

TEACHER NOTES

Geography

Human Geography: Places

Contextual Summary

This is a KS5 Geography resource which engages students with the farming and working environment of Tapnell Farm Park. It includes comprehensive pre-visit, on-site, and post-visit activities. Students will learn about the concept of 'place' and how people may perceive places differently, and have a different 'mental image' of a place, depending on their age, ethnicity, race, religion, gender, and their role within the place, etc. They will consider how 'lived experiences' of place may affect a person's view of it, and how this may change over time. They will consider Tapnell Farm Park as an example of a place, and will carry out research into both formal and informal representations of it.

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Image, and during their visit they will thoroughly explore what has been done to achieve this via the range of activities, attractions and

amenities that the farm has to offer. They will also carry out a range of different field-based enquiries and surveys in order to evaluate the 'success' of the rebranding process to date. They will not only examine the positive 'side' of things, associated with all the activities and amenities on offer, but will also consider some of the issues associated with the tourist and leisure developments, and how these are being managed, including Tapnell's approach to sustainability and 'eco'/ethical tourism practices. In all, this study will form an excellent example to meet many of the criteria under the themes of 'space, place and placemaking' within the current KS5 Geography specifications.

Task Implementation

Before their visit, students will learn a little bit of background to the farm. There is an introduction on the worksheet that should be read carefully. Then, students are introduced to the term 'place' and the physical and human characteristics that make up a place. Task 1, called 'place perceptions', then encourages them to consider their mental image of the place they live, or of a place they know very well. Some discussion of their answers to the questions should take place here, in order to try and highlight some of the factors, and differing 'lived experiences', that can affect different people's perceptions of place.

Next, students are introduced to 'formal and informal representations of place'. Some discussion to ensure that they know and understand the meanings of these terms should take place before they then get to know the farm through exploring a range of different resources which show informal representations of Tapnell. These include: an OS map extract, GIS, photographs, and various internet-based resources including specific Isle of Wight tourism sites. They will find out where Tapnell Farm is located, what it was like before and during 'diversification', and what it is like now. Using all of these resources, students are required to complete the table supplied on the worksheet in as much detail as they can. As far as possible, students should be encouraged to do this independently, so that differences in opinions can be explored through discussion once the table has been completed.

(continued overleaf)



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FARM PARK

SUBJECT

Geography

UNIT

Places

OPPORTUNITIES FOR USE

- ✓ Pre-Visit
- ✓ On-Site Activity
- ✓ Post-Visit



Peripheral Task

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

152181

15218

Task Implementation

Targeted teacher assistance will help less able students with completing the task. As well as highlighting the ways in which different 'media' and representations can affect our perception of a place, and how these vary from person to person, it will also provide a good opportunity for discussion of the geographical terminology and concepts so that students have a firm understanding before their trip.

In part (b), students are introduced to 'formal (quantitative) representation of place'. They are required to access the Isle of Wight Council website, using the link provided. Here, they will find links to data sets on education skills and employment, health and well-being, housing and population, for the 'West Wight' ward, which is the ward in which Tapnell Farm Park is located. As there is a lot of data, it may be pertinent to divide the group up before-hand, or to select and print, or guide them towards, specific data only rather than have everyone looking through it all. The Index of Multiple Deprivation (IMD) may also be interesting to examine with more able students. 2010 data for the IOW can be found here: <https://www.iowight.com/azservices/documents/2552-Information-Advice-Indices-of-Deprivation-2010-v.3-Jun-2011-Done.pdf>

The IOW can be examined and compared to other parts of the Island, the south or England or the country as a whole using the interactive online mapping here: <http://dclgapps.communities.gov.uk/imd/idmap.html>.

Some be interesting to compare this with the information presented above, and to reflect upon whether the different representations have a particular 'look' or 'feel' to them. This is a good opportunity to discuss the motives behind the production of different representations of place, and perhaps also to encourage students to carry out some 'discourse analysis' to examine the different representations more closely. Further information can be found here: <https://www.geography-fieldwork.org/a-level/place/placemaking/data-analysis/>.

It is also possible to develop the entire investigation into a 'rural character study' whereby students examine the wider area of the West Wight by surveying other sites, as well as studying Tapnell Farm Park's place within it. Due to the fact that students are not permitted to undertake questionnaires at the farm, this may provide an opportunity to gain the opinions of residents and perhaps also visitors about this part of the IOW, and about the farm's rebranding. Further information about rural character surveys and the use of questionnaires and interviews can be found at: <https://www.geography-fieldwork.org/a-level/place/placemaking/method/#rural>

Lastly, task 3 then examines the causes of diversification; students are provided with a newspaper article from the Guardian as their starting point, although there are many other sources of information that they may also find independently. The issues facing dairy farmers in the UK can be discussed, in order that they understand the motives behind diversification.

Whilst on-site at Tapnell Farm Park, students will carry out a range of varied and stimulating activities; their fieldwork and investigative skills will all be put to the test to really get 'under the skin' of the 'geography' around them. There is some important information to start with, which they should read and discuss, ensuring that they fully understand the terms and concepts introduced. Activity 1 then allows them to explore the farm, using all of their senses! They should be encouraged to do this alone or in pairs, and they should make some notes, perhaps related to different places around the farm which they can then feed back into a group discussion. The worksheet suggests some key questions that they could consider at this stage. There is also an activity called 'PlaceChecks' which may be interesting and enjoyable for the students. Information about what this is, and how to carry it out, can be found here: <https://placecheck.info/en/>. This could be a good extension or alternative to sensory mapping for more able students.

Activity 2 then allows students to delve deeper into the rebranding and reimagining of the farm. They can work in pairs or small groups to 'visit' different attractions and facilities around the farm and complete the table. Less able students would benefit from peer support when considering groupings.

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(continued overleaf)

Task Implementation

Activity 3 involves three activities designed to help students to assess the success of the rebranding and reimagining that has taken place as the farm has diversified, in order to present a new identity for the place. They could make observations of visitor behaviour, examine data to do with visitor/guest numbers, and carry out an EQA if desired. However, it may be preferable or necessary to not carry out all of these, depending on time, weather, and the student's abilities. Teachers should plan ahead and select the activities that they feel are the most appropriate to meeting their and the students' needs. There is also an optional extension task here, which could be used to 'virtually' plan a questionnaire that could be carried out. Although they cannot actually carry out a questionnaire on-site, this would at least allow students to consider the factors that should be taken into consideration when designing a questionnaire, and how one could be designed to find out about visitors' perceptions and views about the developments at Tapnell Farm Park.

On their return to school, there is some detailed information about the issues/conflicts that have so far been raised with respect to the developments at the farm. There is some information about the 'key players' that have been involved in the developments and the ongoing operation of the farm park, as well as extensive information concerning the management of the park to ensure sustainability. Students must ensure that they fully understand all 'strands' of sustainability: economic, social and environmental sustainability, and they should be encouraged to think about the implications of these for the farm park.

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There is plenty of scope for further development through further research into ESDP Grants (see <https://www.gov.uk/guidance/central-development-funds-grants>) and the potential of obtaining zoo licences (see: <https://www.gov.uk/zoo-licence>). In a similar way, the website could be used to obtain and view planning applications submitted by Tapnell Farm, which could give students an insight into the role of the council as a key player in the rebranding process, and into any issues / conflicts that arose at this stage.

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Using all of the information that they have 'gathered' through their own observations and the information provided in the worksheet or that they have obtained through their own research, students should be able to evaluate the relative success of the rebranding / 'placemaking' here. There is plenty of potential to also discuss how (and why) their perception / mental image of the farm as a 'place' has changed from their first 'encounter' with the materials and sources of information they studied in the pre-visit tasks.

The final task culminates in a group activity, whereby students are divided into four groups and each is given a different 'area' to focus on, and develop and deliver a class presentation on said area.

Ability Levels

This resource is aimed at students at KS5. The worksheet is mixed ability, but teachers are given additional guidance within these notes as to how both less, and more, able students may be supported according to their specific needs. There is guidance as to how less able students may be given additional support through the activities, and more able students may be stretched with additional / extension tasks.

Key skills practised in this unit:

- ▶ Understanding key processes in human geography: understanding 'place' and perceptions/mental images of places, and how these can be influenced by a range of formal and informal representations of a place. Farming and farm diversification into leisure and tourism, and the 'place-making' processes of rebranding and reimagining. The potential conflict/issues associated with rebranding developments that may arise, and the sustainable management practices being used to tackle these
- ▶ The use of a wide variety of different sources of information, including maps, GIS, photographs, social media and internet – based materials

Key skills practised in this unit (continued):

- ▶ Conducting fieldwork by making observations and applying their observations to a variety of specific fieldwork tasks. This will allow students to fully investigate Tapnell Farm Park as a 'place' and the 'placemaking' process that has taken place here to change the farm's identity
- ▶ Both literacy and numeracy skills are developed and enhanced through the activities in the worksheet
- ▶ Carrying out both collaborative work with their peers on given activities and tasks, and also working independently, e.g. researching
- ▶ Presentation skills – the development and delivery of an oral presentation on a given area of what they have learnt in the post-visit activity.

Relationship to Curriculum

Below are the relevant links to the current A and AS Level Geography specifications (as from 2016), showing where this resource fits:

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- **Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0).** Topic 4 'Shaping places'
- **WJEC GCE AS and A level Geography.** Unit 2 'Changing Places'

The activities in this resource are designed to enable students to address the criteria covered in the above units/topics of their relevant specification.

Learning Opportunities

At all stages, students will be using the worksheet linked to this resource - **152181**

Pre-Visit

- ▶ Students will learn the key terms and examine both formal and informal representations of Tapnell Farm Park, as well as the reasons behind diversification.

During the Visit

- ▶ Students will investigate first-hand the range of activities at the farm park, consider the 'attraction' of these, potential conflicts and issues and how these are addressed/managed both for the enjoyment and safety of visitors and also for sustainability. All of this will give them an excellent understanding of the rebranding/place-making process, and they will consider how it has changed the identity of Tapnell Farm Park as a place, and evaluate the relative success of this.

Post-Visit

- ▶ Students use the guidance on the worksheet to develop and deliver a presentation based a particular given aspect of what they have investigated and learnt.

Enrichment Opportunities

- ▶ Students will be seeing 'farm diversification' in action and will be able to see, first-hand, the ways in which a specific farm can diversify and 'rebrand' in order to generate new income streams and create a new identity for itself. The potential issues associated with the Tapnell Farm Park developments will be examined during their visit, in order to gain a 'real life' understanding of the impact of leisure at honeypot sites, and how this can be managed sustainably.
- ▶ The resource also involves a lot of fundamental skills in geography; map work, research and investigative skills, numeracy/graphical skills, as well as conducting primary fieldwork such as making observations, and recording information which can then be analysed.
- ▶ Students will have the opportunity to conduct independent research, a key skill in geographical investigations. Indeed, this is a key skill in many curriculum areas and becomes a valuable skill as they move through to becoming more independent learners.
- ▶ This teacher guidance suggests extension tasks, and ways to differentiate the activities in the worksheet, to enable students of all abilities to get the most out of their visit.
- ▶ As this is a relatively 'new' topic at A level, with coverage in all of the main specifications for first

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particular area in more depth; suggestions and links are provided in these notes to provide support and guidance with this.

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- ▶ There is some potential for cross-curricular collaboration, e.g. with examining the use of different media to 'represent' a place may overlap with media studies.
- ▶ It can provide a named example / case study to enrich their classroom work and use in the exam.

Learning Outcomes

- ✓ Students will be able to define what the following key geographical terms mean: place, formal and informal representations of place, qualitative and quantitative data, farm diversification, honeypot site, rebranding and reimagining, placemaking, ethical tourism, ecotourism and sustainability.
- ✓ Students will know what has been done to rebrand the farm as part of the placemaking process; they'll be able to describe what facilities and attractions are located at Tapnell Farm Park, as an example of a farm that has diversified and rebranded to reimage itself.
- ✓ Students will draw graphs using data supplied, and be able to describe how visitor/tourist numbers have grown since the farm diversified, and also how employment has changed from when it was a dairy farm.
- ✓ Students will be able to discuss the ways in which these attractions create advantages, and potential disadvantages, for both visitors / leisure users. They will be able to name specific issues and potential conflicts, and use this information to evaluate the relative success of the rebranding process.
- ✓ Students will be able to discuss the various ways in which Tapnell Farm Park is managing any of these issues, and will be able to describe the attempts being made to be sustainable through energy/waste/environmental management, and eco (ethical) tourism.
- ✓ Students will develop and deliver an oral presentation based on a given aspect of what they have learnt.

