrapers in their centres.



Name: Form:
See **pages 26 and 27** of *Where we live (Places/Settlement)*

My centre

The centre of your town or city will have examples of all of the features shown on the side view below.

Q1. Write a list of examples and its location (street name etc.) from your town or city to match these labels:

Town or City Hall

.....

Library

.....

Office block

.....

Department store

.....

.....

Chain store

.....

.....

Railway station

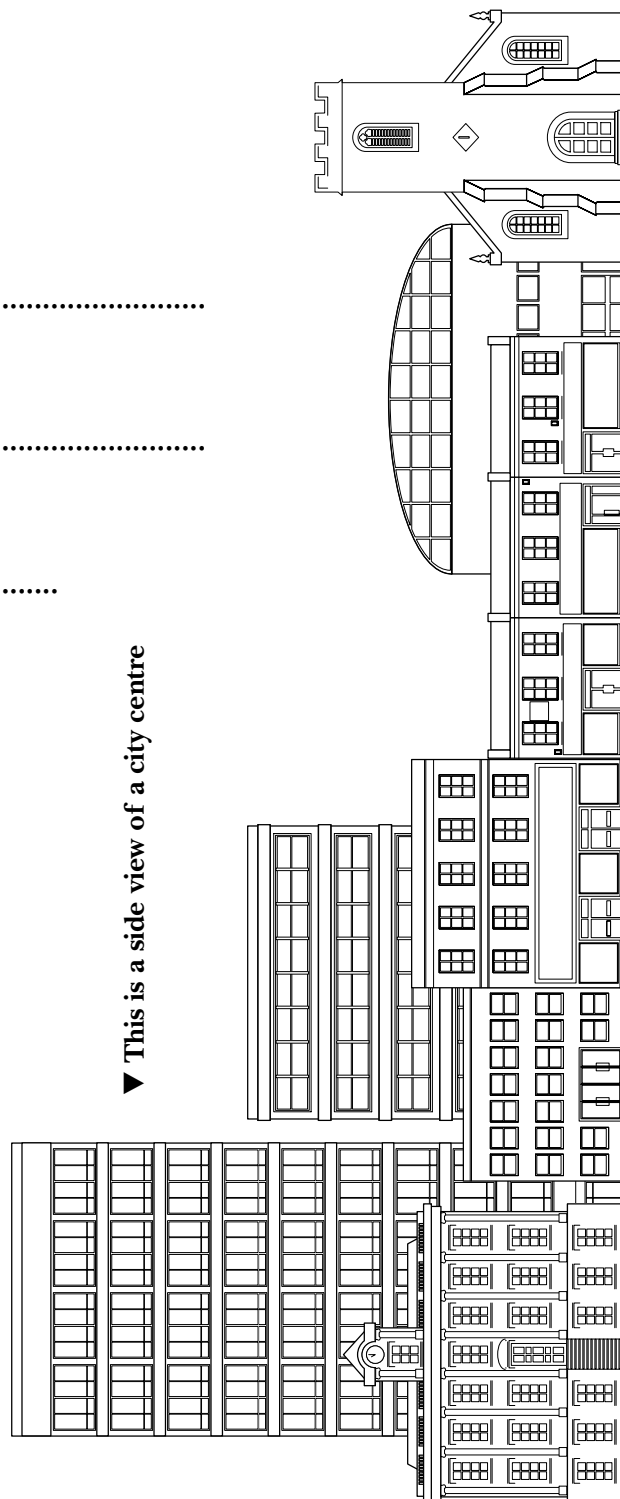
.....

.....

Bus station

.....

.....



▼ This is a side view of a city centre

Background

This allows students to add their own local features to a diagram and so begin the process of recognising local features and seeing them as examples of the model presented in the book.

There is space for you to add additional building types if you wish, for example, park and museum.

Answers

Q1. The names will depend on where you live, so please write in some of your choices as answers.

Town or City Hall

Library

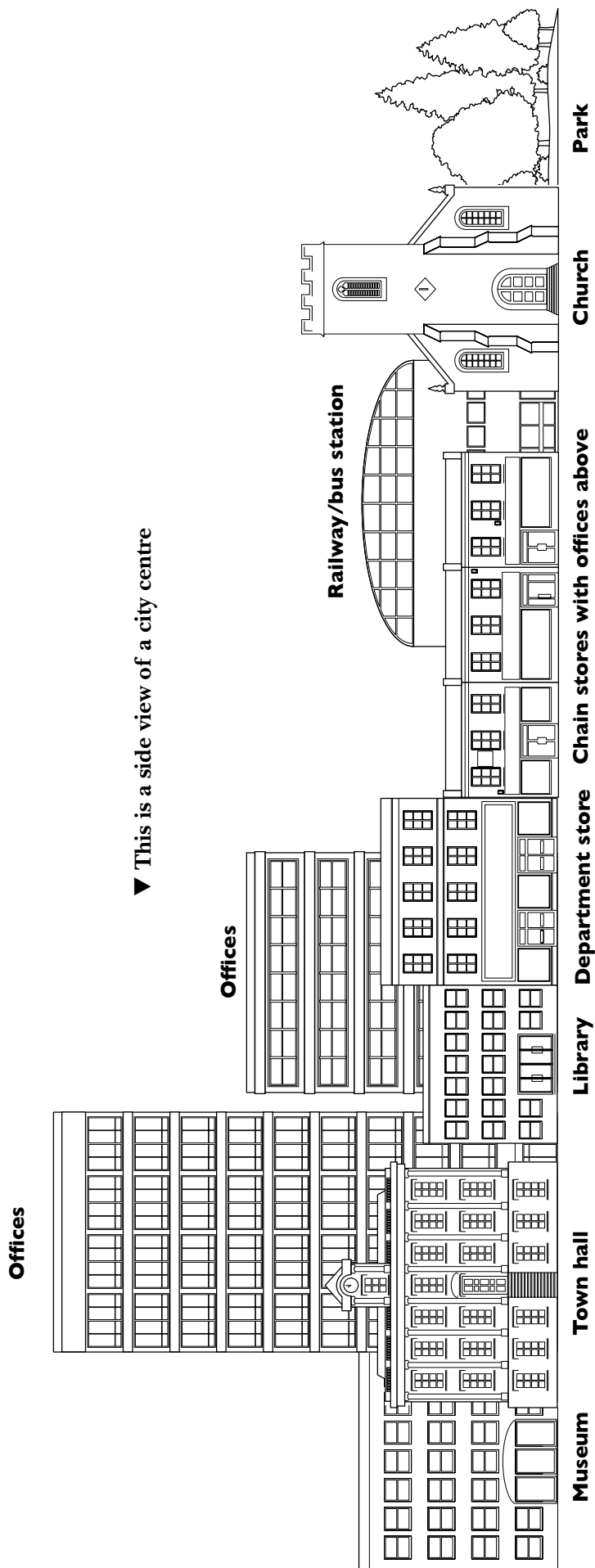
Office block

Department store

Chain store

Railway station

Bus station



The suburbs

The suburbs make up the largest part of a city, surrounding the centre. They are also the most complicated part of a city, often split into many zones.

Q1. What are the suburbs?

.....

.....

Q2. What are terraced houses?

.....

.....

.....

Q3. What kind of transport goes with family detached housing?

.....

Q4. What are the advantages and disadvantages of blocks of apartments?

.....

.....

.....

.....

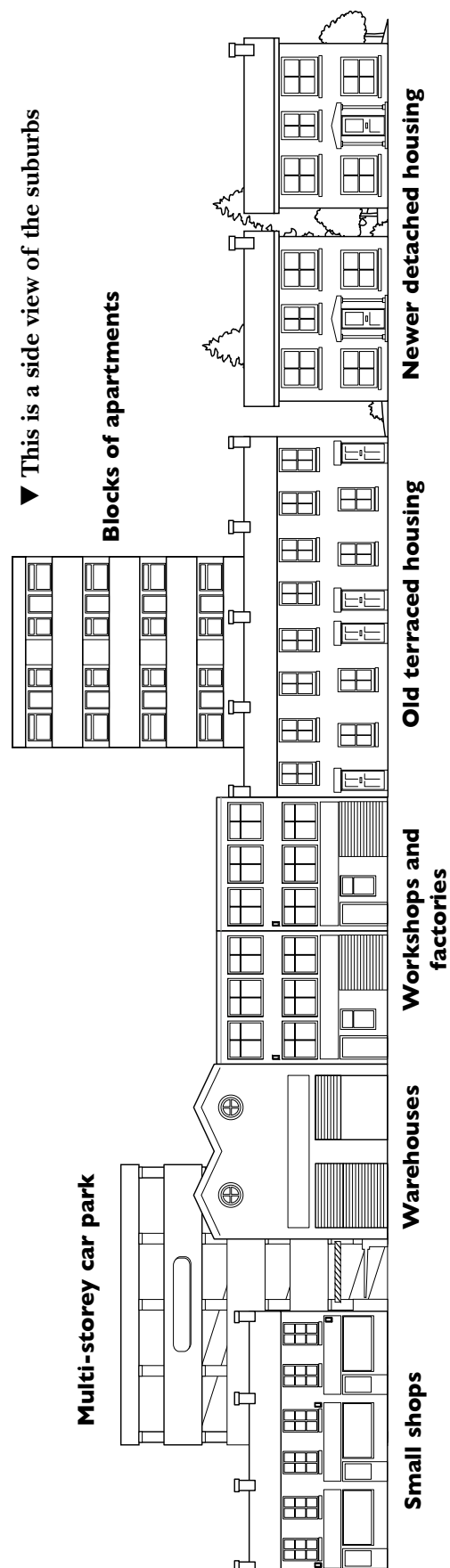
.....

Q5. What is the advantage of a shopping centre in the suburbs?

.....

.....

.....



Background

Most people and most schools are in the suburbs of towns and cities. This will therefore be the most familiar view of an urban area for the majority of students.

Sifting out simple patterns from the complexity of the area can seem a daunting task for many teachers as well as students. This is because there are no clear markers, such as skyscrapers, that are clear for all to see. The best way to start is often to think of a suburban neighbourhood as like a village in the town or city. Try to find the focus — the main shopping street, the parish church and so on. Get students to feel as though they are part of the local community and see if they can find boundaries to this. Thus, for example, you can point on a map to various adjacent neighbourhoods and ask students if they feel they are part of their local 'village' or 'foreign territory'. You can then begin to draw boundaries.

In many ways, this approach is favoured by the new curricula, because students are being asked to look at the catchment area of the school. But a more real development would be to think of the area near the school as a 'village'. Then some students, who live farther away, will be seen as 'commuters' to the school and its village, and so on.

Having identified the 'village' and centre with the church, you can move on to think about employment. Students can then look for offices and factories, or you can point them out with the pictures you might have taken.

Housing can then be tackled, followed by recreation space and transport in a systematic way.

You may feel you need to spend some time pointing out the patterns and ages of various forms of housing and combining it with history and road patterns. Many suburbs have gridiron road patterns because they were built up relatively quickly, but this is often superimposed on a much older pattern (especially of main roads) that wind and twist about. Look for it on a map.

See also the Part b worksheet, which can be used to get students to write down examples they know.

Answers

Q12. The area beyond the city centre where most of the land is used for housing.

Q2. Houses built without any spaces between them so that they share dividing walls. These make the best use of land. They were most common in the past when transport was poorer and people needed to cram close to the city centre where they all worked. Terraced houses or apartments are still built close to the centre, for here the price of land is still high.

Q3. The car.

Detached, family homes occupy more space, and most are at some distance from public transport. This is why they are mostly associated with motor cars and private transport.

Q4. Tall apartment blocks were designed to give people homes and also give more open space for gardens and parks. In practice, so many other social problems were created that they are generally now not a favoured form of housing. Nevertheless, the principle remains. Most successful apartment blocks contain families without children, often also those on higher incomes who can afford to get out and away from the blocks more often. Those on low incomes, who are trapped in the high rise apartments by lack of money and by small children often find the environment intolerable. This gives the opportunity to discuss not only what kind of buildings people live in but also what kind they want to live in and why.

Q5 A shopping centre is free from traffic and therefore a safer place to be. Shopping malls (covered shopping centres) are also weather-protected environments, making shopping more convenient on wet, cold or hot days.

My suburbs

The suburbs of your nearest town or city will have examples of all of the features shown on the side view below.

Q1. Write a list of examples and its location (street name etc) from your town or city to match these labels:

Multi-storey car park

.....

Warehouse

.....

Street of small shops

.....

.....

Workshops

.....

.....

Factories

.....

.....

Blocks of apartments

.....

.....

Older terraced housing

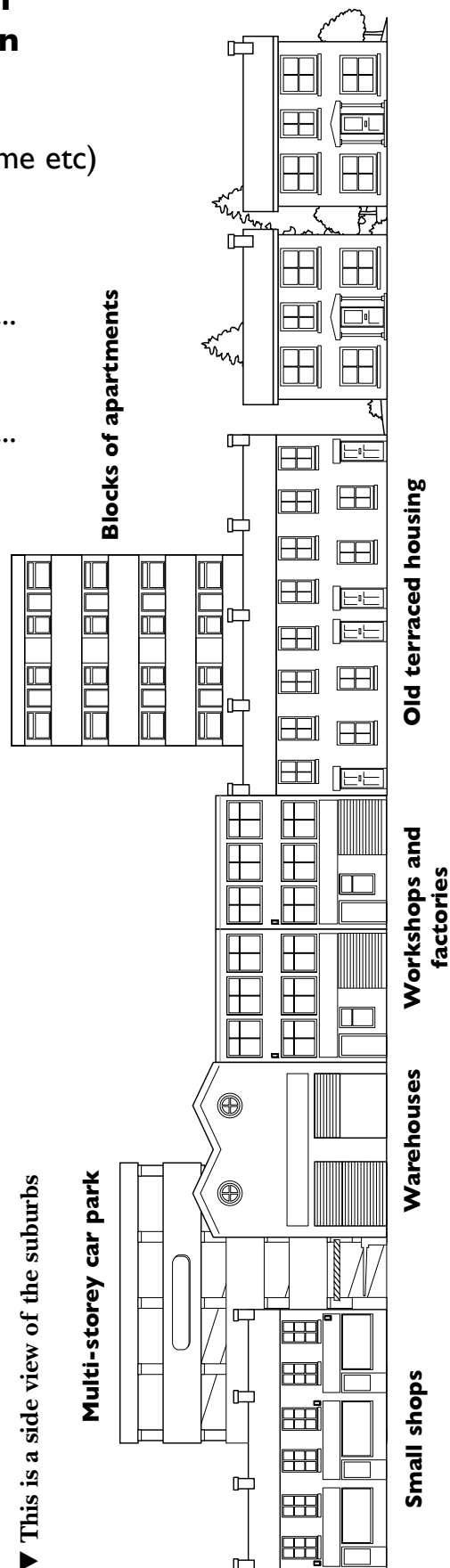
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.....

Newer detached housing

.....

.....



▼ This is a side view of the suburbs

Background

This is the second part of the study of suburbs. Notice that the general word suburb extends across what we would call inner city to the newer suburbs. This is the reason multi-story car parks may well be found in inner city areas because they are just outside the central core (as well as being in the core).

Students may have to think harder about the location of some of these features. For example, they may be less aware of the location of workshops, and you may need to show them pictures you have taken. There are workshops in small factory parks. These are often little more than lock-ups. Many older areas have workshops dating from the days when more things were made by hand.

Answers

Q1. The names will depend on where you live, so please write in some of your choices as answers.

Multi-storey car park

Warehouse

Street of small shops

Workshops

Factories

Blocks of apartments

Older terraced housing

Newer detached housing

The outskirts

The outskirts are the part of a city that borders the countryside. Here you may find activities that take up large amounts of space.

Q1. Name two types of leisure activity that are common on the outskirts of a town or city.

..... and

Q2. Why is it more useful to have a car in the outskirts than in any other part of the city?

.....

.....

.....

.....

Q3. Why are people who live in villages often more connected to the city than to the country?

.....

.....

.....

.....

Q4. The diagram on the right shows a bypass built between the city and the countryside. Write a sentence to explain how the bypass might make country life more difficult.

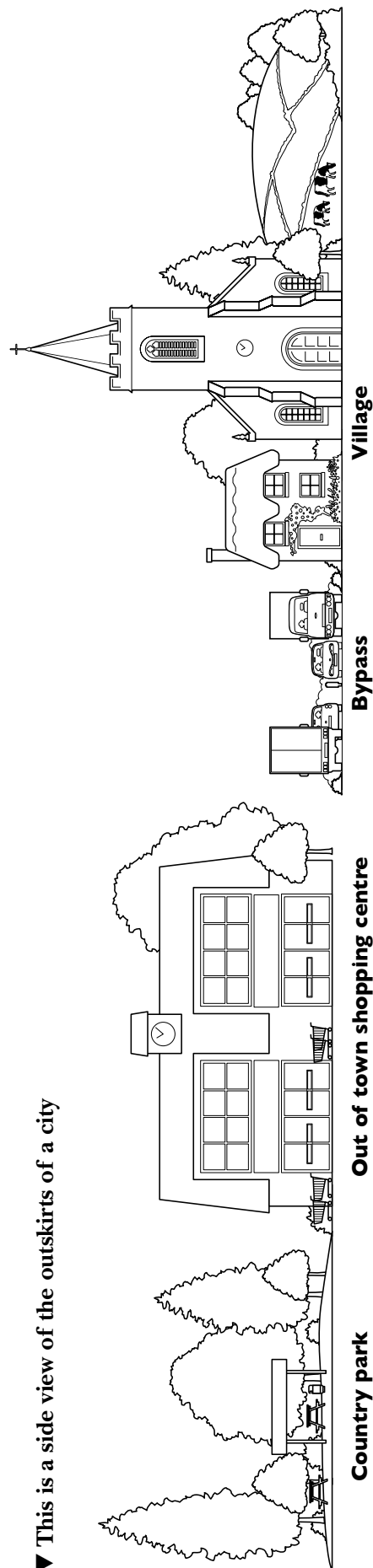
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Background

This is often the most contentious part of a town or city and even of a village. All places have a planning 'envelope' where permission is most easily granted for development inside the envelope (the built up area) and beyond which only special permission is granted. The aim of this is to make sure that unused parts of the urban area are used first and the countryside is only developed if there is no alternative.

The formal term for a band of protected land is a green belt. Some green belts around cities are famous. London's green belt is the largest. Huge planning difficulties arose when the M25 proposals were raised, because much of the route lies within the green belt.

Local planning departments can provide you with maps showing your local envelope.

The trend has been for more and more large-area users to try to move to sites on the edge of town. Most widely known are supermarkets and out-of-town shopping centres, but distribution companies, warehousing and factories needing large areas of space have all moved out to the periphery. This is important because it can, to some extent, cause reverse commuting, whereby people commute to the periphery from homes farther in. This has the further implication that those without their own transport, who live in the inner city, can find themselves divorced from jobs in the periphery because they cannot get to them. Thus inner cities experience a flight of industry from cramped central regions, and an inability for the residents to commute to where the jobs have gone. This contributes to the higher unemployment rates in the inner city.

The effect of many green belt developments can be extreme, in particular the construction of major roads which disrupt the traditional movement across the countryside because of the limited number of bridges.

Answers

Q1. Golf courses, country parks, leisure centres.

Q2. Because public transport is limited and the distances between home, shops and work are large.

Q3. Because they use city facilities such as shopping centres, and many village people commute to the city for work.

Q4. There are many ways in which a bypass might harm the countryside, and these can lead to a class discussion. A large swathe of land must be used up for the road. The road makes it more difficult to get from the country to the city, and often footpaths are disrupted. The pollution of cars adds to the pollution in the countryside and the noise of the bypass stretches for over a mile to each side of the route. The presence of a bypass makes road transport easier and this encourages people to feel they can live more easily in the countryside, so putting more pressure on roads and increasing the amount of commuting.

My outskirts

The outskirts of your nearest town or city will have examples of all of the features shown on the side view below.

Q1. Write a list of examples and its location (street name etc.) from your town or city to match these labels:

Country park

.....

Out-of-town shopping centre

.....

Bypass

.....

Village

.....

and also try these:

Cemetery

.....

Housing estate

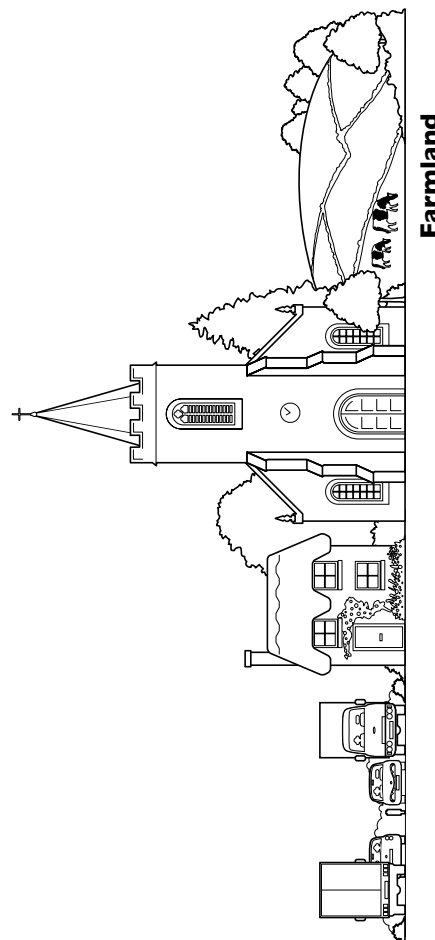
.....

Golf club

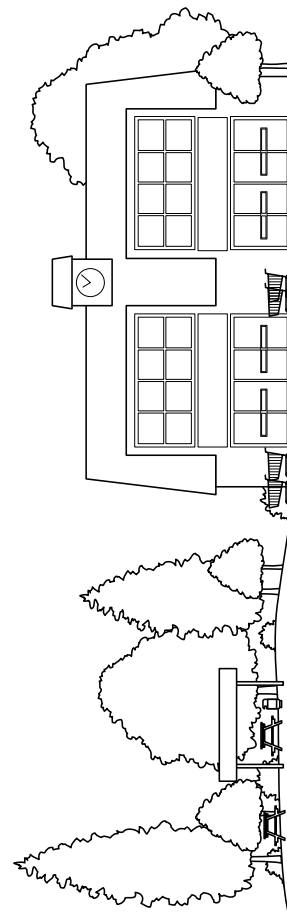
.....

Garden centre

.....



▼ This is a side view of the outskirts of a city



Background

This is probably the least well-known part of the city, and children may need some help to identify all of the features. Try using a map and some photographs you may have taken.

Answers

Q1. The names will depend on where you live, so please write in some of your choices as answers.

Country park

Out-of-town shopping centre

Bypass

Village

Cemetery

Housing estate

Golf club

Garden centre

Country village

Many country villages lie close to towns and cities. When this is the case, they change character.

Q1. Why have most villages remained small?

.....

Q2. Where do most people in a village work?

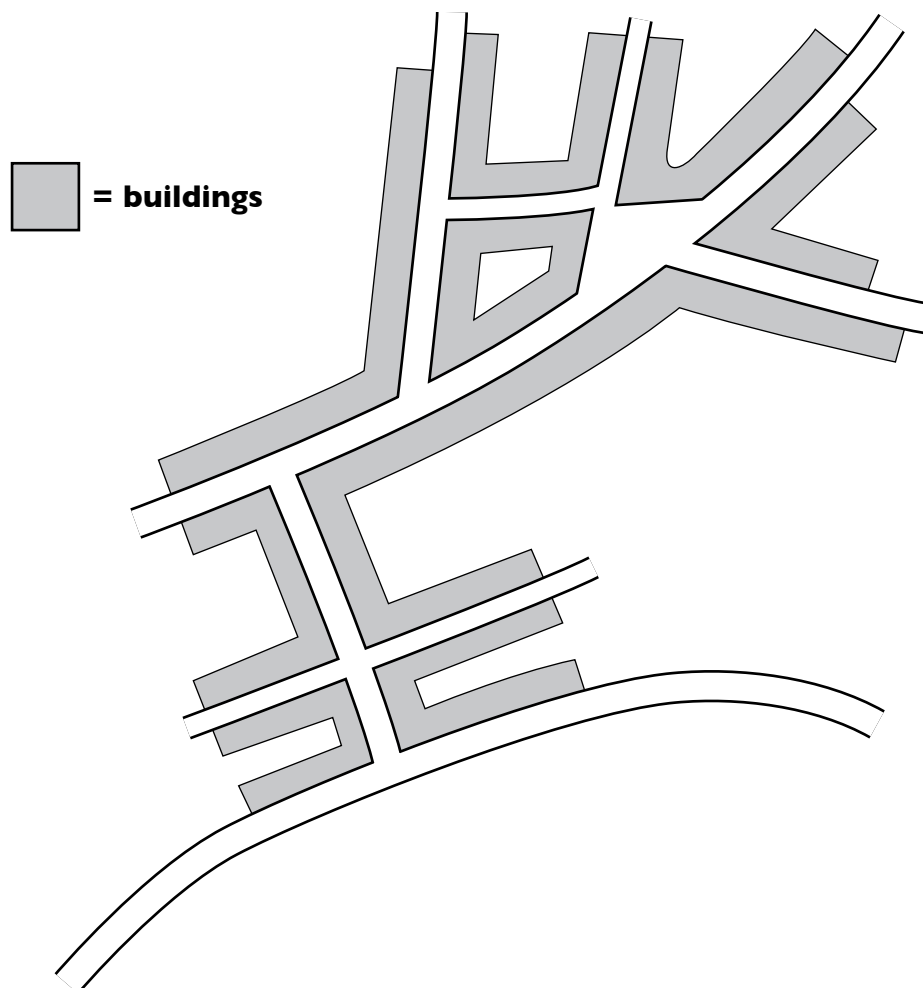
.....

Q3. The map below shows a small village. Put a ring round where you think the shops might be found.

Q4. Write six things that a general store in a village might sell.

.....

.....



Background

Villages are the smallest places and as such have the least internal diversity. Most villages (in the geographer's sense) have several kinds of shop (service functions) and have hundreds, if not thousands of inhabitants. But, they do not have the variety of services that a town can offer.

Usually, villages lie beside or just off a main road, or at the junction of two minor roads.

When choosing a village to study, it may be helpful to concentrate on its location in the landscape first, and its shape second. More than any other kind of settlement, villages reflect regional domestic characteristics and so are more varied than towns or cities. This is where you might be able to find regional examples of thatch or slate tiling, for example.

Answers

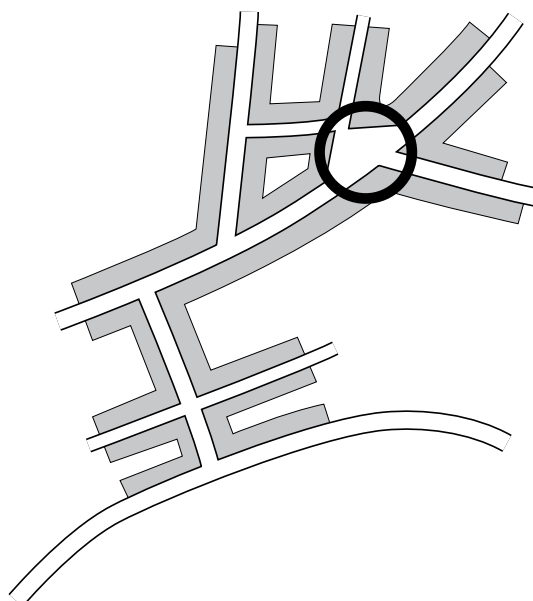
Q1. They have not developed into towns or cities, perhaps because they were not near to a meeting point of routes, or were simply out-competed by their neighbours.

Q2. Nowadays, in general, most people will be commuters, working in nearby towns or cities.

Q3. The most likely place is marked on the diagram below, because more roads meet here than at any other point. Notice that a small village will not have more than three or four shops. Students need to know that they cannot simply add rows of shops without regard for the size of the population they serve.

Q4. For this answer, students should think about their day-to-day needs. Vegetables, household cleaners, electric light bulbs, sweets, tinned food, frozen food (but fresh meat would be less likely), soft drinks, birthday cards. The list is long, of course, and gives the opportunity for students to each make their own contributions.

Assume that the nearby town or city is 10 miles away and cannot easily be reached each day. As you will know, most local stores are used as top-up convenience stores to supplement the weekly shop at the town or city supermarket.



Roads in the town and city

The roads are both some of the oldest and the newest features of a town or city. But, as more and more people use them, roads can become very congested.

Q1. What are some of the street names that would tell you that a road might be old?

.....

.....

Q2. Look at MAP A of some roads in a suburb. Colour in the main road. Explain why you know it is the main road.

.....

.....

Q3. Use a different colour for the local roads. What term would best describe the pattern? (one word answer)

.....

Q4. Now look at MAP B of part of a city. Again, colour in the main road and use a different colour for the local roads. Is this an old or a modern pattern? Explain your reasons.

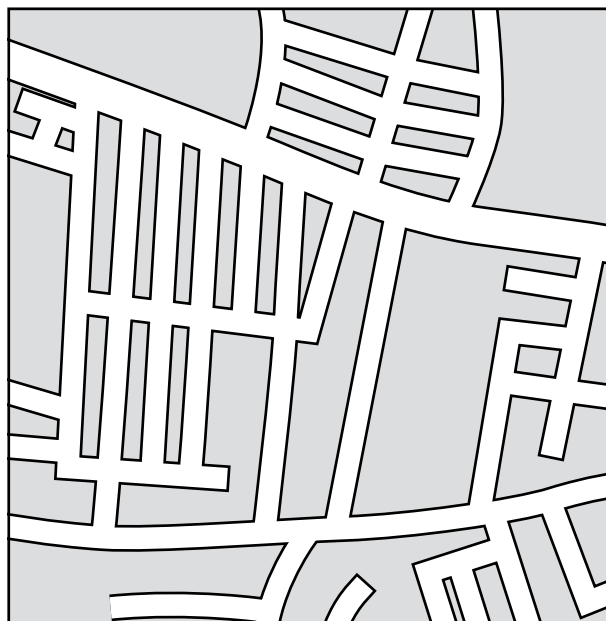
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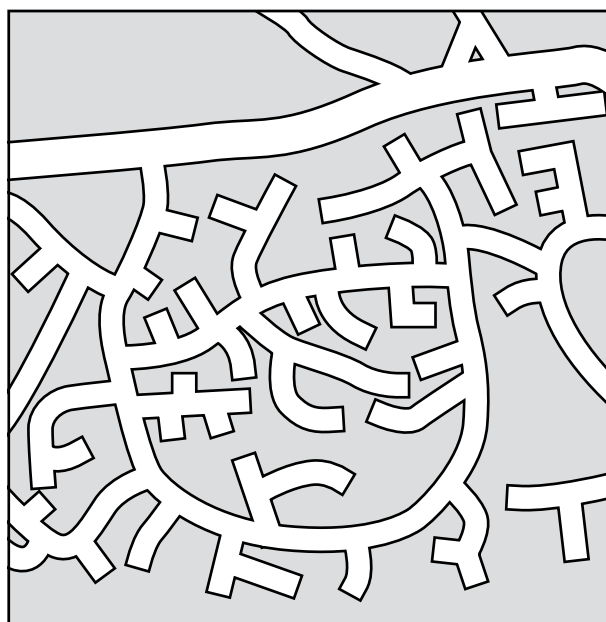
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MAP A



MAP B



Background

This is an opportunity for discovering how roads tell of the past. Find your own major roads that indicate the route that people used to take from your location (e.g. Cardiff Road) and discuss how roads link places either near or far. For example, do the main routes in your location carry names of distant places, but the less major through roads carry names of more local places?

Students can also begin to think about patterns. The two maps on the worksheet are connected to (top) Victorian gridiron terraced housing and (bottom) suburban housing estates designed in the last two decades.

Students should notice that the spaces between roads is smaller in the gridiron pattern, implying that the houses and the house plots are smaller. The suburban plots are bigger as shown by the distances between roads.

Some students might be inclined to say that the modern suburban roads are old because they are winding. Few old roads, however, would be cul-de-sacs. The fact that there are so many cul-de-sacs implies that these are simply part of a housing development designed to get as many people into the space as possible.

Students are asked to colour in the main road and the local roads separately to discover if they can distinguish between wider (main) roads and narrower suburban roads on a map and to see their relationship, the suburban roads feeding the main roads.

Answers

Q1. High Street, or Main Street, or Broad Street.

Q2. Because it is much wider.

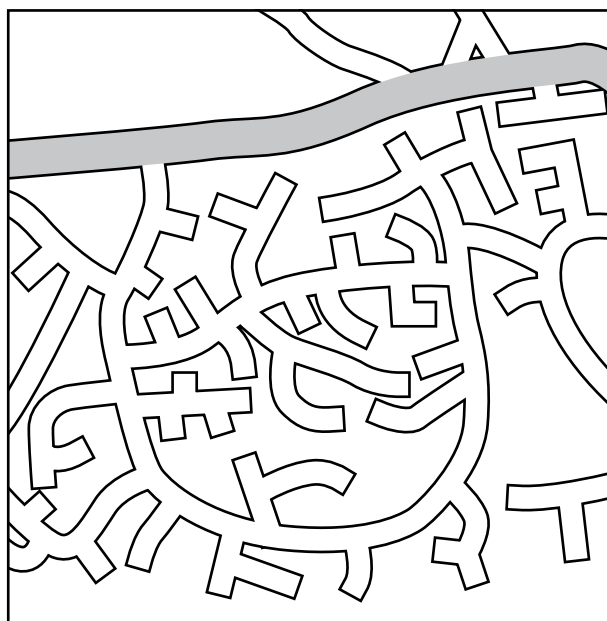
Q3. Gridiron.

Q4. Modern suburb because there are large numbers of cul-de-sacs.

MAP A



MAP B



Growing into the countryside

As cities grow, they use up more countryside.

Q1. What is the word used for the way in which towns and cities grow and grow, occupying more and more land?

.....

Q2. What is wrong with the way that a spreading city uses land?

.....

Q3. When planners want to stop the spread of a town or city, they often create a zone around a city where building is restricted. What is this called?

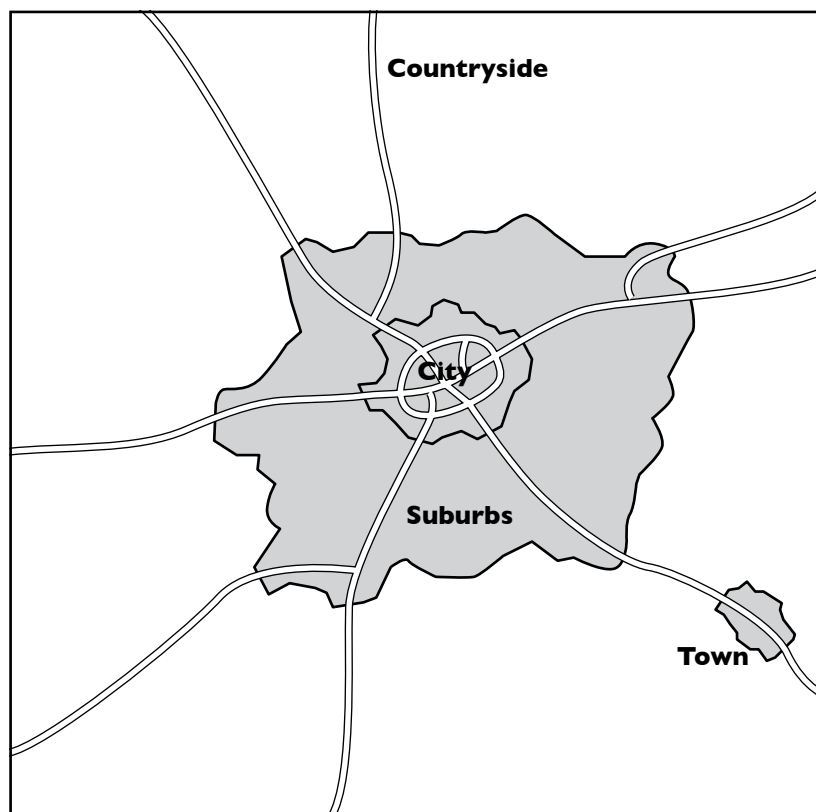
..... Mark where it occurs on the diagram below.

Q4. List three types of land use that might add to the spread of a city.

①

②

③



Background

The development of a town or city beyond its planning envelope is one of the most hotly debated topics for many areas, but it is also rather abstract and involves a wide range of quite complex issues without access to data.

However, it is perfectly obvious from the pictures in the student book that sprawl means using the land inefficiently, and there can be little justification for that. The theme to dwell on then is consolidation of urban areas and how best to do it.

When planning to deal with issues, it would perhaps be best to stick to the facts, as suggested by the questions, rather than to get involved in emotive issues without data. In a later section, the planning issue inside Henley is raised. This is a more positive and easily understood issue.

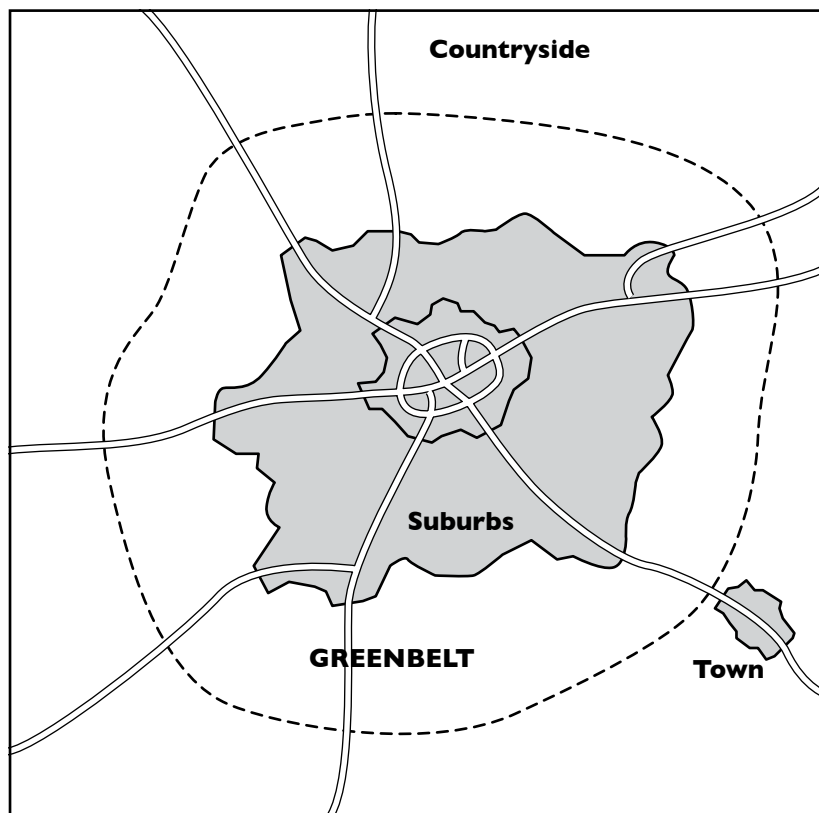
Answers

Q1. Sprawl

Q2. It uses land very inefficiently.

Q3. Green Belt

Q4. New housing estates, new out-of-town shopping centre, new warehouses, new business centre, new leisure centre etc



Improving the city

Just as houses constantly need redecorating, so cities need to be constantly reinvented to suit modern needs. But, matching new needs does not necessarily mean that the old has to be taken away.

Q1. What is the name for a part of a city from which traffic is banned?



Q2. When an area is made traffic free, what happens to the roads?



.....

Q3. List two benefits of making a traffic-free zone in a city centre.

 ①

 ②

Q4. Suggest one way in which you could save and use old buildings in a city rather than knocking them down. Suggest a use for each of:

(a) An old warehouse



.....

(b) An old factory



.....

(c) A row of old houses



.....

(d) An old canal



.....

Background

The keynote idea here is to get students to value the urban landscape and see it as a part of their heritage. Demolition takes the heritage away for ever, selective preservation and renovation is mainly cheaper and aesthetically more pleasing than grand design of only modern buildings.

Here the students are focused on a number of specific building types so that they can suggest how to use them. Most towns and cities have examples of this kind of reuse.

Overall, the old buildings might form the core of a historic district, but even without good old buildings, many towns and cities have been revitalised by imaginative use of even modest structures.

The purpose here is to fire students' imagination as to how things could be reused, and to take a positive view of their urban environment. It is not suggested at any time that places should become museums, but that the value of old buildings can be incorporated in the desire to provide an interesting and diverse modern cityscape.

There is much to discuss here and many local issues can be thought about with the students as they consider how positively to improve their own local environment.

In these discussions you might care to introduce some thoughts on how to design for uses that reduce vandalism and other antisocial activities. For this, one core idea is defensible space. This means that, if all buildings are designed so that they overlook all of the spaces and do not leave any unobserved and dead spaces, the chances of providing environments for unsavoury activities decline sharply. Similarly, a pedestrian precinct can be planned to make sure there are no poorly frequented areas.

It is good to remind students that every form of adaptation costs money and so self-financing refurbishment may result in land being used for luxury homes or commercial space. Refurbishment for low-income use can only occur when subsidies are available.

Answers

Q1. Pedestrian precinct

Q2. They are often paved over, and street furniture such as planters and seats are added.

Q3. The city centre becomes a safer place to walk about in because the danger from traffic is removed. It also gives a chance for some activities to return to the street, for example, street cafes and street vendors. This adds to the business of the pedestrianised area and makes it a more attractive place to be. In the long run, such changes help to revitalise the centre.

Q4.

(a) Old warehouses often make good shells for markets, or are refurbished internally to make shopping malls for specialist goods. Others are used for luxury apartments.

(b) Some old factories can be used in the same way as warehouses, providing an interesting and complex space for specialist shops. Other large factories are redeveloped into small spaces and many are turned into offices. Some are turned into luxury homes, the shell being retained and the inside being redeveloped completely.

(c) Rows of old houses can either be made into new homes or into small hotels by knocking the houses together, or they can make refurbished low cost units for low income families. They can also be used as small shops and museums.

(d) An old canal is like a road; it is an artery around which much development could focus. If the canal is dredged, the towpaths can make city recreation space, boats can use the canal, and a 'marina' atmosphere can be created.

Comparing places (project)

Every place is unique, so it is interesting to compare the place where you live with somewhere else. Most places have an enormous amount of information connecting the present day to the past. Here are some suggestions for organising a study of the history of your local place.

Think about how you want to compare places.

(1) You can compare their size and shape on a map. To do this, find two maps that have the same scale (that show both places to the same size). Now trace each one and then put one tracing on top of the other.

(2) You can compare where the two places are in the landscape. Use a map to see if they are where rivers join, in a gap between hills, where a bridge crosses a river etc. Use pages 8 to 20 of *Where we live (Places/Settlement)* to help you.

(3) You can compare how many people live in each place. You will need to get figures for this. Try a public library.

(4) You can compare how each place has grown up from its first beginnings. This needs lots of time and researching and takes quite a lot of effort.

First, see how many historical facts you can find, then put them in order to make a time line. Can you share information with a school in the place you are comparing by Internet?

Next, see if you can sketch any old buildings or get old pictures.

Now, see if there is a famous historical person connected to each place.

Then, see if you can make up a story showing how the places grew, told by the famous characters. Your teacher has some examples of this that you can see.

Note that, if you do not know a good place to use for a comparison, there are some places on the web site at CurriculumVisions.com/more that you could use. Your teacher also has some examples for photocopying.

Background

This, and the following worksheet touch on areas of study that can be substantial parts of a course and need especial care and attention.

Please refer to the alternative strategies given later in the book on pages 83 to 112.

Begin with the geography of the site location and then move on to the history.

If your students want to contribute work they have done at your location to a web site 'bank of places', please get in touch.

Answers

As this is a project, no particular answers are appropriate.

See section 4 of this book to see some suggestions as to ways in which you might approach this.

Investigating the past (project)

- (1) The key to investigating the past is to look for change.
- (2) Choose an area that has a mix of buildings. Do not choose an area where all the houses were built at the same time or you will soon find you run out of things to investigate.
- (3) Ask at your local museum or library what sources of information they have about your place. You can only investigate its history easily if there is some local material to hand. Look through the local material and choose an area that seems to be interesting from its past descriptions. This is usually an area close to the centre of a town or city, for this area has existed the longest.
- (4) If you only want to do a short project, you can choose an area that has only a short history.
- (5) Your main investigation will be from old records. When you read of a place referred to, you can then go to the place and see what it looks like today. Take a photograph of it, or make a sketch of it. If your old record has a drawing or photograph, photocopy it.
- (6) You will find that you gather all kinds of bits and pieces of information. These are best kept in a scrapbook, either one made of paper or a scrapbook file on a computer.
- (7) Ask older people what they remember of a place. The older and more local the people, the more information they may be able to give of what things were like in the past. Write down what these people say at the time, do not try to remember it all and then write it down later.
- (8) Remember that it is a good idea to try to put as much information on a map as possible.
- (9) Try to write about the place in the past as though you might have been there at the time. What would you have done, how would it have felt, and so on.
- (10) Do try to find out what the name of your place means.
- (11) Look at the landscape and try to find out if the shape of the land (steepness of hills etc) has played any part in deciding how the place has developed.

Background

Clearly, there is an infinite number of ways of investigating the past. The suggestions made on the worksheet try to focus on the practicality and geography of a project.

The first suggestion is that, rather than just choose the area around the school, the students should go to a library or museum and find out the sources they are going to have to work with. It can be disappointing to choose an area that has no information readily available. They might be encouraged to find a local guide book. Then, while they are reading this, they may be inspired to find out about one particular place.

The other suggestion in the worksheet is to keep the project tightly focused. It is better to find out about three streets in detail than a whole city in general.

If there is not much material available, students could concentrate on a survey, house by house, perhaps comparing the house styles with a library of photographs that you have taken and labelled up with dates to make a reference collection.

Projects like this can take an inordinate amount of time, and so you may choose to photocopy pages that the students will use and keep them in a classroom or library folder.

If you can find a Victorian or older map, and get students to compare one part of it with the modern map, this normally throws up all kinds of interesting points. If you are lucky with your chosen area, then comparing the maps will show small rivers on the old map now buried on the new one, and so having apparently disappeared; streets having changed width or shape, buildings having appeared and disappeared, bridges having been built, and so on.

The *Comparing Places* volume that accompanies this pack takes the approach of a structured short project (as in the Henley example in section 4 of this *Teacher's Resources*), concentrating on landscape, what the place was like in the past and what it is like today.

Answers

As this is a project, no particular answers are appropriate.

See section 4 of this book to see some suggestions as to ways in which you might approach this.

Where I live

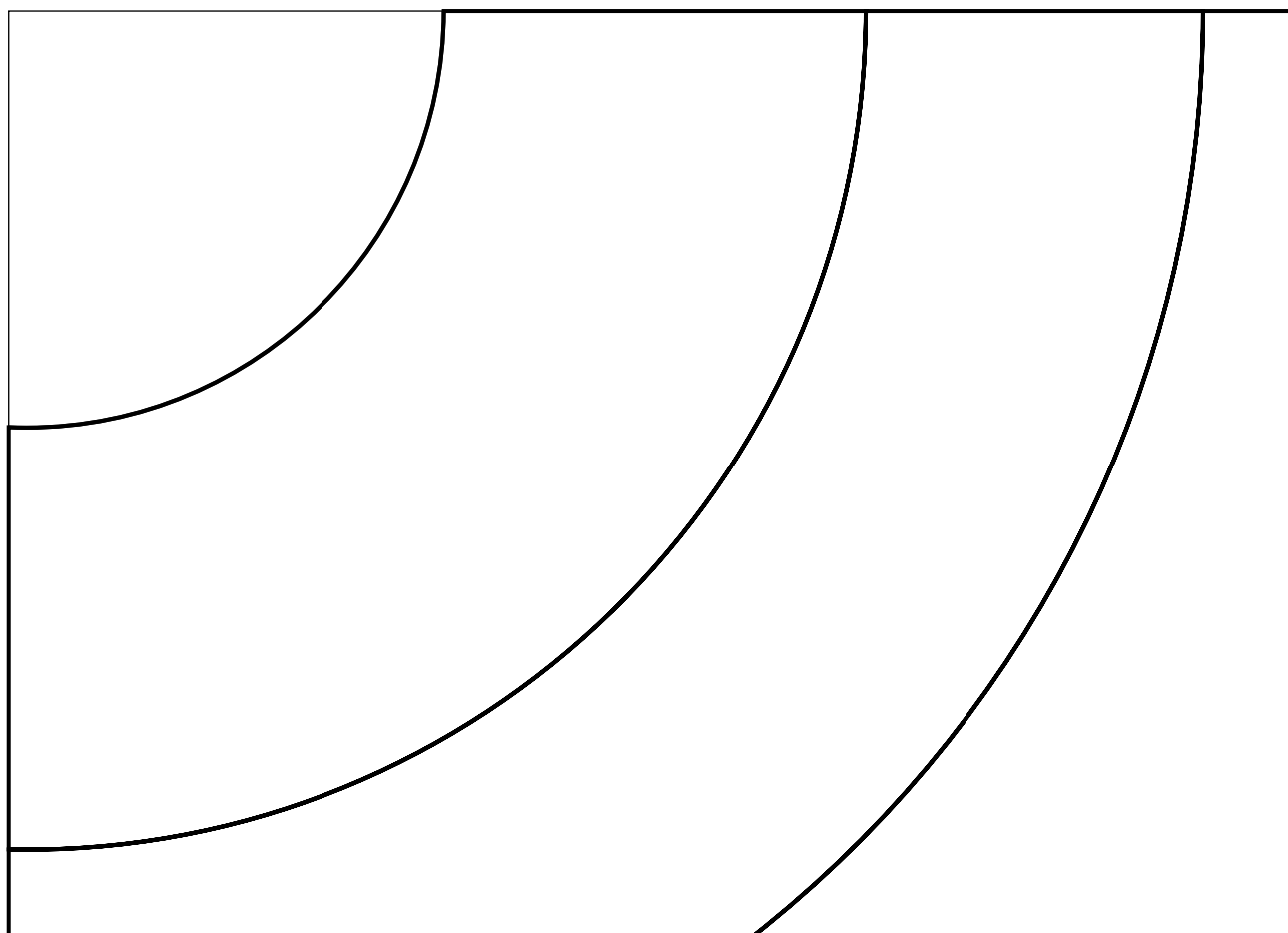
You can understand the place you live in better if you compare it with a model.

Q1. Write the examples from each of these worksheets **12b**, **13b** and **14b** onto this diagram in their proper place. Notice that the suburbs have been divided up into two rings. Divide up your information to match.



Centre

Outskirts



Background

It can be hard for students to relate the place where they live to the model of the town or city. The worksheet allows students to write down spatially the information they have gathered step by step on earlier worksheets. This real picture can then form the basis of a discussion.

At the end of this worksheet, students should have realised that a model is very helpful in getting them to look at a place in a structured way. They should see that a model is for guidance and that without the model the town or city would have appeared an indecipherable tangle, but with the model they can pick out certain zones, albeit that the shapes of the zones will not be the same as the model.

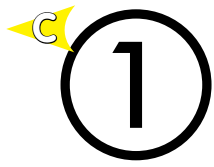
Don't let students dismiss the model just because it doesn't look exactly like any particular town or city. Get them to see how valuable the model was, but also that it can be discarded once the real situation is clear.

They can compare their results with pages 44–45 of the student book.

1

SETTLEMENT LOCATIONS





Teacher's Background

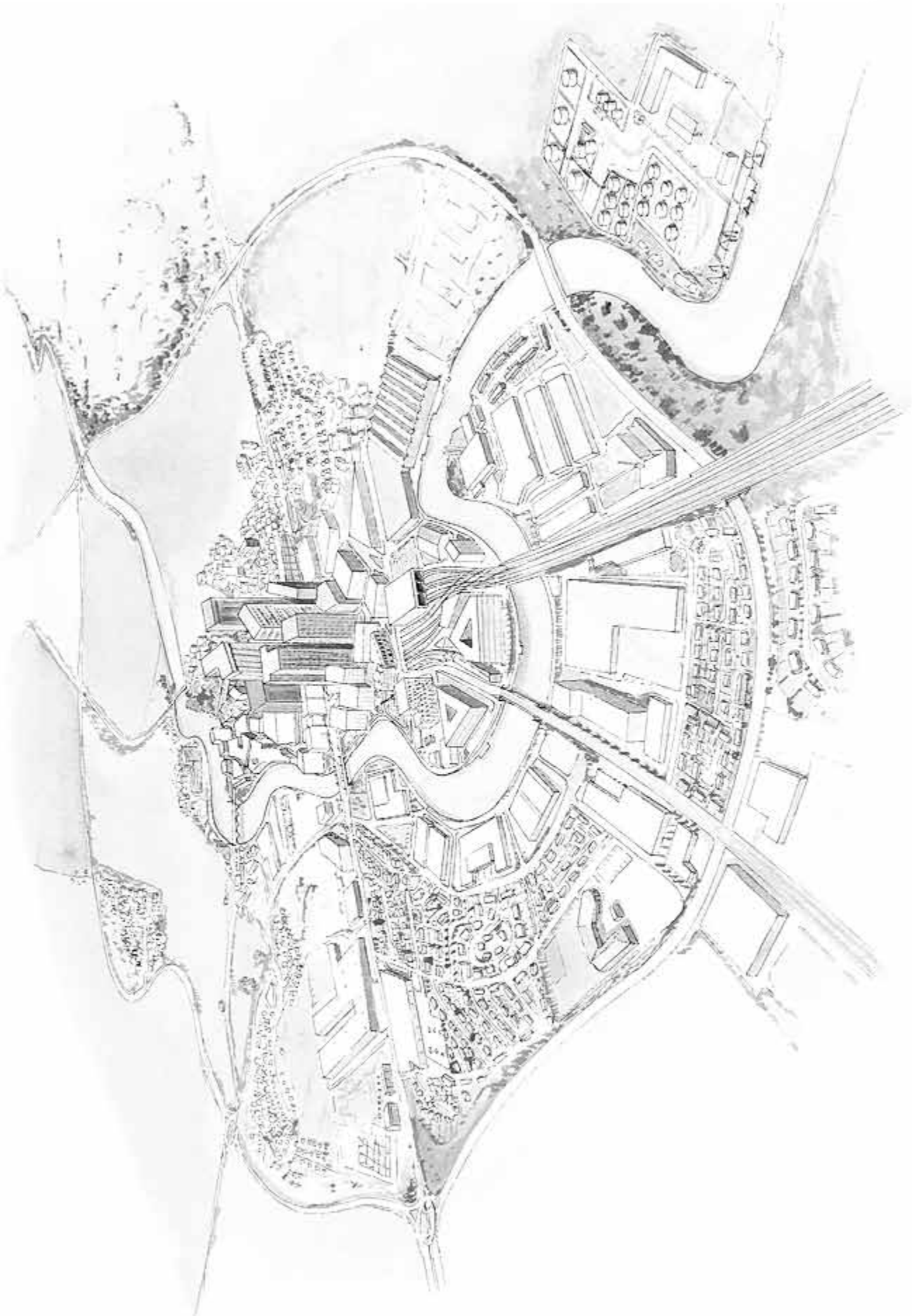
SETTLEMENT LOCATIONS

Background

Use the photocopiable sheet on the previous page to help make up your own worksheet or test. It has been left blank for you.

2

LOCATIONS WITHIN A CITY





Teacher's Background

LOCATIONS WITHIN A CITY

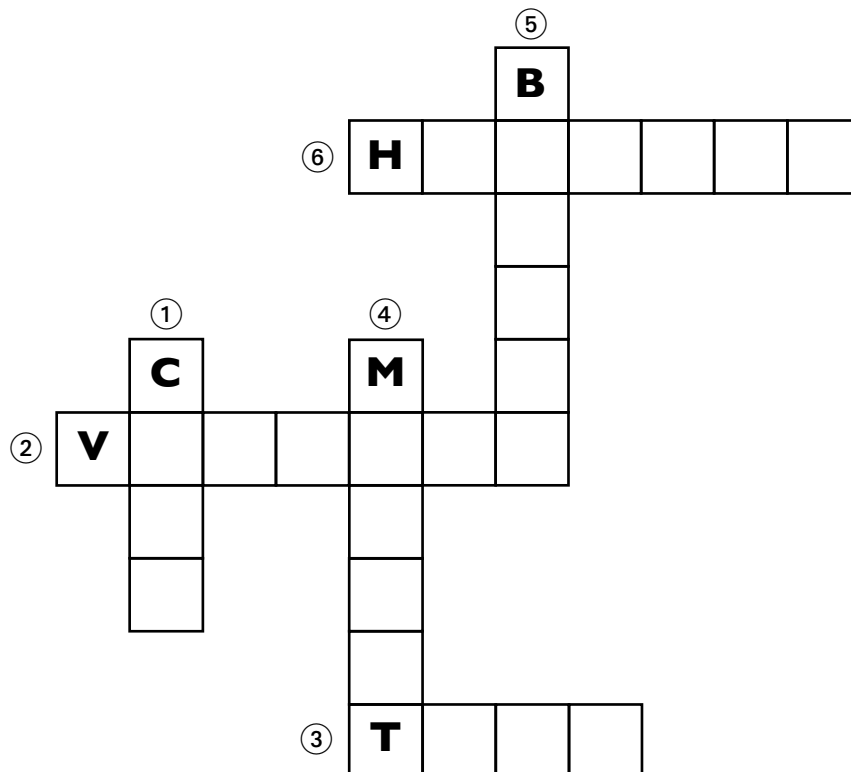
Background

Use the photocopiable sheet on the previous page to help make up your own worksheet or test. It has been left blank for you.

Places crossword 1a

Setting the scene

- ① (down). The largest kind of place (page 5)
- ② (across). The smallest kind of place (page 5)
- ③ (across). A middle-sized place (page 5)
- ④ (down). An open-air place where people buy and sell goods (page 8)
- ⑤ (down). A way of crossing a river (page 12)
- ⑥ (across). A sheltered place on the coast (page 14)



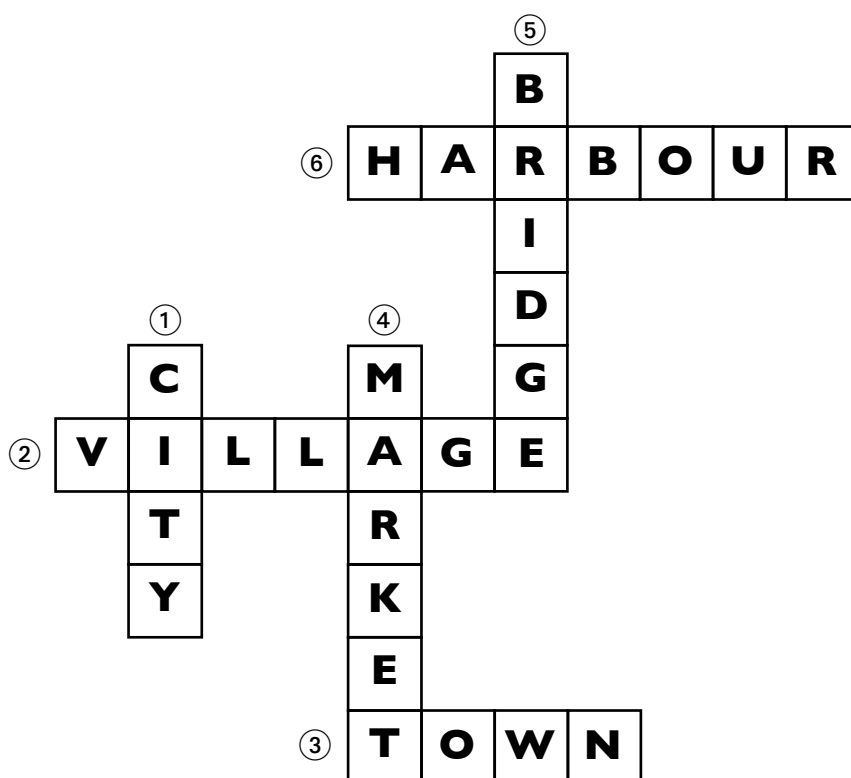


Crossword answers

See **pages 5 to 23** of *Where we live (Places/Settlement)*

Answers to crossword 1a

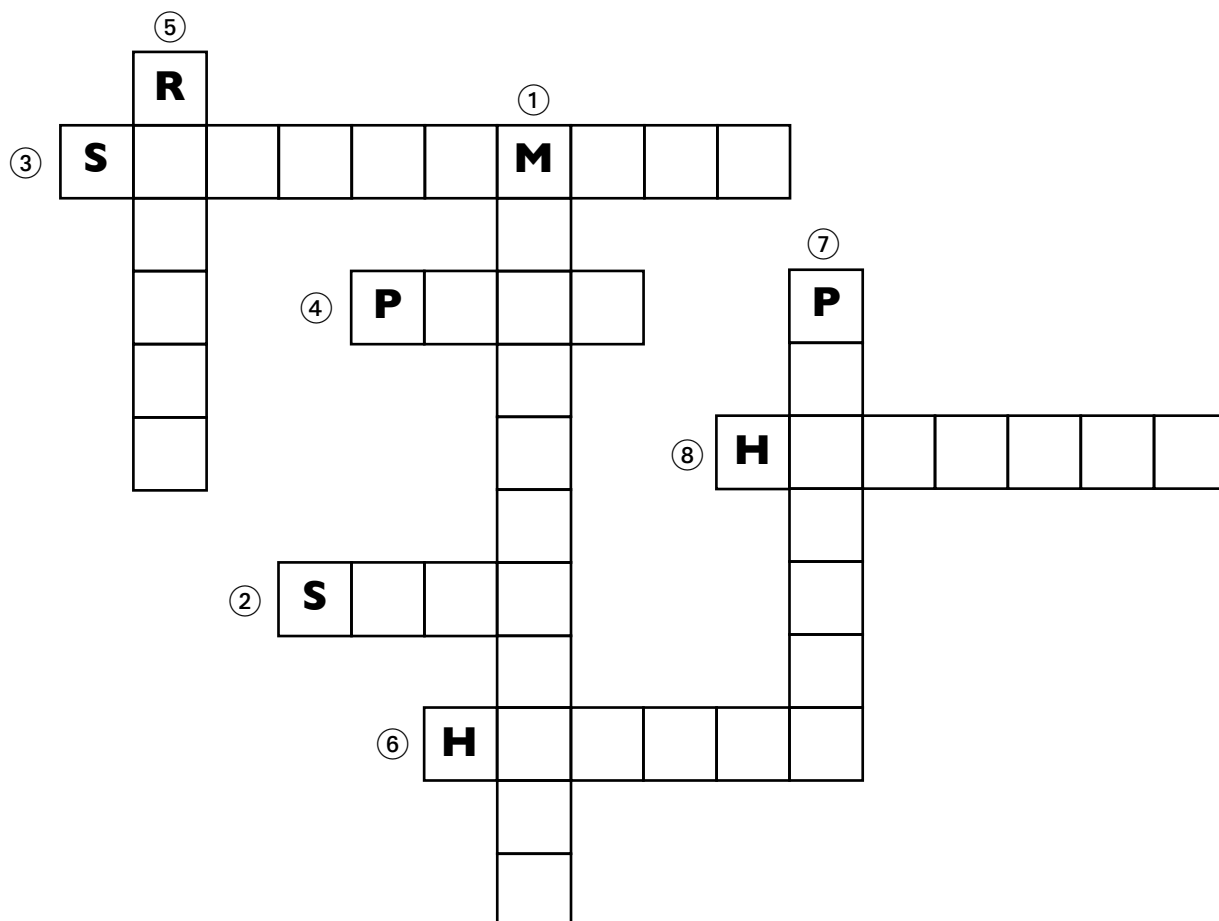
This crossword is simpler than 1b but covers the same ground.



Places crossword 1b

Setting the scene

- ① (down). A place where goods are bought and sold. Two words (page 8)
- ② (across). Where people buy goods now (page 9)
- ③ (across). The name of any kind of place (page 10)
- ④ (across). A town or city where ships are important (page 14)
- ⑤ (down). A place where holidays are taken (page 16)
- ⑥ (across). Risk (page 20)
- ⑦ (down). Towns that were set out in a pattern (page 22)
- ⑧ (across). A place of safety from bad weather (page 14)

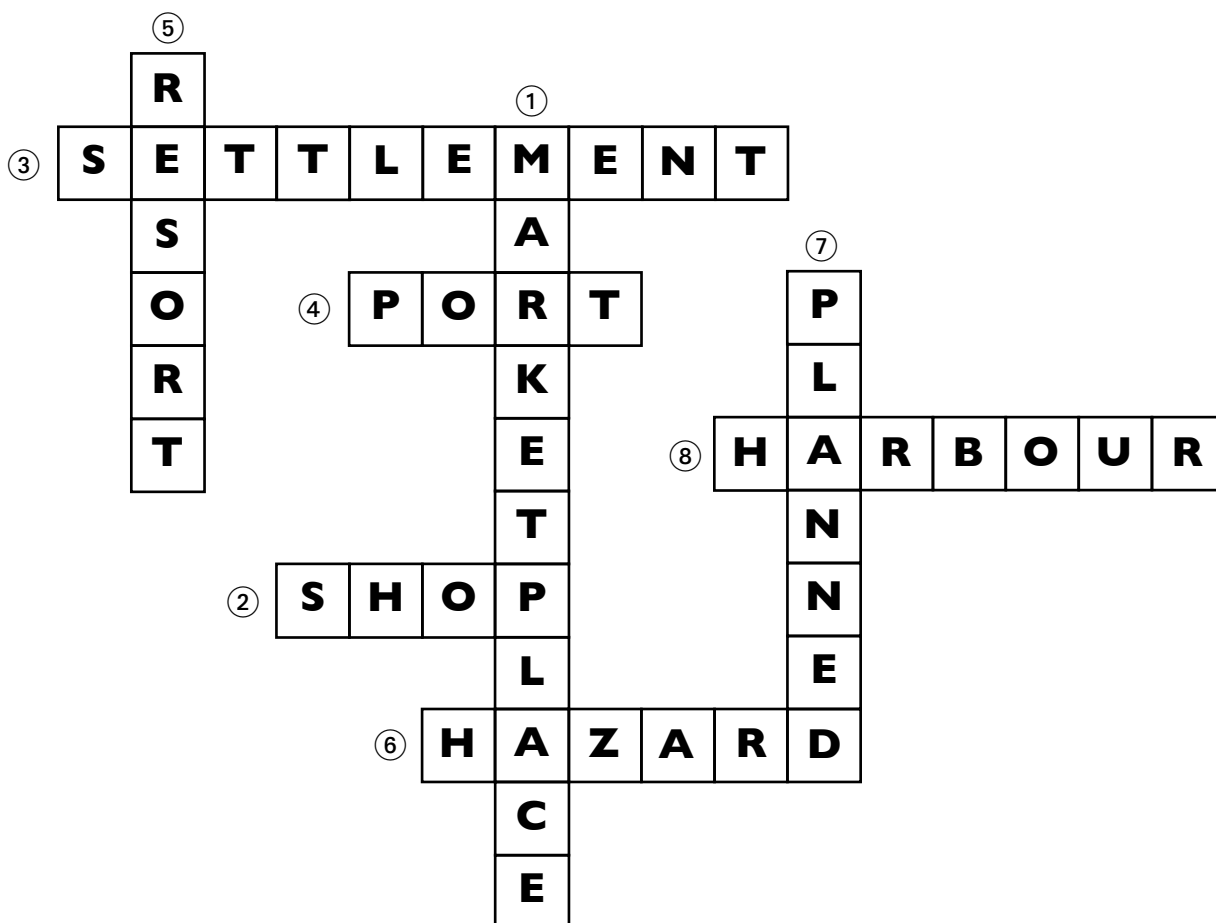




Crossword answers

See **pages 5 to 23** of *Where we live (Places/Settlement)*

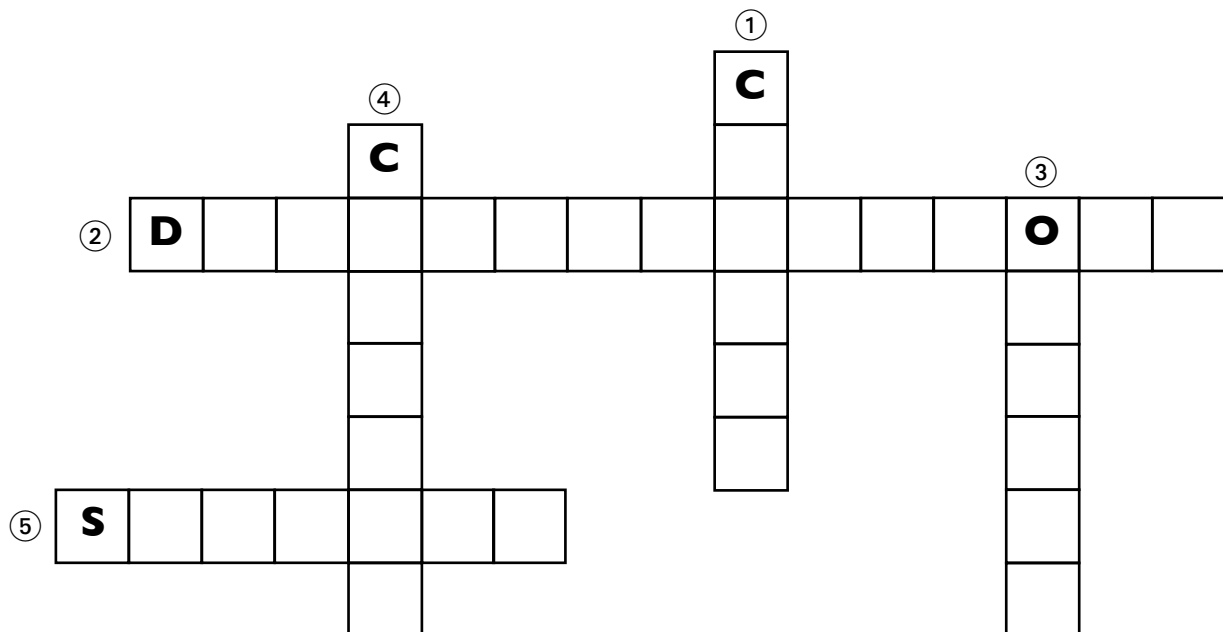
Answers to crossword 1b



Places crossword 2a

Inside places

- ① (down). Another word for middle (page 26)
- ② (across). A shop where many kinds of things are sold. Two words (page 27)
- ③ (down). A building where people work behind desks (page 27)
- ④ (down). A multi-storey place for cars. Two words (page 28)
- ⑤ (across). The area where most homes are (page 28)



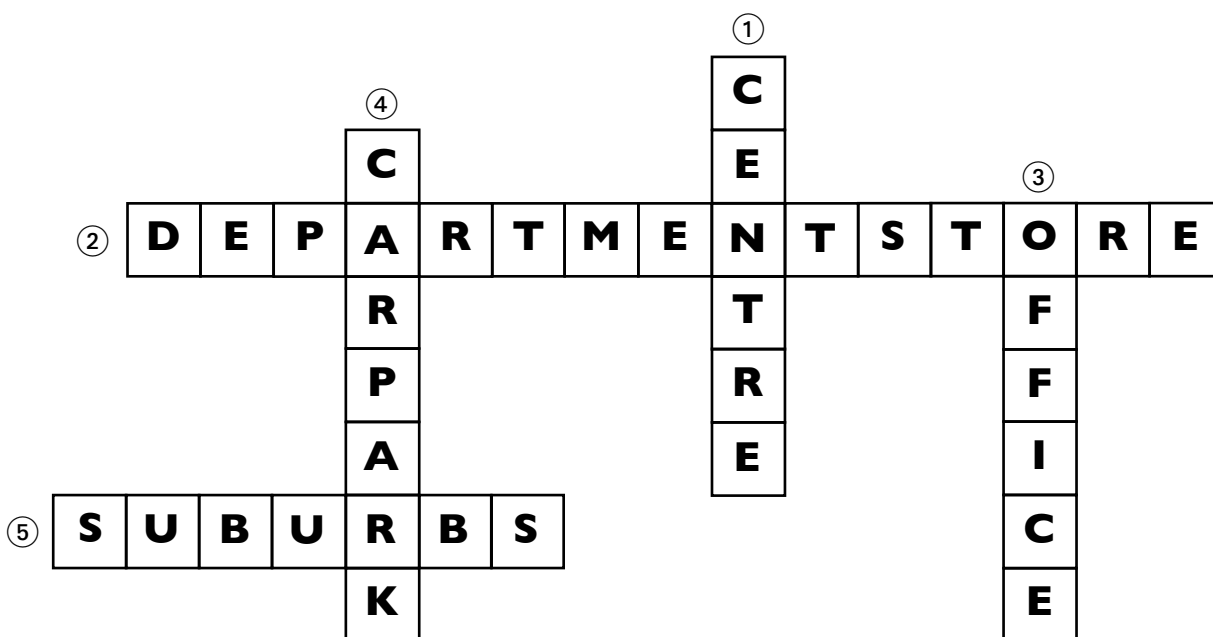


Crossword answers

See **pages 24 to 35** of *Where we live (Places/Settlement)*

Answers to crossword 2a

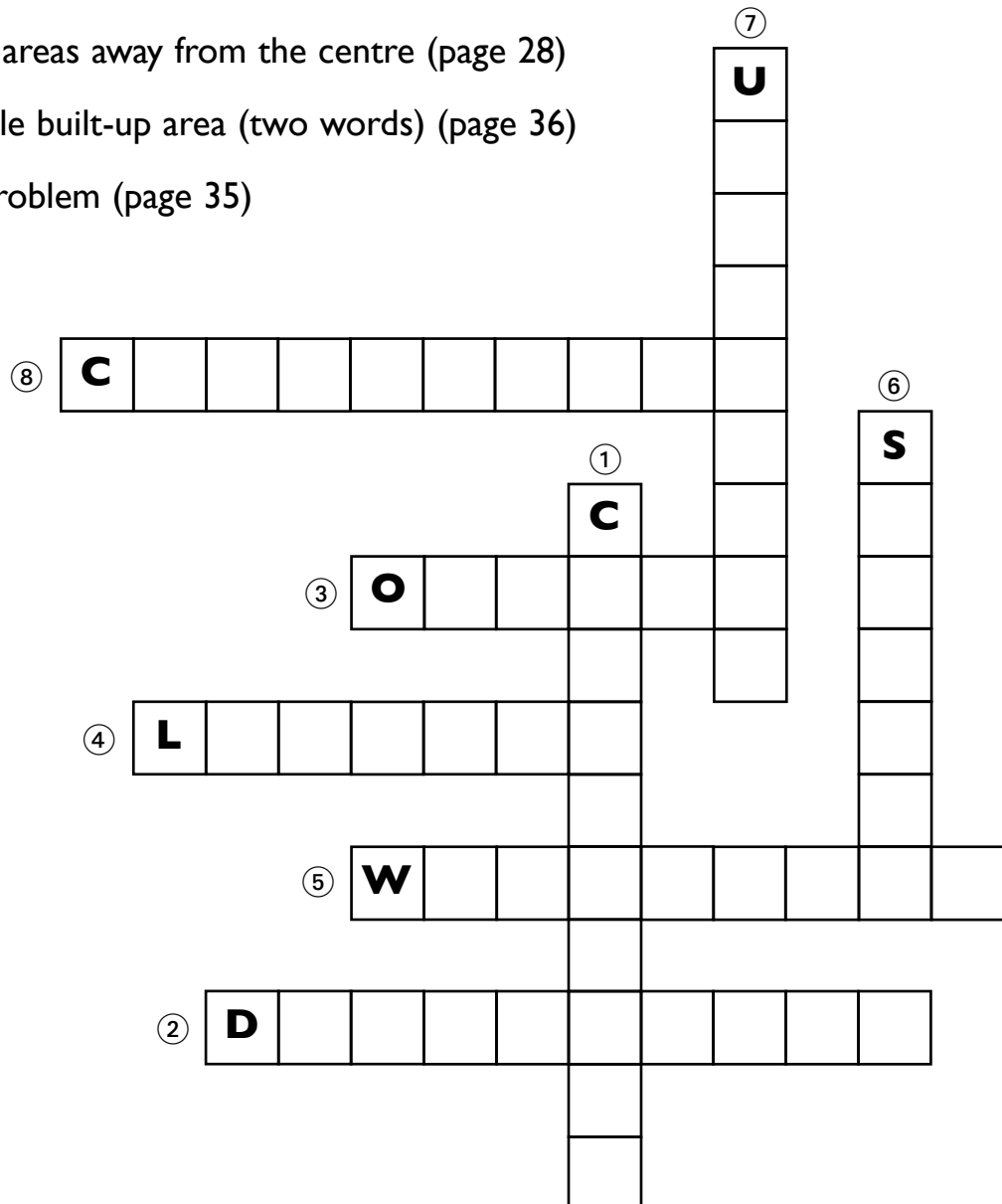
This crossword is simpler than 2b but covers the same ground.



Places crossword 2b

Inside places

- ① (down). The middle of a city (two words) (page 26)
- ② (across). Part of a store selling many kinds of things (page 27)
- ③ (across). Where people work at desks (page 27)
- ④ (across). A centre place of reading (page 26)
- ⑤ (across). A place for storing goods (page 28)
- ⑥ (down). Housing areas away from the centre (page 28)
- ⑦ (down). The whole built-up area (two words) (page 36)
- ⑧ (across). Traffic problem (page 35)



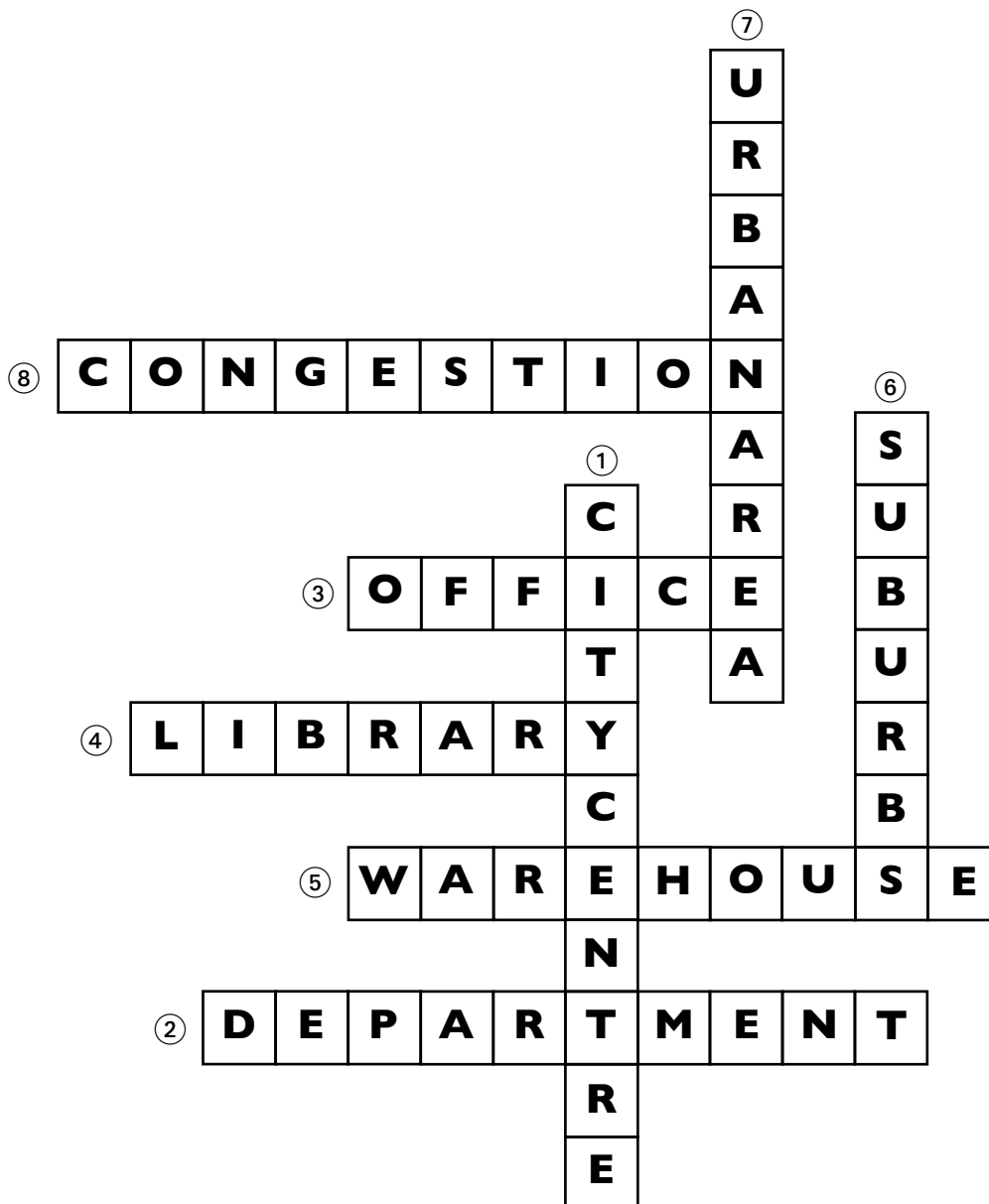


Crossword answers

See **pages 24 to 35** of *Where we live (Places/Settlement)*

Answers to crossword 2b

This crossword is more difficult than 2a but covers the same ground.



Section 4: Projects

Introduction

This section helps students to make use of geographical skills whilst using Information Technology. A local study can combine Geography (where things are) with History (how they came to be there).

You may care to use the same kind of presentation as we use here. Alternatively you can do it in a book by writing the text and sticking in photographs that you have taken, or you can construct an electronic version using a project-maker (a project maker of this kind can be found in the *Rivers CDRom* – see our flyer).

In any case, have fun in discovering why things are where they are and how it came about in your town or city.

And, if you think your village, town or city doesn't have any history, you just aren't looking hard enough. Try starting with the church.

You'll find three approaches in this section:

(a) Making a guide booklet

(b) Making a wall map as a project

(c) Using a time line and a story as a project.

(a) Making a guide booklet as a project

On the next 21 pages we will show you how you can make a local study by compiling a guide booklet.

By collecting the information in a reasonably systematic fashion, your local study, and any other guide booklets you may do, can be used to compare places. You and/or the students will need to do some research on the local history and you will also need to do a survey of building use. You can even study and compare issues.

Students will need to see a finished version of a project so that they can see what they have to do and so we have provided an example (case study) guide booklet for Henley-on-Thames in Oxfordshire. The simple 11-page booklet was made up from easily-found material and from street observations.

Following the Henley case study, there is a blank template for you to photocopy for your students so that they can collect information on your own city, town, or village in a form that can be compared with Henley or another place.

Many more examples, fully worked through with maps and photographs and suited to photocopying, are in the volume *Comparing Places*. They all use a very similar format.

What to do

Photocopy the following section and make it up as a double-sided booklet for giving out in class or for keeping in a reference area of the library.

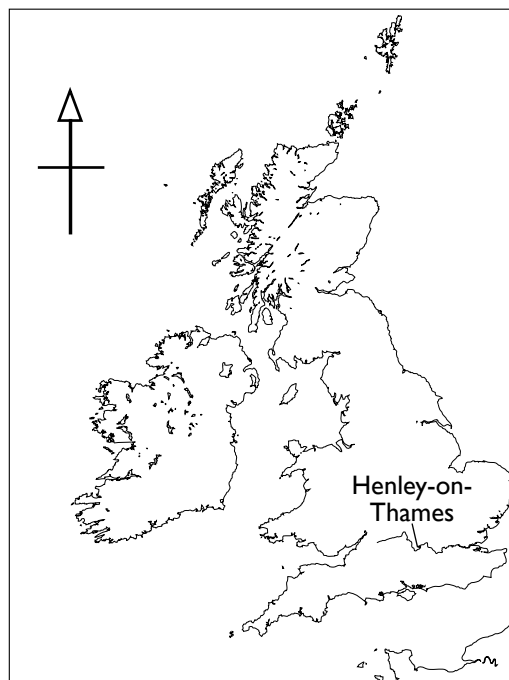
Then photocopy the blank templates and give them to students as a basis for their own project.

Follow up

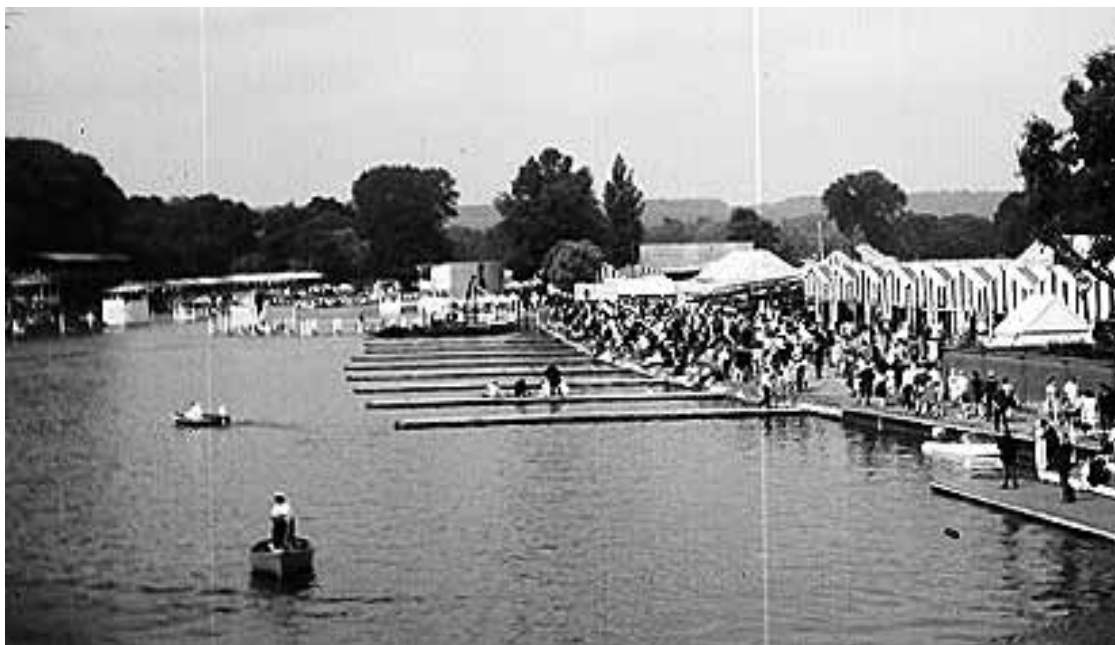
See page 95 for guidance.

This is...

Henley



(Picture ①) The Henley Royal Regatta, looking from the bridge.



PROJECT

Comparing Henley with other places

To compare two places, you need to have all of the features listed in the same way. Here is a list that gives you a summary of Henley. To compare it with another place (for example, a town near where you live), make a similar list of that place, then put the lists side by side.

Here are the main general features of Henley:

- 1. Where is it?** It is in south east England.
- 2. How big is it?** It is the size of a market town (population 11,000).
- 3. Where was it built?**
 - (a) It was built at a crossing point of a river.
 - (b) It is a place where routes meet.
 - (c) It was built in a valley, on dry land away from where the river floods.
 - (d) It was a place that could be used as a river port.
- 4. What kind of place is it?** It is a market town and an important tourist centre.
- 5. What are the main jobs?** Most people work in shops, services (like the hospital and the post sorting office) or in tourism (mainly in hotels, on river cruisers).
- 6. What is the town plan like?** It is like half a star in shape, and the old main roads meet in a cross.

Now, here are some of the special features of Henley.

- 1.** It has a long, straight stretch of river where boat races (particularly the Henley Royal Regatta) are held.
- 2.** It has quite a number of old buildings.

*Now find out about Henley in more detail in this booklet.
There are also colour pictures of Henley on the web site (www.CurriculumVisions.com/more).*

HENLEY IN THE PAST

QUESTION: Where is Henley and how did it get its name?

ANSWER: Henley, or to give the town its full name, Henley-on-Thames, is in South Oxfordshire in the south east of England.

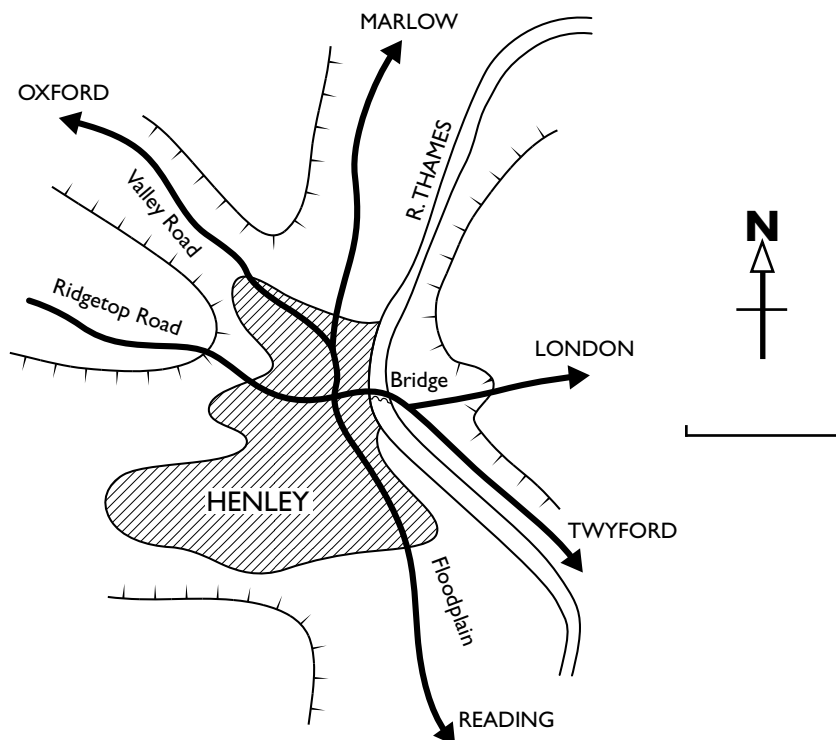
Henley, originally Hean-lea, probably means a high (hean) meadow (leah) in the woods, or glade.

Henley has a population of about 11,000. Henley may be the oldest town in Oxfordshire.

QUESTION: Why did people settle at Henley?

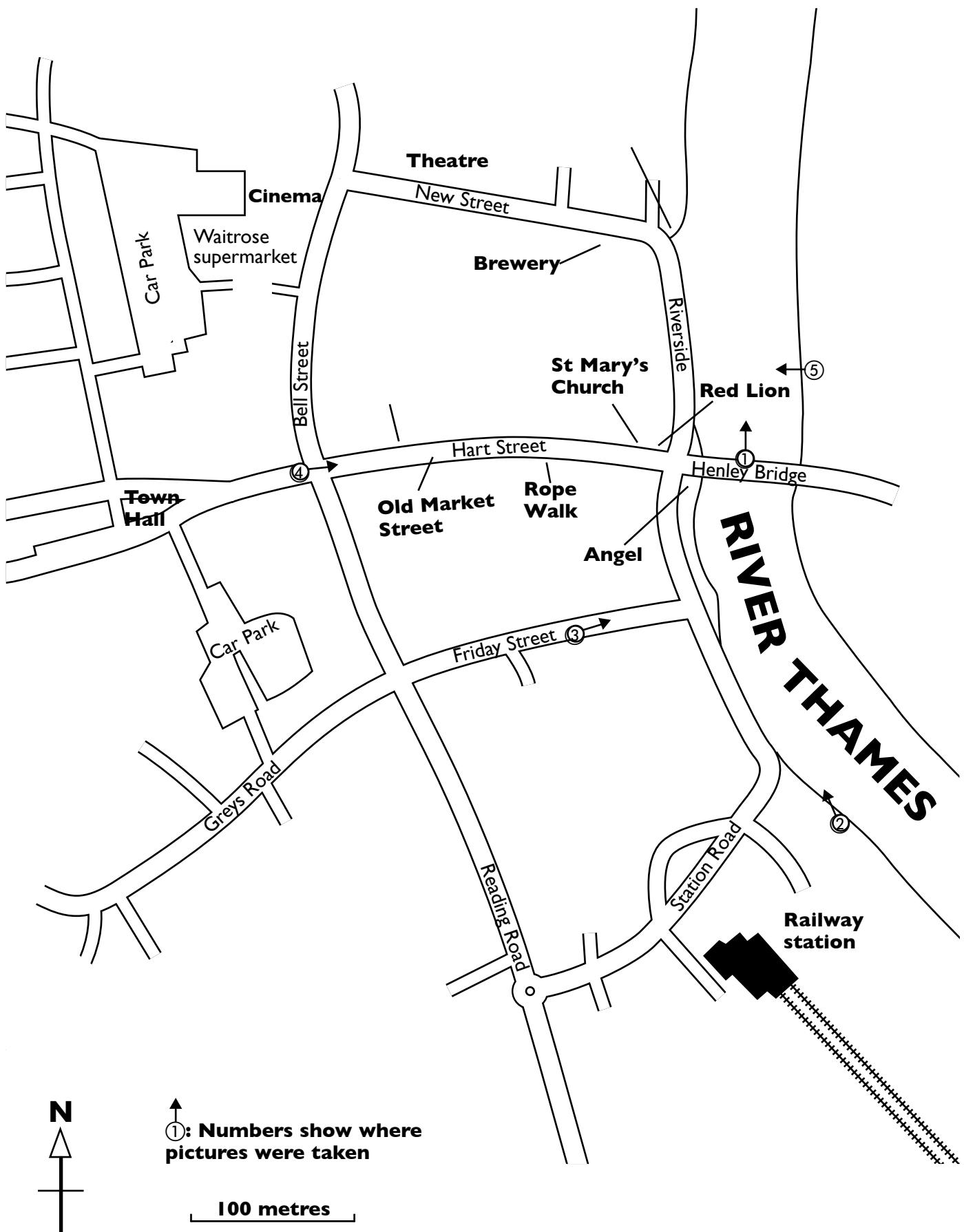
ANSWER: To make use of a river crossing

MAP: The location of Henley



Henley is situated where several ancient routes meet. One route runs along the west bank of the Thames, keeping just clear of the land that floods in winter. Another approaches the bridge from the west, along a high ridge, while two more approach using natural chalk valleys. These valleys meet and open out close to the river Thames. This valley (or high meadow as it once was) gives room for Henley town in an area that is otherwise quite hilly. On the far bank the road goes up a steep slope and off towards London. There is almost no building on the east bank because there is no dry, flat land.

MAP: The main features of Henley



QUESTION: What was old Henley like?

ANSWER: It was a small town leading up a valley from the river.

The town grew up around the market that stretched up the valley from the river crossing. The wide road that is now divided between Market Place and Hart Street (see picture page 7) was the traditional corn and cattle market site where farmers would bring their animals on market day. Many of the town centre shops still lie along this street.

The town hall was built at the high end of the Market, closing off the western end. St Mary's church forms the eastern end.

St Mary's church, by the bridge, was built in the 13th century. The stone bridge was built in 1786 to replace the wooden bridge and ferry and possibly a ford that had existed before that. On the Henley side of the bridge there are still two old coaching inns that are both more than 200 years old.

Henley used to be an important port on the River Thames. During the 18th and 19th centuries it was also an important coaching stop, about half-way between Oxford and London.



(Picture ②) This picture shows the bridge and the church beside the River Thames. The white building in the centre is the Angel.

QUESTION: What has survived of old Henley?

ANSWER: Some Tudor and many Victorian buildings.



(Picture ③) This picture shows Friday Street where many Tudor buildings survive. These were all workers' houses on the edge of town. The street used to have breweries, tanneries and foundries, all on a small workshop scale.

QUESTION: What are the special features of Henley?

ANSWER: The Henley Royal Regatta.

The special feature of Henley is the rowing regatta, for which the town is world famous. The regatta lasts from the last Wednesday to Sunday in June.

This rowing festival, part rowing competition, part social event, was planned in the first part of the 19th century to bring more people to Henley, and therefore to bring money into the town. It had the advantage of being the only place on the river where there is a straight section, 1 mile long, where races can take place. It was given its reputation because of the yearly visit of the Royal family. As a result, Henley became a place where the well-to-do met of part for the summer.

HENLEY TODAY

QUESTION: Where do people shop?

ANSWER: Along the old Oxford to London main road and near the main crossroads.

The main shops for day-to-day shopping are no longer in the market area, but in the road that cuts across the market. There is a large supermarket (Waitrose) and chain stores such as Boots and WH Smith. As there are no other towns in the area, Henley serves as the main shopping centre for a large part of Southern Oxfordshire.

More recently an out-of-town Tesco supermarket has been built on the floodplain to the east of the town.



(Picture ④) This is Hart Street, looking towards the church and the bridge. The Catherine Wheel, the old coaching inn, is the building on the left. The shopping centre survey tells you what each building is for.

Shopping centre survey for Henley

TOWN
HALL

MARKET PLACE

Home furnishing
Clothes
Wine
Wine
Video
Public house
Building society
Shoes
Clothes
Butcher
Public house
Clothes
Clothing
Betting
Souvenirs
Restaurant
Charity
Jeweller
Clothing
Bakers
Sports
Shoes
Clothes
Building society
Hairdresser
Clothes
Restaurant
Luggage
Picture gallery
Clothes
Picture gallery
Public house

Café
Charity
Wine
Antiques
Bank
Home furnishings
Restaurant
Bank
Travel agent
Waitrose supermarket
WH Smith
Clothes
Chemist
Optician
Shoes
Shoes
Cards
Woolworths
Boots the chemist
Photo processing
Public house
Cinema
Clothes
Florist
Clothes
Antiques
Building society
Sports
Cards

DUKE STREET

BELL STREET

Clothing
Estate agent
Clothes
Household
Charity
Dry cleaning
Jewellery
Estate agent
Butcher
Electrical
Restaurant
Furniture
Electrical
Florist
Building society
Furniture
Furniture
Furniture
Optician
Clothes
Restaurant
Bank
Estate agent
Household
Estate agent
Nightclub
Estate agent
Restaurant
Books
Restaurant (Old ropewalk)
Clothes
Antiques
Estate agent
Souvenirs
Food
Brewery office
Restaurant
(Speaker House)
Offices
Café

Bookshop
Building society
Estate agent
Home furnishings
Antiques
Clothing
Clothing
Travel agent
Estate agent
Clothing
Ironmonger
Dry cleaner
Shoe repairs
Public house
Hairdresser
Estate agent
Travel agent
Clothes
Café
Jeweller
Post office and
newsagents
Hairdresser
Catherine Wheel restaurant
(former coaching inn)
Estate agent
Florist
Clothes
Restaurant
(Old White Hart
Coaching inn)
Bank
Clothes
Dentist
Music
Antiques
Home furnishings
Restaurant
Camera shop
Offices
St Mary's church
Red Lion hotel
(former coaching inn)

HART STREET

Angel public house

RIVER

HENLEY
BRIDGE

THAMES

QUESTION: What are the issues and problems facing Henley?

ANSWER: How to keep traffic from the town centre.



(Picture ⑤) This is the waterfront. The Red Lion Hotel is on the left, with the church behind. Notice the boats moored on the waterfront; Henley has a traffic problem on the river as well as the roads.

Today, Henley is a mixture of old and not so old. There is very little new building in Henley's wide main street (made up of Market Place and Hart Street) and this keeps the charm of the 18th and 19th century houses and shops.

Henley has very little industry. The main 'factory' is the Henley (Brakspears) Brewery, which still operates by the river, close to the centre of the town. An insurance company (The Perpetual) is also a large employer. Most other people work in the shops, in the hotels and restaurants, and in the services such as the hospital and the town hall.

Many of the people who live in Henley work in other places, especially nearby Reading and High Wycombe, and also in London.

Henley becomes overwhelmingly busy in the summer, especially in June at the time of the regatta. One of the big issues is how to remove traffic from the Market Place, and also how to find more room for car parking.

The brochure on the following pages sets out how the council want to try to tackle the issue of traffic.

The Future of your Town Centre



There is too much traffic in Henley Town Centre. Everyone agrees. Alternative solutions, a by-pass or a tunnel or even a weight limitation on the bridge, are not currently possible options. These would be national Government decisions and they will not provide those kind of solutions at present.

Therefore, after years of research and consultation including major studies by leading traffic consultants, your Councils are introducing a limited plan to improve the flow of traffic and improve the quality of the town centre. This will be on an experimental basis. The plan will be carefully monitored from the outset and a detailed report will assess the changes after six months. This booklet explains the changes.

For further information contact:

Rona Clark

Town Hall

Market Place

Henley-on-Thames

01235 2443

Tel: 01235 24492



Parking

There will be some minor parking alterations.

1. The Station Car Park will see significant improvements later in 1999 to the surface, lay out etc. and there will be an additional 150 car parking spaces. It is intended that this space should be for Long Stay visitors, including other visitors who should not need to use the central Car Parks.
2. There will be a reduction of about 10 spaces only in the Garry Road Car Park (to allow for the new vehicle routes) and some changes to layout.
3. Disabled Parking. There will be additional on street parking in Upper Market Place, Friday Street and, for disabled drivers, adjacent to the Town Hall and within the Garry Road Car Park.



Bus Stops & Taxi Ranks

There are some changes to Bus Stop and Taxi Rank arrangements to replace sites previously used in Market Place. The map discusses these changes.



Servicing Grounds & Collecting

Servicing for shops and businesses in Market Place will need to be before 10.00 am or after 4.00 pm or from adjacent loading points in car parks.

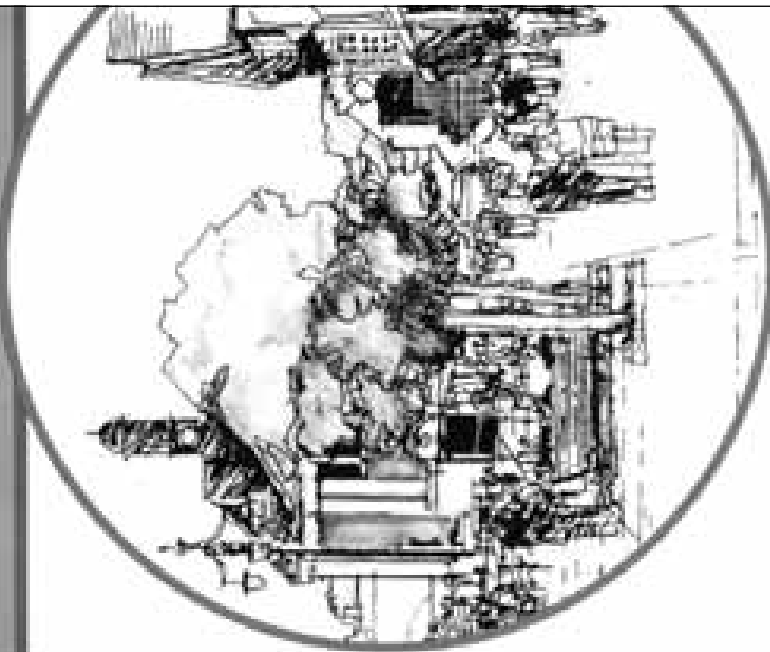
Access to the square during permitted hours will be from the east (towards the bridge) with the carriage way on the north (Garry Road Car Park) side.

Next Steps

The scheme will be introduced early on Sunday, 24th January 1999. There will be extensive monitoring of the consequential changes and a review report will be made by the Council after six months.

If the scheme is approved and agreed, formal confirmation will take place early in 2000. The environmental improvement of Market Place could then take place, subject to finance being made available and would take about three or four months to complete.

There will be an exhibition in Henley Town Hall on 10th January 1999. The exhibition will be open on Friday 10th January (10am to 7pm) and on Saturday 11th January (10am to 4pm).



Traffic changes in Henley-on-Thames & Market Place Pedestrianisation

Information for changes
24th January 1999

This booklet is sponsored by Henley Town Council
© The Henley Partnership

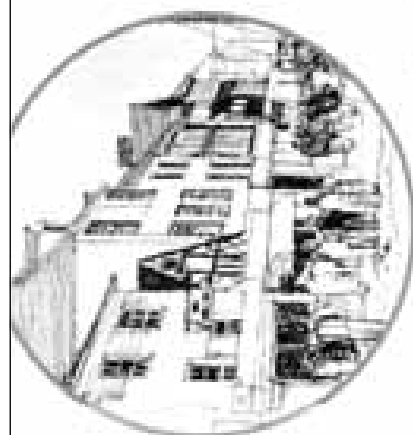
The Traffic Changes

There are not many changes but they are important for people using the Town Centre. The changes are:-

- ① Full closure and pedestrianisation of Market Place (except for some servicing vehicles between 10.00 am and after 4.00 pm). Access for servicing vehicles only will be from the East (Hart Street side only).
- ② The traffic signals at the central cross roads will be reduced from three way to two way. Traffic movement through the junction will therefore be improved.
- ③ No entry into Greys Road Car Park from the north (Town Hall) end. There will be a new formal northbound vehicle route through the Car Park.
- ④ One way traffic on Friday Street from Reading Road to Queen Street.
- ⑤ New traffic signals at the Friday Street/Reading Road junction (on a three way basis).
- ⑥ More Town Centre on street parking with additional space in Upper Market Place & Friday Street.
- ⑦ New mini roundabout at Northfield End/Kings Road junction to allow right turn.
- ⑧ Bus stops at Market Place will be re-located including a new stop at the entrance of Bell Street.

The Traffic Changes in Henley

Market Place Pedestrianisation



Market Place

The pedestrianisation of Market Place will give the opportunity to provide Henley in common with many towns in the UK and all over Europe, with a high quality centre and home to the town.

Henley is lucky to have a beautiful square in the centre - not just a High Street. This will allow the creation of a high quality environmental scheme with landscaping, space for

restaurants, the market, a parking cafe and seating to make the world go by. However, no environmental work will be carried out until experience has proved that the traffic scheme will work and the environmental plan

have been fully displayed for consultation and comment. (This artist's impression is symbolic and does not reflect the final scheme - it has not yet been designed)

Suggested uses for surveys

There is a wealth of information contained on the Henley survey map. It can be sorted and analysed in a number of ways, and it can be used to compare with your local area.

1. Make up a key and colour in the various types of shop (or use symbols as shown below).
2. Locate the centre of shopping. How is this related to parking?
3. Locate the chain and department stores. Are they grouped together? Where?
4. Locate the estate agents. Are they grouped together? Where?
5. Locate the former coaching inns. Are they grouped together? Where?

What should emerge from a coloured version of this map is some degree of clustering. People find it most convenient to use the town car park and so, the closer the shop is to the car park, the more convenient it is. All the chain stores are by the car park, even though this is not the most attractive street in town.

Ask students to put a cross saying where the centre of the shopping is (centre of gravity). In Henley it is at Waitrose, because there are no other large supermarkets in town and Waitrose is next to the path from the car park to the main shopping street, Bell St.

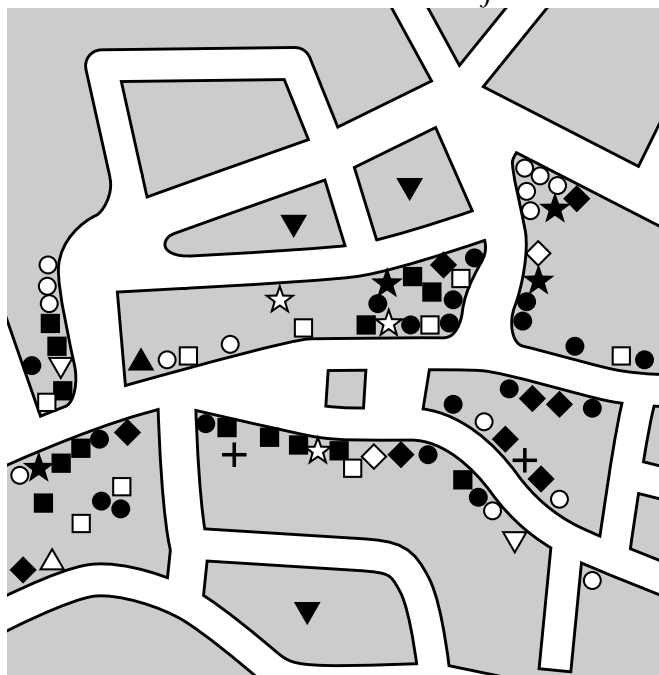
The estate agents are scattered, but most are in Hart St, in some of the older, and most attractive small shops.

The former coaching inns are all on the main road (Hart St) from the bridge, as this was the road from London to Oxford.

Internet Hint: Many towns now have web sites from which much historical and modern information

► The map on the right is an example of a survey made using symbols instead of colour. This survey is not of Henley, but of Keswick in Cumbria. It is given here as a comparison to Henley and also to show the way in which symbols can be used instead of names when the results of a survey are drawn up.

- Food and drink (pubs/restaurants etc)
- Food shops
- Gift shops
- Clothing shops
- ✚ Churches
- ★ Building societies
- ☆ Banks
- ▲ Post office
- △ Garages
- ▽ Parking
- ▽ Hardware
- ◆ Bookshops/newsagents
- ◇ Department store



can be obtained. Just type the town name into a search site like www.AltaVista.com.

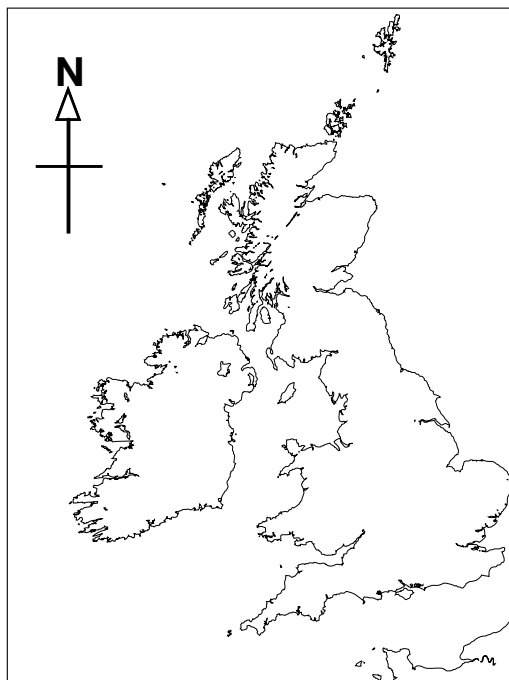
The brochure about Henley traffic could be used as the basis of a class discussion about the issue of traffic. Most towns have an issue like this for which pamphlets and newspaper cuttings are usually available.

You will find all of these pictures and more in colour on the web site.
Just visit www.CurriculumVisions.com/more



COMPARING PLACES

This is...



Place picture, sketch or map here.

PROJECT

Comparing with other places

Here are the main general features of:

1. Where is it?
2. How big is it?
(population)
3. Where was it built?
4. What kind of place is it?
5. What are the main jobs?
6. What is the town plan like?

Now, here are some of the special features of

1.
2.



.....IN THE PAST

QUESTION: **Where is**
and how did it get its name?

ANSWER:

the name means

QUESTION: **Why did people settle at**?

ANSWER:

MAP: **The location of**

Place a map showing the location.



MAP: **The main features of**



QUESTION: **What was old** **like?**

ANSWER:

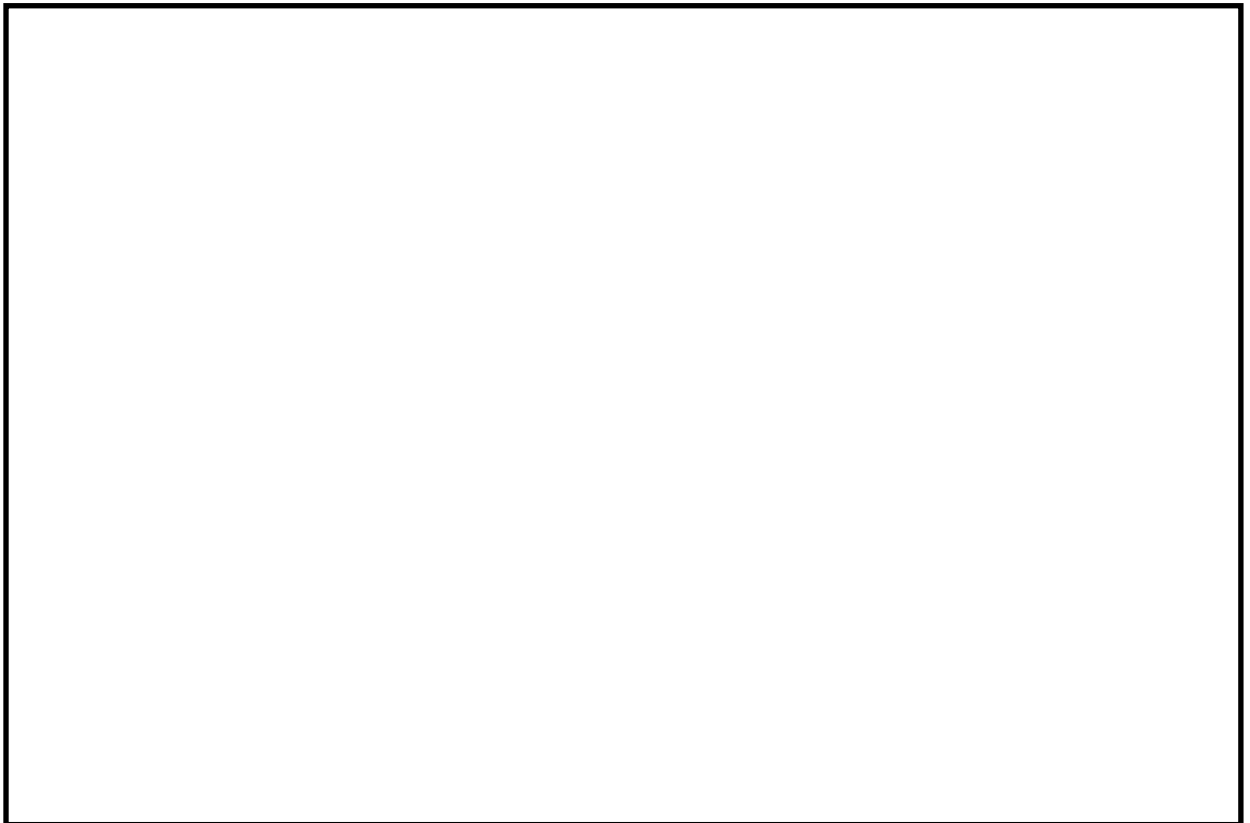
(Picture caption)

Place picture, sketch or map here.

QUESTION: **What has survived of old**

ANSWER:

(Picture caption)





.....**TODAY**

QUESTION: **Where do people shop?**

ANSWER:

(Picture caption)

Place picture, sketch or map here.

Shopping centre survey for

Place a map showing the shopping centre survey.



QUESTION: **What are the issues and problems facing**

ANSWER:

(Picture caption)

Place picture, sketch or map here.

(b) Making a wall map as a project

This is the second approach to doing a places-based project. **It can use much less structured information than the booklet project and may suit younger or less able students.**

You can make a map from material gathered by all of the class.

- (1) Place the map of your chosen settlement on the wall and then construct a map in the following way:
 - (a) The map should be brightly coloured with a colour (e.g. yellow) on which text will be easy to read.
 - (b) The places of interest should be numbered so they can be cross-referenced to photographs and text that cannot be fitted on the map.
 - (c) The text should be designed to fit in the spaces left between the roads on the map. This means that, in order to get a good amount of text, a minimum number of roads should be drawn.

Fitting the text is an exercise in precis writing. Students can write a passage, then when it doesn't fit they can learn how to shorten it without losing the main points. Or, they may have to learn to lengthen it!

- (2) Before this, have ready a map of the local area you want the class to study. Redrawing it by hand onto a large piece of paper will make a prominent space on the wall and so obviously will be an important topic for the class to become involved with.
- (3) Next to the map prepare a space for photographs, so that prints can be stuck on to it with captions. Use a reference numbering system between map and photographs using the London map as a guide.
- (4) Then prepare a local time line. This can also be put beside the wall map.
- (5) The map, the photographs and the time line make the foundation research of the local study project. Explain to

the students how they have built up the information they need piece by piece and that it is all displayed for them. Now they have to write a story to bring it all together.

(6) For more advanced students, you could also get them to look at the diagram in *Where we live (Places/Settlement)* on pages 44–45 which shows how a place tends to be organised in rings. You can try to draw these rings onto your map, perhaps as a tracing overlay.

(7) Now use the story of London as a guide to story writing using a famous personality, or choose an alternative style if you prefer.

(BELOW) A sample from a part of a wall map project that was done of Central London using typesetting from a computer.



(c) Using a time line and a story as a project

You may feel that, as part of your English, Geography and History studies, you may want to make a study of a place as a time line story. Here is a suggestion as to how to do this. The example is based on the time line for London.

Building your own story

The following pages can be photocopied and distributed to students to show them one way of making up a project in the form of a story.

On page 108 is a template for photocopying so that students can make up their own stories using a consistent layout.

The top line is for a heading.

The picture space is suited to standard prints (164mm by 109mm) or students can draw their own sketches or add cuttings from magazines and so on.

The lines below are for the description of the picture and then the main text that forms a part of the continuing story. We have prepared one such page so that you can see what it looks like when handwritten.

Of course, you can also get page make-up programs to do much the same if you want to practise IT skills.

London timeline

There is also a London time line which provides the facts that you need before you can do the story. A similar time line can be compiled for where your school is based. The local library or museum will be able to help. Many museums also keep a photo library of old pictures which you can use. Notice that the ones in the student book, for example, came from Leeds City Library and from the Museum of Rural England. The friendly staff at these and similar places will be keen to help you.

You need the time line as a vehicle on which to base the story. Part of an example

story line is given after the time line so that you can use it in class. The rest is on the web site.

London Story

This is the first part of a story that describes the development of London. It is written in an up-beat style using Dick Whittington as the narrator. Dick Whittington was chosen because he was the famous medieval mayor of London. The story is particularly good for those students who might find the formal presentation of the material less interesting, but it also brings the subject matter to life.

The story is designed to carry the same weight of information about London's history and geography as a more formal text.

PAGE: _____

**Place picture here:
This box is a standard print
size of 164mm by 109mm.**

Picture: _____

Description/story: _____

LONDON TIME LINE

The time line is too long to be used for a story, so the next step is to shorten it to the topics that need to be covered. Aim at one topic per page.

▼ London's time line (and what was going on elsewhere for comparison).

43	Invasion by Roman Emperor Claudius.
50	Roman London is founded.
61	Boudicca and the Iceni revolt but get beaten.
200	The wall around Roman London is built in the late 3rd century. The now Christian Romans build London's first Cathedral. The site they choose is near the present Tower.
410	Romans leave London (and England) and most signs of their buildings are lost.
450	Angles and Saxons begin to arrive and set up Westminster.
597	St Augustine arrives in Kent, then makes his way to London to found the first St Paul's.
886	Alfred clears Vikings from London.
1003	Danes attack again.
1016	Viking Canute (Knut) becomes king and founds Westminster Palace on Thorney Island.
1035	Knut dies.
1042	Edward the Confessor becomes king, builds Westminster Abbey on Thorney Island on the site of a former church.
1066	Edward dies, Harold II takes over and is promptly killed by William of Normandy in the Battle of Hastings. William builds the first part of the Tower of London.
1348	Time of the Black Death. Up to half of the population dies.
1485	Henry VII becomes king and founds Tudor dynasty, start of Tudor period.
1492	Columbus sails from Spain for the New World.
1496	Cabot sails from England and reaches what will become Canada.
1509	Henry VIII becomes king.
1536	Dissolution of the monasteries; Henry takes over most church lands and Whitehall Palace.
1558	Elizabeth I becomes queen.
1565	Sir Thomas Gresham founds the Royal Exchange.
1580	New buildings banned in London to try to restrict growth. Sir Francis Drake circumnavigates the globe.
1582	London's first waterworks founded. It doesn't help much against the contagious diseases of the time.
1585	Shakespeare arrives from Stratford.

1591	First Water Closets (WCs) installed in Royal Palace, but for Royal use only!
1597	Parliament prescribes transportation to colonies as a punishment.
1601	James I becomes king.
1605	Gunpowder Plot and Guy Fawkes.
1620	The Pilgrim fathers, an eccentric religious band, set sail for the New World in the Mayflower.
1625	Charles I becomes king; Hackney Carriages, the forerunner of the modern black can taxis, appear on London streets; First fire engines appear.
1632	First London coffee shops open. They are meeting places for merchants and much business is transacted in them. One, Lloyds Coffee House, will eventually become Lloyds of London, the world-renowned insurance institution.
1633	Wind-powered sawmill opens on the Strand, which is still mainly countryside.
1635	A speed limit for Hackney Carriages of 3 mph (5 kph) is imposed. (Modern taxi drivers wish they could reach even this modest speed in rush hours!)
1642	Civil War breaks out. The merchants of the city side with the Parliamentarians.
1646	Civil War ends, Oliver Cromwell becomes Lord Protector (dictator).
1649	Charles I executed.
1665	The Great Plague, over 70,000 die.
1666	The Great Fire of London
1671	The new St Paul's is begun, designed by Sir Christopher Wren.
1684	Street lighting introduced in some areas using oil lamps.
1694	Bank of England founded.
1698	Whitehall Palace burned down.
1714	George I becomes king, start of Georgian period.
1731	10, Downing St becomes the residence of the Prime Minister.
1750	Westminster Bridge is completed, the first bridge since London Bridge 500 years earlier.
1760	The botanical gardens open at Kew.
1766	The first pavements are laid.
1769	Blackfriars Bridge opens.
1775	American Revolutionary War begins and lasts until 1783; George III loses the American colonies.

1789	French Revolution
1805	Battle of Trafalgar won by Admiral Lord Nelson.
1807	Gas street lighting introduced.
1820	Regent's canal built linking London with the Midlands and making trade in bulky cargoes easier and much cheaper.
1828	12,000 people displaced from East End slums to make way for St Katherine's Dock. At this time the largest vessel afloat was 2000 tons; Later docks were built on unpopulated marshland and by 1900 the largest vessel was 21,000 tons.
1829	Metropolitan Police force formed; first horse-drawn buses appear.
1831	London Bridge rebuilt.
1830s	Railway train lines from London are built.
1837	Queen Victoria becomes queen, start of Victorian period.
1851	The Great Exhibition
1856	Big Ben is cast and weighs 13.5 tons.
1863	London's underground railway begins.
1870	The water closet is perfected and become standard in middle-class homes. Everyone else continued to use privies (pits) in their back yards.
1880s	The new Education Act requires schools to be built in all communities and children to attend for compulsory education. The tall brick-built schools of five or six storeys will dominate most areas through Victorian times.
1904	First electric tube train (before that they were steam driven)
1908	Rotherhithe tunnel under the Thames opened.
1909	The first Woolworth's chain store opens in Britain
1914	World War I begins and lasts until 1918.
1923	Wembley Stadium opened with 100,000 people capacity.
1928	Long distance motor traffic become important and the Great West Road, and other main highways become the centre for the new industries flooding into London and based on the use of electricity.
1929	The first public telephone boxes appear, although the 'traditional' red boxes were only introduced some years later.
1930	The Housing Act puts the emphasis on slum clearance. This will influence all local government over the coming decades.
1930s	The motor car suburbs are built, doubling the size of London compared with prewar years.
1939	World War II begins and lasts until 1945 in Europe.

1940	World War II blitz begins on London.
1945	Rebuilding of London begins.
1948	The Olympic Games are held in London.
1951	Festival of Britain takes place on the South Bank.
1960	Period of building tower blocks to replace old houses.
1964	The BT communications tower is built symbolising the new age of communication in Britain.
1970	Docklands redevelopment including Canada Tower begins.
2000	The new Millennium Dome opens at Greenwich.

London Story...

Hello, I'm Dick, well Mayor Richard Whittington actually. I will be your guide through this story of London. You see, I'm uniquely qualified because I was Lord Mayor of London four times. Mind you, that was about 600 years ago, but as I still have an honoured place in the history of London, I trust you will allow me to keep your company for the next few minutes.

I was looking through my mayoral records of London for 1398, the other day, and found that London had 50,000 people in it. Now, for my day that was big, the biggest city on earth I should think. But, when the official London boundary now encloses about 7 million people, while the metropolitan area contains about 15 million, it certainly makes the city I knew seem very small.

I'm often asked if there is anywhere where you can see the whole city centre at a glance? Well, that is impossible because London is so big. But you can get a fantastic view from the top of St Paul's Cathedral. Just look at these pictures I have taken to find out.

To tell the story of London means going back over 2000 years to before the Romans arrived.

There were many people before the Romans. To them, the River Thames, that now flows through the heart of London, was a good wide defensive barrier. They actually used it to mark the edges of their kingdoms. So, the place where London now stands had little more than a few small settlements dotted over it when the Romans arrived.

The Romans landed first under Caesar in 55 BC, but they didn't stay for long. A century later they invaded again and stayed. To the Romans, the Thames was a good river for communications, not a barrier, which is why they quickly set up a port beside the river and pushed the Celts off their ship hill. Mind you, they did at least keep the name alive, even if they did have to Romanise it. This is how, in 43 AD, it came to be called Londinium.

In its heyday, Roman London had 30,000 people in it. But, the collapse of the Roman Empire eventually caused the Romans to leave in the 5th century.

With the Romans gone, much of civilised Roman London began to decay as London, along with most of Europe, fell into the very uncivilised Dark Ages and experienced waves of invaders called Saxons and Vikings.

The Saxons settled to the west of Roman London at a place called Thorney Island, but we call it Westminster today. Here they built a palace and a cathedral.

Edward the Confessor was almost the last of the kings of the Dark Ages. Soon after his death, there was a quarrel about who should succeed him. In 1066 King Harold lost the Battle of Hastings to another contender from Normandy in France. And so he was succeeded by King William I, better known as William the Conqueror.

William built a new fort and wall. Part of it was later enlarged to make the Tower of London...

Continued on the web site: www.CurriculumVisions.com

Section 5: Teacher's background guide to settlement

This section is really intended for you. In it you will find basic information on settlement. You can use it when you need background information.

The first section is about HOMES AND HOUSING; the next section about retail locations (SHOPS), and the third about CITIES in general.

HOMES & HOUSING

The history of housing

Homes are not just piles of building materials. Everything about them tells a story of people's love affair with the home. Not surprisingly, therefore, the world has always had a huge variety of homes.

Changes in homes and their uses have been most striking during the last two centuries when all societies have been changing quickly.

Somewhere around 11,000 years ago, a few people set up camp on the borders of what are now Iran and Turkey. They lived in what was called Mesopotamia.

They decided that the fertile land near to a river was a good place to live. It had plenty of wild animals to hunt, a water supply and an abundance of plants to eat. So, instead of the tents made of hides that they had traditionally used, they decided to build more permanent homes.

To make each home, they first excavated a shallow, round pit and lined it with the shattered rocks found at nearby cliffs. The rock made a foundation on which were built walls of reeds and mud (adobe) and a roof of thatch shaped like a cone. They called the settlement Zawi Chenui.

In doing this they thought out all the features of a modern house: situation, building materials, foundations, walls, roof. Today, we still use the same basic formula handed down through all those generations.

About four thousand years after Zawi Chenui was built, and countless round houses

later, people in what is modern-day Israel began to modify the round hut design; houses became rectangular in plan. This shape made it easier to add one room onto another. In this way homes became places where different things went on in separate rooms. And, when the first bricks were made, buildings became stronger and more long lasting. Thus the hut became a house.

Three thousand years later the rectangular house with its many rooms changed again. The Sumerians gave the rooms a definite plan and built them around a courtyard. They had developed the idea of a private house, turned inward from the rest of the settlement. Houses have been private places in many societies ever since.

The first city homes

A city needs to be organised around streets so that people can get around. When the first cities were built, in what is now Iraq, a completely new kind of home was needed. Homes had to be closer together for the city to stay a compact size, so the builders of the day chose to build upwards. Thus the two-storey house appeared in the desert cities of about four thousand years ago. Each home had an upper floor and a small enclosed courtyard where cooking could be done. Attention could now be given to decoration, paving the courtyard and adding a balcony and a staircase.

Differences between East and West

While people in the Middle East were developing their cities, cities and homes were being developed quite independently in other parts of the world.

By four thousand years ago, China also had great cities, and in them the world's largest number of permanent homes. Homes were private affairs here, too. Chinese homes were hidden from outside view and were entered through a high wall leading to a courtyard, just as in Sumerian homes. As elsewhere in East Asia, Chinese homes had curved (concave) roofs with wide eaves that gave welcome shadow to the walls during the hot summers.

But, by this time a difference had developed between East and West that was to have an enormous effect on the way people viewed their homes. In the East people thought of their homes simply as places for living, not as a sign of wealth. They did not feel that the home needed to be permanent, and they took little interest in the appearance of the home. Thus, once a satisfactory style had been developed, it was copied down the centuries.

In contrast, in the West people began to see homes as something of value to be preserved. For the wealthy, it became of great importance to be able to build bigger homes that were more modern in style and more costly than their neighbours' homes. They added, they enlarged, they decorated, and as a result homes became a central part of western life.

This difference in attitude explains why ancient homes of the East have not been preserved, yet so many remain in the West.

Change in an age of trade

The age of trade would change the world's homes forever. People would begin to see the styles that had been developed around the world, and they would begin to alter and to copy from others, to mix and match to suit their wealth and tastes.

The age of trade was also a time when people from Europe began to dominate the

world aggressively. It was the start of the age of worldwide empires. Empires were nothing new: the Greeks, the Romans and the Mongols had all developed great land-based empires. But the sea-based empires took house styles from one continent to another in the space of a few short decades.

In Europe, by the 15th century, the need for castles and fortified houses was not as great. Gradually, the battlements and other fortifications disappeared; windows became larger and glass was invented, so that the houses came to look more like they do today.

The Age of Discovery, and the era when European countries set out to colonise the world, was an important time. In those countries which were colonised, the original homes of the native peoples were either destroyed or their designs ignored. Europeans imposed designs from their homelands and the world became a far more uniform place.

Patterns of historic houses

In the past there were no city planners to supervise where each house was built. But historic settlements still worked well. The streets may be haphazard in their layout and the houses may be built touching each other, but they have an attractive charm that is missing in our modern planned settlements. So how did they manage?

The wealthier people in each settlement owned the land and each acted just like a private planning office. There were also recognised styles and building codes to follow, as laid out by the master builders. In other words, they did have a plan. They also had few homes to plan for, at least when the settlement began.

Each settlement had to contain all types of people, from the very wealthy to the very poor. The houses of the poor were not meant to last, and soon had to be replaced. But, each replacement was built in the style of the time. In this way houses of a variety of ages and styles can be seen next to each other, forming part of the pattern of growth.

In the historic cities the bulk of the homes are often crowded in-between the main public squares and streets. This is because the land was in the hands of the wealthy, who wanted their own homes to be grandly sited along the edges of the squares or lining the main streets. Everyone else had to pack into the spaces that were left. Today, these grand and crowded places, such as London's Soho, are tourist attractions.

New houses in the country

The country had always been a place of villages and grand country houses. But changes in the city drove changes in the countryside as well. New schemes of farming were developed that meant farming could be done by family units rather than with the help of the whole village. In the colonies families were also farming the land for the first time. This created the need for farmhouses, and the modest family home became a feature of the country landscape.

Houses to suit city life

At the start of the 18th century people across the world still built mainly for the country because few lived in towns and cities. City houses were simply copies of the country style. But, by the 18th century, as cities grew more fashionable and more crowded, houses were replanned for the new age. The traditional single large room (hall) shrunk in size and became the foyer, the area near the entrance door. The house was divided into reception rooms, such as sitting rooms, built on a more friendly, human scale than in the past.

During the next century, people from Sydney to New York, Calcutta to London, Rio de Janeiro to Santiago consciously copied what they saw as the best in design. The Italian architect, Andrea Palladio, influenced much of the colonial world with his new designs, creating a style known as Palladian which was carried to North America and Asia by the British, and to South America by the Spanish and Portuguese.

Most important of all, houses were no longer built singly; in cities they were planned as rows, crescents and squares. Each house was given the same basic design, varying only in the shape of the doors and other details. From this time on, people would try to make their houses look individual by concentrating on the furniture they used inside the home.

Homes for factories

It was the Industrial Revolution – that time between the 18th century and end of the 19th – when people moved from the countryside to the city in huge numbers. Also, at this time people started to become slightly healthier; death rates went down and people started to live slightly longer. Each of these changes by itself would have caused homes to be rethought, together they caused a revolution.

As the new factories sprang up, people were needed to work in them. Since the factories had to go where there was water power or coal supplies – neither of which had been needed in such quantities before – there were usually no people nearby. Houses had to be built alongside the factories for the workers. In many cases this was how an industrial city grew up, from a factory and some houses to a city of millions within about a century.

Houses for workers had to be built quickly and cheaply. This meant that people could no longer plan to add a new house here, another there, like before. The factory controlled where and when the houses were built, and for the first time housing was planned.

The new houses had an enormous effect on the nature of the city. Because many people still had to walk to work, houses still had to be built in a compact way. Thus they were built side by side and back to back so that each house could share two, and often three, walls. The long rows were often called terraces, and the homes, terraced houses.

Many of these tiny brick houses have stood up to the weather better than anyone ever intended. These are the buildings which, kilometre after kilometre, make up the old

industrial world that seems so strange to people from newer countries like the United States and Australia. But, early industrial housing, with its familiar terraces of houses, can be seen in many parts of New England (USA) and Victoria (Australia). Housing of this industrial age is often the most densely populated part of a city.

Homes of the electrical age

The invention of electricity allowed factories to be placed in much more varied sites by allowing them to use electrical machines, instead of those driven by steam engines or water. Electrical machines cause less pollution than steam machines and can be housed in quite different buildings.

The kinds of goods being made in the factories also started to change. For the first time, more goods were made for the home, and the home itself was being rethought to accommodate all the new electrical appliances that were coming onto the market.

The new home designs needed more space: for a washing machine and a refrigerator, for everyone to have their own bedroom, for a proper bathroom and toilet, for a garden, for a garage. And, to match all of these changes, the houses of the 20th century were built for people who were a little wealthier and who could afford to have a home that was bigger and spaced farther apart from neighbours.

It was the new style of home that, more than anything, caused the cities of the industrial world to sprawl out into the surrounding countryside during this century. It produced the part of the city we now call suburbia.

The modern suburbs

Suburbia was mainly built in the motor age. It is the largest part of an industrial city, and it is made up almost entirely of private, single-family homes or low-rise, privately owned apartment complexes called condominiums.

Suburban houses are mainly built in the spaces between the main city roads. They

occupy a maze of streets which are dominated by the single-family home. Houses are each set in their own garden, with room for a garage and, in places where the climate allows, a swimming pool.

The houses in suburbia are sometimes built in large estates; these are the work of large national construction companies, but most have been built individually, each small group the work of a small construction company.

Commuters in the country

As roads have improved, so more people are able to live away from the city. They still work in the city, driving back and forth each day. Such people are called commuters, and the countryside where they live is often referred to as commuter country.

Commuter country used to be farmland; much of it still is. Many people value above all the chance to live in a quieter, more relaxed atmosphere than the city. Homes are larger and people can have larger gardens. The result is that a small number of people take up a large amount of space.

Many commuters like to have the benefits of the country but the convenience of living in a community. They choose homes that have been built on the edges of small settlements that have shops and other facilities.

Commuters' homes are away from the cities, so all the services that they need, such as water, electricity and sewage, cost more to install. Because the homes are spaced widely apart, joining the services for all commuter houses also costs more. Even the roads have to be longer, because each house has a large frontage.

Some people choose their homes to be deep in the country. They know they will have to pay more for their electricity and sewage, but they choose to live in woodland or by rivers or even out in the desert. The nature of these homes varies enormously because they are all built individually or, at most, in small groups. In some places much of the woodland has been bought by home owners so that no one else can

build there. In such places the countryside is really made up of very large private plots.

Another group of people also lives in the countryside. These are the less well-off people who have taken the opportunity of lower land prices to build their own houses, often in ramshackle fashion.

The need for social housing

Although many people moved out to new houses in the growing suburbs, many others remained unable to afford to buy their own homes.

Traditionally, the less well off rented houses, apartments, or perhaps only rooms from private landlords, but this left many people at a great disadvantage. They were often grossly overcharged and conditions could be very poor. Thus, early in this century, many governments began to try to offer a better deal by building homes and charging fair rents for them.

Apartment blocks were often built in large groups, or estates, and many were built on land that had once been used for old, poorly built factory houses. So, as the old homes were swept away and large estates of modern apartments took their place, sections of the world's older cities took on a completely new look.

Homes for all

The idea that the government should provide homes for all was important in every Communist country. The leaders of these countries felt that all property should be owned by the state, not privately as it is in the West.

The main opportunity for the Communist regimes to build social housing came in Europe after World War II, when the governments had to rebuild their destroyed cities. It was also adopted in China as the authorities tried to house the city population.

At first they chose to build blocks of apartments that were five storeys high. This

was the most economical height to build: any higher and the apartment blocks would have to be built by different, more costly, methods.

But governments soon decided that taller, more massive blocks would be a good way to show everyone the success of the Communist ideas. Giant apartment blocks were built, although the apartments inside were very basic and very small.

Mass production of homes

Europe suffered badly during the long six years of World War II. By 1945 many cities lay in ruins and millions of people were homeless. There had to be a new drive to build new homes quickly. Fortunately, new materials were at hand, and it was discovered that homes, just like machines, could be made up of factory-made concrete parts.

But small, traditional houses could not be made from this material.

Architects saw the older houses as belonging to an industrial age of slums and dirt. They wanted to shrug off this old distasteful image for good. In America, the skyscraper had captured the imagination, and architects set about rebuilding the homes of their cities in tall, concrete apartment blocks.

Communist countries across the world were also very enthusiastic about tower blocks of apartments. They had taken on the responsibility of finding homes for all their people. So from Beijing to Moscow, grey uniform slabs of apartment buildings were constructed at such a rate that tens of millions of people each year could be housed.

By the 1970s mass-produced building was becoming important throughout Asia. Japan is 95 per cent mountain, so it makes sense to build in as compact a way as possible. Elsewhere in Asia, governments were faced with huge increases in their populations. In cities where people still have to travel on foot or by bicycle or public transport, cities need to be as compact as possible. Tower blocks provide a way of cramming more people into the centre of a city than by any other means.

The age of concrete tower blocks is not yet over.

Housing around the world

Throughout the world, homes have to serve the same basic, humble purpose: they must provide shelter for the family. So, it may be surprising to find homes of so many different styles in the world.

But differences in climate, traditions and the building materials available have allowed people freedom of design. Today, in an age of concrete, many of the traditional differences are disappearing and the world is in danger of becoming a less interesting place.

The home is not a grand building like a church, a mosque or a temple. Rather, it is a modest building in which people live. So, while no expense has been spared on the world's grand buildings, homes on the whole have remained simple, their main purpose to create a comfortable and secure place to live.

The home is essentially one or more boxes that are joined together, and little can be done to improve the basic design. This is why people through the ages have concentrated on decorating their homes or furnishing them in special ways, using steep or gently sloping roofs, porches and verandahs, and the many other small things that make a place feel like home.

The variations in homes throughout the world have, in part, been affected by the climate. In a warm, wet environment, homes have to keep people dry; in a hot, dry climate houses have to keep people cool; and in a cold place the main purpose of the home is to keep families warm.

Africa and the Middle East

The northern part of Africa has close ties with the Middle East. It is one of the driest places in the world. Summers are ferociously hot and rainfall sparse and unreliable.

Trading, rather than farming, has been the mainstay of its people over the centuries. The

world's first city was in the Middle East, and many desert peoples have traditionally lived in compact villages, towns or cities.

In such places the main building materials are sun-dried mud or adobe. Thick adobe walls are a traditional way of keeping the midday heat from the rooms, and a stone floor is refreshingly cool. In fact, everything about a home is designed to be cool, from the window grills (rather than glass) to the open plan home with its lack of doors.

South of the Sahara, two or three months of heavy rainfall are followed by up to five months of drought. To succeed in such places many people have traditionally been pastoralists, looking after herds of animals. They move from one place to another as they seek fresh pastures for their animals. To such people, a complicated home that needs to be protected from attack or vandals has no value, and a number of simple shelters built along the migration route makes far more sense.

But, even for those who settle and live in one place, there has been no real tradition of town or city living. Cities were introduced by the colonial powers in the 19th century, and country people were very reluctant to live in them. Even today, Africa has the smallest proportion of cities to people for any of the populated continents.

Most rural homes are farmhouses. The home serves as a place to sleep overnight and possibly as a place to cook in. At all other times people are out in the fields.

Homes in Africa and the Middle East

Africa and the Middle East form the least industrialised part of the world. Here, traditional rural activities that have gone on for centuries can still be found. Only South Africa can be classed as a truly industrial country.

Africa is only now having to come to grips with the pressure on homes that an exploding population brings. The traditional homes are changing, thatched roofs being replaced by tin, mud walls with those of concrete. You see this mostly in the cities, which are made up of small concrete, box-like homes instead of traditional buildings.

The Middle East is managing to keep many of its fine town and city homes, although modern cities are filled with apartment blocks. In this part of the world where the population is growing fastest of all. The challenge for the future will be to keep the traditional style and still find homes for the millions of people that will soon be starting families of their own.

Latin America

The colonists who went to Latin America were the Spanish and Portuguese. They had also been influenced in their design by Arab peoples from North Africa, called the Moors.

The Spanish and Portuguese found a land that already had thousands of years of experience in making permanent homes of stone. Such people as the Mayans who dominated Central America, and the Aztecs and the Incas who lived in the Andes, were highly skilled masons.

But, the new colonists were not interested in learning from the native peoples. Traditional home designs were lost and house styles quickly took on patterns of Spain and Portugal.

The New World in Latin America was organised around the city. Homes were built around inside courtyards, in the Roman fashion, with only a small entrance leading from the street. These homes were designed to be seen from the court, not from the street, and so from the outside they appear plain and uninteresting. Here, the main sitting rooms and dining rooms were on the first floor, not at ground level.

For the most part, these colonial styles were too expensive to be copied by the majority of people; they had to look for much simpler

styles of home. Their choice was a simple house with a flat roof – the pueblo house – which was originally made from adobe. Although they are now made from concrete or brick, pueblos are still the most common type of home in Latin America.

Contrasts in Latin America

Latin America shows more contrasts in homes and lifestyles than any other place. While there are millions sheltering in tiny huts called *barrios* on the edges of the great cities, others live in the luxury of grand city houses or in country estates.

Quite separately from the people of the cities are the Indians of the mountains and the rainforests. These people try to live in traditional ways as best they can, but their ways of life and homes are constantly under threat.

The United States and Canada

As colonists came from all over Europe to settle in America, they brought their traditional methods of house building with them. Houses built in the 17th and 18th centuries, from Virginia to New England, from Ontario to Quebec, each reflected the homeland of its makers. People were also keen to keep up with the latest fashions. The Georgian style, for example, soon found its way from Britain to the homes of North America.

But, after independence there was a great resistance to styles copied from Britain. Thomas Jefferson (who later became president of the United States), imported the classical styles of the Romans and Greeks by using features such as columns. This style came to be regarded as totally 'American' and was widely used. The best examples of these homes were built on plantations in the south, where cotton and tobacco estate owners were among the richest in the colonies.

As the taste for classic designs faded, new designs, based on the European Gothic period

of the early Middle Ages became fashionable. Arched doors and towers were seen on homes of the wealthy. It was a new age that reflected the Industrial Revolution, when ironwork was also in fashion.

But, as in Europe, many cities were faced with the need to build cheaply in small areas. Even the American cottage could not achieve this. As a result, American cities, like their European counterparts, saw the invention of the apartment house, containing sets of simple rooms that most people could afford.

Varied frame homes in North America

One of the events most important to the making of America occurred in the middle of the 19th century. At this time the American cottage was invented, an idea based on a dream of the rural cottages of New England and the grand houses of the South. It was basically a simple house with easily built wooden frames. Each house was placed centrally in its own plot. This soon became the ideal house of the American middle classes.

The simple frame house was of vital importance in North America because populations were expanding fast and a cheap design that could be constructed with the minimum of skills was badly needed. The American frame house, or cottage, took on many styles, from the two-storey house of the older cities, where land was in short supply, to the single-storey bungalow of the countryside, where land was cheap and plentiful. Only in the south and west were French and Spanish styles used.

Asia

Asia has some of the world's oldest traditions in home design. But, although homes were first built where Asia and Europe meet, home design in each continent developed very differently until the age of colonial rule.

Much of Asia is warm, and buildings have to protect people from the heat, not the cold.

Societies also developed around the village or the trading city, and the effects of the Industrial Revolution largely passed Asia by.

Asia remained a continent of large families, each linked together and living communally. Houses were therefore designed for many families to share, and communal houses are still built this way today.

The Chinese, for example, were very skilled at building and they constructed many fine bridges in stone and one of the world's great wonders – the Great Wall of China – in brick, but buildings, not just temples, were constructed to be long lasting. Most buildings in China were made from wood or bamboo. The home was designed as a frame of wooden posts and lintels, with bamboo walls in the warm south, and adobe walls in the north where winters are cold.

Because tradition was so important, experiment was not encouraged and designs remained the same for centuries.

Japan was cut off from the rest of Asia for thousands of years, not just by the China Sea, but also because the Japanese wished to remain apart. Japan has therefore fluctuated from periods when it threw open its doors to the outside world, and absorbed many foreign ideas, and periods when it closed its doors and allowed no external influence. Japanese people became interested in the world being in harmony; they wanted a rustic design but with the dignity of simplicity. This is an important reason why the design of Japanese homes may look plain and uninteresting to Western eyes.

During this century Japan has opened itself to the world and taken up a wide variety of Western designs. For example, the Japanese have begun to build tower blocks of apartments, a necessary feature since Japan's cities are some of the world's most densely packed.

Australia and New Zealand

Australia has been populated by Aboriginal Australians for about 40,000 years, and New

Zealand has been peopled by Maoris for about a thousand years. However, these people found little use for permanent housing. The first permanent housing therefore dates from the European colonisation of Australia in 1788 and New Zealand in 1840.

The first European settlers in Australia were convicted criminals sent from Britain. At first, homes for people associated with this early settlement were built using local materials such as mud and sticks. But, as more people came to settle of their own free will, and, as the wealth of the colony increased, more substantial buildings were constructed using stone and bricks, often modelled on building styles in Britain. In growing cities such as Sydney and Melbourne, terraced housing was built, again modelled on the terraces of British cities.

In New Zealand settlement began with the arrival of British migrants. The cool climate means that homes could be built in British style.

Unlike cities in many other parts of the world, Australian towns and cities have plenty of room to expand and grow. Therefore, for the past century or so, most Australian homes have been built as separate single-storey homes (bungalows), each surrounded by its own large plot of land. Many Australian homes have wide verandahs to provide shade and circulation of cool air. Few Australians live in apartments (called home units), although the number is growing in inner city areas and near transport routes.

Because Australia is such an enormous country, Australian homes vary from place to place according to the climate. In warm, tropical Queensland, houses are built off the ground so that the air can circulate underneath and cool the home. In southern states where the climate is cooler, most houses are built with brick walls and with tiles or corrugated tin roofs.

New Australian homes are built with more concern for the energy used in heating and cooling. They make use of features such as

solar water heating and are designed without windows on their western sides. Windows that would admit the hot afternoon sunshine through the glass would need to use higher levels of air conditioning.

Europe

Europe is a continent of ancient, independent countries where there have probably been more variations in house style than anywhere else in the world. Partly, this is because the climate in the north of the continent is cold and wet, while the south is hot and dry. Snow is common on the main mountain ranges.

Despite wars and rebuilding schemes, one of the things that most strikes a visitor from another continent is how old many of the homes seem to be. There is great pride in owning and maintaining a home that might be three, four or even five hundred years old, and many of the villages still have old wooden-framed houses in abundance.

Wood was used in forest lands, but stone was used elsewhere, again to give a wide variety of well-built homes that have stood the test of time.

Country homes look very different from city homes. The Industrial Revolution brought rows of small, sometimes poorly built, terraced houses that gave European cities a grim feel. There was little love of these small, cramped and insanitary dwellings and many were demolished in the 1960s and 1970s. In their place rose great blocks of social housing. But, a new feature on the European scene is the modern town house. This, too, is a terraced house, but its outward design is a mixture of styles copied from town houses built before the Industrial Revolution.

Europe is a small, crowded continent, and homes are therefore much smaller and more compact than those in America or Australia. People still have to build upwards rather than stretching outwards over valuable land, and Europeans still prefer to have a garden around their house. Flower beds are more common

than the wide lawns seen in the United States and Australia.

Homes vary from the north to the south in Europe because southern regions have a warmer climate. Whereas northern homes are designed mainly to keep out the winter cold, southern homes are designed to keep out the heat from the summer sun. The main, and most noticeable, difference in southern Europe is the use of shutters (louvre) on the windows. They allow a breeze to pass through the room, but keep out the worst of the heat and the intense summer sun.

Most of the houses are painted in light colours, to reflect the sun, and are designed around courtyards for privacy. This feature was taken from Spain and Portugal to Latin America and has influenced the homes there, too.

European homes: mixing old and new

For many centuries people lived in stone or timber houses in the country. Then the Industrial Revolution came and houses were built in long rows, the countryside disappeared and the country life began to disappear, too.

But people have not given up their love of the country or of the old styles from before the Revolution. Throughout Europe these old houses give each region its character.

Of course, relatively few of these old buildings remain, and most people have to live in modern houses or apartments. But, the most popular styles of new home are still those that copy the styles of past, that give a hint of a 'romantic' time, before the Industrial Revolution, a time that probably exists only in people's imaginations!

SHOPS

The world contains an amazing variety of shops, each wanting to be in a place that is convenient for its customers. Yet all customers have their own ideas of the kind of shop they want to visit and where they want to visit it. This gives the scope for a wide range of shops in all manner of locations.

Fortunately, there are some simple guidelines that help us to understand where successful shops are found and why other shops fail.

Shops are so common that we often take them for granted. But, shops depend on meeting customer's needs, and this can be an extremely risky business. More shops fail than almost any other type of business.

Shops can only survive if they get enough customers. If the shops are inconvenient to reach, or if they sell the wrong goods, then they will not succeed. Those that figure out how to please their customers do spectacularly well, but they are few. Chain stores, in particular, have discovered individual recipes for success. This is the reason why the world's shops are dominated by so many chain stores.

Shops within a city

A city is a large place, far too big to be served by just a single group of shops. And, because there are many groups of shops, there is also much more competition in a city, more chance to be successful, but also more chance of failure.

To understand where shops are found, you must first know how a city is organised.

Usually cities are arranged in rings. At the centre are the skyscraper offices, public buildings, such as museums, and entertainments. There are few homes.

Outside the small central zone lies the city's oldest housing. This is called the inner city. In a ring beyond the inner city lies the more modern housing, in a zone called the suburbs.

Each of these zones has its own special character, and its own environment and individual needs, but there are some basic rules. For example, most of the world's city centres have important shopping areas where all the shopping is concentrated together.

By contrast, in the inner city, shops are often scattered, found in small shopping streets or clustered at intersections. Corner shops are also common in this zone.

In a more modern suburb the pattern is quite different. Shops are often in organised centres, they are spaced farther apart and the corner shop is very rare.

Rules for successful shopkeeping

Within any of the city's shopping zones you can notice shops that are thriving, those that are less successful and some shops that have closed down altogether. Why is it that some shops do well and others do not? Part of the answer is that successful shops are in the right place, selling the right goods, while those that fail are not.

Here are some guidelines to help you to see why shops win or lose:

- There is a limited number of shops that any part of a city can support. If there are too many shops, some will fail.
- Only wealthy communities can support a large range of speciality shops. In difficult times these are the shops that lose trade first.
- Certain shops are best suited to certain areas. For example, general stores are suited to small communities, speciality shops to city centres, and department stores and supermarkets to suburban shopping centres.
- In a shopping area, the shops that are in the centre will nearly always do better than those on the edges because people do not want to walk away from the centre.
- Shopping habits change, and shopkeepers may have to move their shops to new places that customers prefer.

City centre shopping

The city centre is a special place. It is where the city's finest buildings are found and where many businesses want to set up their offices. It is also the best connected place in the city. All public transport routes converge at a city centre terminus, at railway, bus or tram stations.

People from all over the city can easily get to the city centre, so it is natural that shops are found here. However, the shops that dominate in the city centre are not like those elsewhere. The centre is not a convenient place for day-to-day shopping, because few people live nearby. City centre shops have to attract people who want to turn their shopping into an occasional treat, a shopping experience.

The central shopping area is therefore home to shops selling goods that are special purchases, such as fine clothes and jewellery. Other businesses that need to draw on customers from a wide area of the city are also found here, and they add to the experience of a trip to the city centre. Theatres, cinemas and restaurants all pack into the centre. And the most special shop of all – the city department store – was invented to cater for the wealthy people when they went shopping in the centre of the city.

The problem for the city centre has been to keep it attractive and convenient to visit. It has been a far easier task for the small city than for the large one.

Small city centres are easier to get to and suffer less from congestion. Large cities, like capital cities, have not been so successful. In many cities of the United States, for example, the shops of the centre have left for the suburbs. Shopping streets have dwindled, their sites taken over by offices. This has taken the bustling 'heart' out of some cities, although the shopping centres of large cities like New York and San Francisco continue to thrive.

Surprisingly, perhaps, open-air markets have survived alongside the smart shops, because they provide an exciting and personal

way of shopping. You will find daily or weekly markets from Kenya to Thailand, from the United Kingdom to Australia. Even in the big cities of the United States, markets that had faded away have now been revived.

Very few markets operate every day of the week. Most are weekly markets, occurring on just one day a week and many are designed for tourists.

City markets today

Markets are exciting places where one-to-one contact occurs in a way that is never possible in a supermarket or department store. This is the reason why such markets are as popular today as they ever were.

Modern markets in the industrial world tend to be of two kinds. They may occupy age-old city centre sites and carry on the tradition of a general market. Such markets are really still aimed at the local shopper.

But a different kind of market has also developed. This is a specialist market, designed to attract people from a wider area, and especially tourists. Such markets may concentrate on selling books, tourist souvenirs, art or antiques.

But, whichever kind of market it is, you will often find that there are clusters of people within each market. For example, you may find a cluster of fruit stalls and a cluster of those selling leather goods within a general market. This helps people to make their choices and makes it more likely that one of the stall-holders will make a sale.

Inner city shopping

About a century ago, people nearly all lived close to the city centre, wealthy and poor alike. As a result, the shops could be certain of good custom. Rows of shops opened, some selling speciality goods, some simply general stores.

But, as the suburbs were built, many wealthy people moved away from the older parts of the city, leaving them to decay. These areas became known as the inner city.

The people remaining in the inner city are, in general, less wealthy than in other parts of the city. As the wealthy have moved away, many of the original shopkeepers have moved to open new shops in the suburbs. As a result, the inner city has so many closed shops that the whole area seems more run down. This causes problems for the remaining shopkeepers.

Suburban shopping

The city centre has become overcrowded and the streets congested with traffic. It is increasingly difficult to get to the centre and fewer people travel in from the suburbs. As a result, the city centre has gradually changed from a place visited by city people to a place where tourists are a large part of the shopping market.

The trend of leaving the city centre began when more and more people began to use private cars instead of public transport systems like trams and buses. Suburbs began to be built, and those who could afford it moved out of the city. As people became more dissatisfied with the city, they looked for better shopping nearer to home.

At the same time, many large city stores began to need more space as the amount of goods for sale increased. The original department stores of the city centres occupied quite small sites with many floors. Extra space was scarce, as offices tried to grab every vacant spot.

Supermarkets also had problems. The way they worked meant they needed large areas of cheap land. Where would they find this in the city?

The answer for many city department stores and supermarkets was to move to the suburbs. Here, land was cheaper and there was space for parking. The people who lived in the suburbs needed places to shop, so the stores would have plenty of customers.

Department stores still act as the main source of attraction for shopping in the suburbs, just as they once did (and a few

still do) in the city centre. Many smaller shops have now moved out to be near the big department stores. In this way they have created shopping centres of various kinds, including the outdoor shopping plaza and the shopping mall.

A site for a hypermarket

A hypermarket is the name given to a large self-service store that sells a wide range of goods for general everyday needs. It does not sell the special items that you would find in a department store, but it does carry a much wider range of goods than a supermarket.

You can tell the difference between supermarkets and hypermarkets by their size and by where they are found. Supermarkets are found among other shops because they are usually not extremely large. Hypermarkets, on the other hand, are usually set on their own and surrounded by a large car parking area.

A hypermarket is designed to serve customers from a wide area. This means that it is important for the hypermarket to be on a main road, possibly near a main highway. Most hypermarkets are found on the edge of a city because there is no room for them inside the city. But, some have been built inside a city on the sites of former factories or on disused railway land.

Highway shopping

When the shopping street was invented for the tightly packed cities of the 19th century, shops were built along main streets. When shopping streets were built for the sprawling suburbs of the 20th century, shops were built along main highways.

Suburban highways are not like inner city shopping streets. The highways and the houses were all built in the age of the car, at a time when planners knew they had to give plenty of space for parking. So, in the suburbs you do not find shops tightly packed along the side of the highway. Instead, they are set back off the highways, and they are served by special roads.

Highway shopping needs a car. Because shops are farther apart, it is not as convenient to walk from shop to shop as it is in the inner city. But highway shopping is quieter and less polluted than in the inner city, and the roadside can be lined with flower beds and other things that improve the environment.

Country shopping

Fewer people live in the country than anywhere else. The people there mostly live in scattered, small communities. The small general store may still survive in the smallest of places, often helped by custom from passing tourists.

In larger places, where parking is less of a problem than in a city, shops still thrive in the centre. A selection of shops line the main road or are grouped around a square, a green or other central feature.

But people can drive to do their shopping, and freezers and refrigerators make it possible to shop less often. Many people who shop once a week prefer the wider selection they get in a city supermarket to the small selection of the country shop. So, shopkeepers have to be very careful in the way they sell. They have to keep one eye on the city and make sure they provide just the right variety at the right price to survive.

Resort shopping

Resorts are places where people go to relax and have a holiday. Few people go shopping here for day-to-day needs; most go to buy souvenirs to take home or to buy things to use on holiday. People are much more likely to buy items that they wouldn't have dreamt of buying when at home.

When people have time to shop and browse, they will often buy on impulse. This means that the shopkeepers have to make sure that the shop is busy, with many items to look at. It should also be unusual, so that people will want to shop rather than go to the beach or take some other kind of leisure.

Resorts have a very obvious centre and this is where the shops are found. Many must stay open long hours to cater for the needs of the evening tourist. Others are open at special times in unusual places. In this way, they provide an excursion for tourists and shopping can have a sense of adventure.

Shops of country towns

The country town is now often home to as many commuters from the city as people who work nearby. But, the extra wealth that this brings has many advantages for country shops. It means that more speciality shops can survive, and shopkeepers can provide the relaxing friendly atmosphere that many people seek after a week of working in a city office.

CITIES

Since the first city was invented as a centre of government and power, cities have grown again and again. Now they are also centres of trade and industry and home to millions of people.

But, to make the city work in all its many roles, people have had to rebuild it many times.

For much of the long history of mankind, there were no cities.

The first city developed in a place where surplus food could be grown. This was not the cold, wet lands of northern Europe or North America. It was instead where a river flowed through the deserts of the Middle East. Fertile river mud and the warm sunny climate produced the world's first surplus and Ur grew to be the world's first city.

The purpose of ancient cities

Ancient cities are tiny by modern standards, but it was still an enormous struggle to provide the food for them. Nevertheless, they had an extremely important purpose.

Cities grew with empires. When the Mongol invader Kublai Khan first began to sweep over Asia and Europe with his nomadic hordes in the 12th century, he made his decisions about warfare in a tent. But, even a man so used to simple living soon found that he could not rule an empire from a tent. He had to build a city.

Throughout the centuries, as empires grew in turn, it was necessary to rule the conquered lands and to keep records of what was going on, who had paid their taxes, and many other things.

In religious societies cities had another important role. They were the sites of temples, the places where all the most important holy people could live and give guidance, or offer prayers when needed.

Thus from earliest times cities have been places of religion and government. They

were also places of wealth. While most people slaved in the fields of the countryside, the wealth of the nation grew in the city.

Protecting city wealth

Wealth was displayed as objects of gold and silver, delicately sculpted and worked. It was also displayed as gigantic buildings and broad roads. Skilled people were needed to make all of this, and walls and moats were needed to protect all of this.

Thus, the splendour of the city centre was surrounded by more humble dwellings, where the master stonemasons, the gold and silversmiths, and the labourers who worked under their supervision, all lived.

Cities were so expensive to maintain that they couldn't afford to have unskilled people. They were places where everyone had a definite job, a place where people specialised.

The powerful people of the country often lived in the city, making it the first place that an invader would attack. If the cities could be captured the countryside could be ruled.

As a result, city sites were chosen with care. A city had to be built in a place where it could be defended, and have walls for protection. The inside of a river bend was a favourite site; a piece of higher ground, such as a small hill, was also commonly chosen.

Strongly defended cities were often put under siege, an unpleasant experience where attackers tried to starve the city into surrender. Good supplies of water and food were vital to help in defence. But, it was far better to meet the enemy on a battlefield outside the walls, so cities also had to find room for a permanent army, who could be sent out in times of trouble.

Merchant cities

As nations prospered, it became vital that cities were well positioned for trade. If the city was easy to defend, so much the better. The

most successful cities had advantages of both good trading and good defence.

Thus the *location* – the general setting – of a city was chosen with regard to trade and administration, and the *site* – the exact position in the landscape – was chosen with an eye to defence, room to spread, deep water for boats, and other detailed needs.

All the world's medieval cities show how important it was to have a good trading position. Cities like Damascus (Syria) and Samarkand (Uzbekistan) grew up where caravan routes crossed Asia. Paris was at the centre of routes that spread across France. London, the centre of routes in England, was a natural river port, as was Alexandria (Egypt), Stockholm (Sweden) and Istanbul (formerly Constantinople, Turkey).

Cities of the Industrial Revolution

By the 18th century there were many grand and famous cities in the world, but they were home to only a small fraction of the world's population. More than four out of five people still lived in the countryside and worked on the land.

The Industrial Revolution, which began in Britain in the 18th century, changed all this. It brought a whole new group of cities into being. The purpose of these industrial cities was to make (manufacture) goods as much as to be involved in trade. Their growth pushed many older trading cities into decline.

Factories had to be located where goods could be made. Often, this location had a source of power; sometimes, it would be where there was good transport, if this meant that fuel could easily be brought to the factory. As more and more workers came to the factory, the industrial world city began to form around it. The new city grew incredibly fast, as row after row of small, cheap industrial houses were built for the workers.

Imagine the contrast of these new cities to the old ones: the old cities had grand

buildings – palaces, temples, churches – at their centre and a huddle of small, cramped dwellings stretching in all directions around them, all contained by city walls. The new cities had factories with smoky chimneys at their centres and rows of small houses surrounding them. The old cities had grown up slowly and had a mix of different styles and buildings of various ages; the new ones were built within a few decades.

This does not seem a very favourable comparison, and, indeed, there were problems with the industrial world city. Cramped houses made for a poor quality of life, the sanitation was appalling and there was much disease.

Nevertheless, people were proud of their new cities because they were part of the new revolution of making goods. As the wealth in these industrial cities grew, it was used to provide more grand buildings in the city centre. These were public buildings for everyone to enjoy. They were not private manor houses and palaces, but libraries and concert halls. On the whole, there was much to be proud of.

Industry, immigrants and cities

A remarkable series of coincidences meant that some cities of the world grew even faster than most. These were the places where immigrants were arriving from Europe. Most went to North America, but some went to countries such as Australia and New Zealand as well.

The United States declared its independence from Britain in 1776, not long after the Industrial Revolution had begun in Britain. The United States was therefore a young country with a vast amount of land that had never been explored, and it was anxious to make the most of its opportunities. It welcomed immigrants to help develop the land and to bring new skills and trades.

Many immigrants stayed in the port cities like New York and Boston. But in the 1830s

the first railway tracks were laid and people began to move west. Goods could be moved quickly and easily by rail, so new cities grew up on the edge of the prairies in the middle and western United States.

Goods came rolling out of the factories to supply the ever-growing population. It was an exciting boom time for all, and a time of spectacular city growth. This was especially true between 1880 and 1890, when cities like Chicago, Detroit, Milwaukee and Cleveland doubled in size.

In Australia, a vast land with few people, an immigration boom happened in the 1840s, and cities like Melbourne doubled in size in a year. In the 1850s, gold was discovered and the cities grew fast again.

New ways of getting around in the city

Since the first city was built, people had always travelled on foot or by horse-drawn cart or carriage. As a result moving was slow and no one wanted to live far from their place of work. More than any other reason, the lack of good, speedy transport made cities cramped. Houses stayed tall and small in order not to use up space, and streets were narrow because no land could be wasted on a wide road.

In the early years of the Industrial Revolution, industrial cities were built in just as cramped a style as older cities. What revolutionised the city was the invention of public transport.

Railways, and their street cousins the tram cars, introduced a whole new world of possibilities for the city. They gave the first chance of getting people around quickly, cheaply, efficiently and in large numbers. Railways and tram cars could carry people swiftly from the city centre to the outskirts. This meant people could live farther from their work without increasing their journey time.

Governments soon recognised the need for railways leading from the heart of the city. In

older cities, great swathes of buildings were demolished to make way for railway track and stations; in newer cities, railways were laid out before the houses and factories were even built.

The owners of the railway and tram cars saw that they could carry millions of people and set very low fares for local travel. Thus, **COMMUTING** was invented, with people living in new residential areas on the edge of the city.

Improvements to services

By the last part of the 19th century, cities of the developed world were large, wealthy places with money to spare. They were swarming with people making their way to and from work at the factories, or going to the newly invented shopping streets to buy a whole range of new goods that the factories were producing.

But, people expected life in the city to become better all the time, so they began asking the city government to provide more facilities. They wanted purified running water provided to their homes, flush toilets, electricity and gas. They wanted roads that were not muddy, and street lighting so that they could find their way at night. They expected bridges not ferries; shops, not markets. Improvements had to be started to meet these demands.

Telephones were installed in cities so that businesses could work better, but it was not long before people wanted telephones in the home as well.

Space becomes scarce

All this development put pressure on the industrial world city. Everyone wanted to be in the city, and in particular they wanted to be at the hub of things, in the city centre.

As the demand for city centre land increased, factories in particular found they could no longer afford the land to expand their works. Every business was clamouring to be in the city, and most office and shopping

establishments could afford to pay more than the factory owner, who needed large amounts of cheap space.

As a result, the factory owners began to move their businesses away from the centre, leaving it free for offices and shops. However, it was soon clear that there still wasn't enough room for offices, so buildings were made taller and taller until (with the invention of the electric lift) they became skyscrapers.

A time of congestion

By the middle of the 19th century cities had become so successful that congestion – traffic jams – had become a major problem. Horse-drawn vehicles caused most of the problems, because they were bulky and difficult to steer. Trams could be used to help carry people, but they were proving to be only a temporary measure. Elevated trains began to run on tracks built above the city streets, and these are still a feature of cities like New York and Chicago.

But something more revolutionary, and less unsightly, was called for. The city needed a new transport system that did not use up more valuable city land. The answer was to dig tunnels and build an underground railway network.

The cost of such a huge project is staggering, and only the world's wealthiest cities could afford it. The wealthiest city at that time was London. It was also built on soft clay, which was easy to dig through. So, building was started on the first underground railway.

London's Metropolitan Railway, opened in 1863, was not really underground at all, but ran for most of its length in a deep trench. It was a great achievement, but for a while its future looked uncertain. Steam trains ran on the track and the smoke from the engines filled the trenches, making a very uncomfortable journey.

London's underground railway was saved by the development of electricity and electric motors. Now, it was possible to build deep tunnels and to expand the network without

any pollution. London's example was soon followed by Paris and Berlin, as city authorities tried to solve their congestion problems.

In the United States, Boston was the first city to try out an underground railway system. Here, tram cars ran through tunnels under the city, and the system was called a Subway. In 1904, New York opened the first part of its Subway network, blasting tunnels through the hard rocks that underlie the city.

The city and the motor age

The motor car has changed the city more than anything else. Because of its influence, the modern city is almost unrecognisable compared with the city a century ago.

The car is the most obvious symbol of the wealth of a country. It is quite different from any other form of transport because it can be used in so many ways: for shopping, getting to work, carrying goods and for taking the whole family for visits and vacations. A car gives people the chance to live where they want and to travel in comfort.

Even with all these advantages, the car could not have revolutionised the city if only a few people could afford to buy one. Cars were successful because mass production techniques, made possible by the Industrial Revolution, meant they could be manufactured quickly and cheaply. Almost everyone could afford to have a car of their own.

Within just a few years, people were using their cars to spread out from the city centre. The invisible force that was pulling them away was the desire to have a better life, away from the cramped inner city. In this way the motor suburbs were born.

As people moved to the suburbs, more and more offices were packed into the city centre. This meant that, every day, thousands of people had to travel from their homes on the outskirts of the city to the offices in the centre. The result was more traffic jams.

By living in the suburbs, people also took the life out of the city centre. For centuries

city centres had been places where there was always something happening. People would stroll down the streets, visit friends or find some form of entertainment in their free time. But now, the centre of living was the suburbs, and, outside working hours, the city became eerily quiet.

The inner city crisis

The desire to own a home has shaped the cities of the world to a large extent. In the 20th century, governments throughout the industrial world have made this dream come true for many people by offering cheap loans, called mortgages. In countries like the United States, Canada, Australia and the United Kingdom mortgages have made it possible for over half the population to buy their homes. They usually choose to buy houses in the suburbs.

The suburbs continue to sprawl across countryside outside most cities. This is why, today, the official population of the city (measured inside its official limits) is very often much smaller than the real city population.

There are many practical problems in a sprawling city. Only those who live within the city limits have to pay taxes to the city hall. However, the city still has to provide services like water and electricity to homes that lie outside its official boundaries. People in the 'country' suburbs have all the conveniences of the city, but pay less tax and remain wealthier than those inside the city.

As people continued to move to new suburban homes, they sold their small, older houses and apartments in the city. Houses were often divided up into small apartments for the less well off. Other properties were rented by immigrants. Over time, this trend caused the city to change dramatically.

Today, the inner city has become home mostly to less well off people who cannot afford to pay high taxes to the city. In fact, many people in the inner city need help to get by, but the city no longer has the money to

provide it. This is the reason why so many of the world's inner cities are in crisis.

Modern industry

The modern city owes its size and wealth to industry. Not surprisingly, over the two centuries since factories led to the industrial world city, there have been many changes. Factories, once tall buildings with many floors and powered by steam, are now usually one storey only, stretching over large areas and operated by computers, production lines and robots.

To match these changes, industry has had to find more space and good sites. And, because many factories actually supply one another with goods and services, it helps if they are situated near each other. To match all these needs, the scattered factories of the city centre have become the industrial estates of the city margins.

The edge of the city has become the ideal location for factories. The thick, black smoke caused by burning coal disappeared with the introduction of electricity. As a result, industry can nestle side by side with the suburbs.

Transport is another good reason for industry to be on the edge of the city. The first factories were supplied by canals and railways, but modern ones are mainly supplied by trucks to send out their goods. Factories outside the city have easy access to main highways, and can avoid city congestion.

Office blocks are also well placed on the city limits. Many people work in offices, but they do not always need, or want, to be in the city centre. Together, these changes have affected the city as much as any changes in housing.

A city needs a 'heart'

Cities today are melting pots of societies from all over the world. Each cultural group can be proud to put its own 'stamp' on the city.

It is important to remember that cities are where civilisation began. Above all else, cities should remain very human places. They need

to be allowed to grow in a human way, and somehow they need to be given a 'heart'.

Cities are now too large to make a single community. People are proud to be part of a large city, but they also need to feel they belong to something smaller. Most people prefer to live their daily lives on a manageable scale, in comfortable-sized units often known as neighbourhoods. For many people, their own neighbourhood gives the city the sense of belonging they need.

City and region

A city does not stand alone in the landscape. Surrounding it are many smaller towns and villages, and even more cities beyond.

Cities, towns and villages are also tied together to make a region. Some ties are strong, others weaker. Here are some of the relationships between each kind of settlement and how choices can affect the region to which they belong.

If you look at any map, you will see that the landscape is dotted with settlements of all sizes. The cities stand out most clearly because they are so large, but there are also many smaller settlements. How is it that all these places survive, why don't all the people live in cities? Why doesn't everyone live in one giant city?

The answer is that each type of settlement attracts different people for different reasons. To understand this, it is useful to look at how each kind of settlement is used.

City, countryside and village

Cities are important places with power and influence. They can demand that roads be built to connect them; they can demand water and raw materials whatever the cost to the countryside.

Cities influence their regions in other ways too. For all the attractions of a city, people increasingly feel that the city is too large, too noisy, and too violent. In much the same way as the wealthy of the city centre moved to the suburbs when the car was invented, so the more wealthy now choose to live even farther

out in the surrounding countryside, in villages and towns.

The people who live in the countryside and travel to work in the city are called commuters. They add greatly to the amount of traffic on the roads, and their needs are met by road improvements that encourage yet more people to live in the countryside.

The desire of city people to live in the country means that homes have to be found for them. Often, these homes look strikingly similar to those in the suburbs of the city, and commonly look out of place in the small village or town.

And, all cities are continually seeking room to expand. So, the countryside on the edge of the city is swallowed up in small pieces as each new housing estate or shopping centre is built.

Cities: good or bad?

Cities have an enormous effect on the surrounding countryside and region. You can think of a successful city as a huge magnet, drawing people away from the rest of the region to seek a share of the city's wealth. In this way a city may be bad for its region. But you can also think of a city as a fountain, spreading its wealth out to the surrounding region by giving jobs to those in the towns and villages of the countryside.

The countryside closest to a city is most at peril. City dwellers quite naturally want to get out of the 'concrete jungle' for some of their leisure, and they will often seek to do this close to their homes. This means that areas on the edge of the city are likely to come under pressure from those who want to develop the farmland for leisure activities such as a sports centre.

Cities also have to grow and there is great pressure to build houses, offices and factories on land around the city boundaries, especially close to main highways. This kind of development is known as sprawl.

The main problem is for farmers who have land next to a city. Crops and animals are much more likely to suffer damage when

they are close to a city. People from the city often wander over farmland unlawfully in the pursuit of leisure. They may trample crops, frighten animals or break fences.

Under these circumstances farmers tend to let land near the city go to waste. When this happens, they are making no money from the land and may be greatly tempted to sell the land for development. Of course, all this does is to make the city sprawl even further.

Many city governments have tried to prevent the uncontrolled sprawl of their cities in this way by making the zone around the city into a 'green belt'. This means that the land cannot easily get planning permission for development. Developers are encouraged to use sites inside the city, and farmers are more likely to use their land. However, within the green belt, permission is usually given for golf courses, so the farmland may still lose out in the end.

The effect of cities on their neighbours

The smaller places in the countryside (villages) were built for farmers. Because of this, most of the world's settlements are spaced out according to country folks' needs.

A village is a small centre where people get to know one another. Traditionally, a village contained a wide variety of people, from the wealthiest landowner to the poorest labourer.

Villages grew as new houses were needed, and they were rarely built to a plan. For this reason, many villages contain historic houses, each built to its own unique design. Character houses of this kind are attractive places to live in, whether you work on the nearby farms or not. So, even if people now have to work in a city, they may prefer to live in a village.

When a village is within reach of a town or city, it is difficult for shopkeepers to survive because town and city prices will be lower. Villages cannot support any kind of entertainment to compete with the city, and this means that younger people may find a city a much more attractive place to live in.

People in villages cannot rely on public

transport, so they must be wealthy enough to own a car. This means that more and more people living in villages are wealthy people for whom the remoteness of the village is not a problem.

In all these ways the city is causing the village to change. While younger and less wealthy people move to the city in search of work or more entertainment, wealthier people take over the village properties.

Town and city

Towns are quite different from villages. They are centres of their own small regions, although the bigger towns are linked to cities by main roads. And, they are cheaper places than cities for renting an office or a factory.

Towns are attractive places to live in because they are small enough for people to feel they belong. There are enough services for day-to-day living, and people need to go to the city only for special entertainments or special goods.

A town that is near a city can grow and prosper because of the city while, at the same time, keeping the city in check. Indeed, sometimes governments plan for the growth of towns, simply to stop cities getting even bigger, and congestion and pollution even worse.

The effect of the city is to bring city living to the town. This is often welcomed by townspeople. City offices moving out to the town bring extra jobs, and usually they also bring higher wages. But, what townspeople do not realise is that, in the long term, the extra people will change their way of life.

The first thing townspeople will notice is that part of the town begins to 'sprout' offices, as city businesses look for places to extend their operations. Soon, townspeople will realise that the new offices and factories are bringing in large amounts of money to the town, so that it becomes more prosperous. But, the same firms will expect to be able to influence the way the town is planned, for example, by wanting better roads and more car parking. So, in this way, the town gradually becomes closer in style to a city.

City regions: the conurbation

Cities are the 'heavyweights' in a country. More people live in cities than in all the small towns or villages of industrial world countries put together. In some cases cities can grow so large that they actually swallow up the surrounding towns and villages; the biggest cities even merge into one another.

Many countries have their own names for large built-up areas. For example, in the United States a continuous built-up area is called the 'metropolitan area', but geographers call this a continuous urban area, or conurbation.

A conurbation may be a huge, unwieldy mass of bricks and concrete. In a conurbation like Los Angeles, a person's journey to work may be 40 km or more without even leaving the city!

Conurbations are the world's largest cities and they have enormous influence. But, their effects are also widely known. The bigger the city the more the traffic inside the city, as well as to and from the surrounding towns. This creates pollution and congestion.

Yet of all the places where people can live, the majority choose the city. The problems of high housing costs and traffic do not stop people enjoying the wide range of things to do and places to go.

To meet demand for more houses and more space, the city is always eating into the countryside. Few believe that a sprawling city can be good for the country as a whole, so green belts are often designated to try to stop the uncontrolled growth of a conurbation. We can only hope that this countryside life-belt, in which new building is very limited, can keep cities under control.