

Digimap for Schools

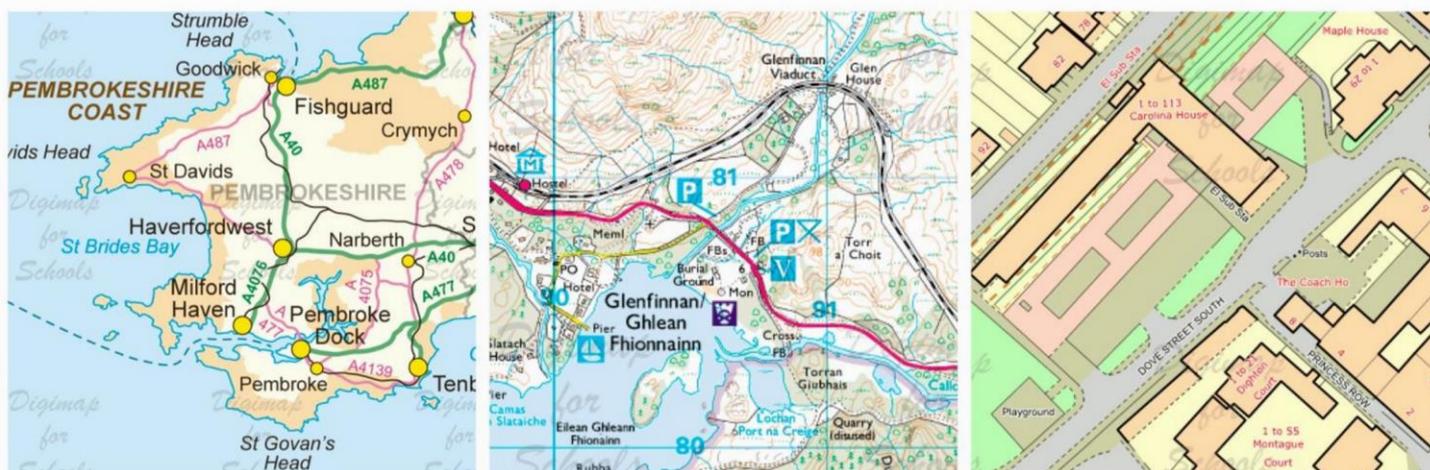
Shop for a house

Urban regeneration of local high street

Alan Parkinson

Geography teaching resource

Secondary



This is one of a series of teaching resources for use with Digimap for Schools. For more details about this service, visit <http://digimapforschools.edina.ac.uk>

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Digimap for Schools Geography Resources

Title: Shop for a house

Level	Context	Location
Secondary	Fieldwork, retailing/urban land use	Any high street

Knowledge	Land use mapping/adding polygons/adding labels and photographs/measuring areas/creating and printing maps
Curriculum links (England)	Urban land use/retailing/regeneration – understanding the process of urbanization.
Curriculum links (Wales)	Locate places using maps, and use maps to interpret and present locational information. Explain how and why places change.
Scottish Curriculum for Excellence	Social studies outcomes: people, place and environment: 0.07a, 2.10a, 4.10b, 2.14a.

Activity

Involve your class in an exploration of a local high street to identify what sort of shops there are. Discuss why some shops are empty and what might be done about it, including the option to turn some of them into affordable housing.

Most high streets are linear features and some of them are quite lengthy. This gives the option of giving individual pupils, or groups, responsibility for investigating clusters of shops. Create a visual record of the high street by adding photographs, annotations and colour-coding to the map. (This can be done over a period of time).

Adding photographs

TIP – if you are creating a set of photographs yourself, use a Digimap for Schools print-out to note the frame number of each photograph onto the map as you proceed, so that you can find it easily later.

Using an iPad – photographs can be instantly attached to the map.

Zoom into the largest scale of Digimap for Schools and locate the building you will photograph.

- Select the photo icon from Annotation Tools. Click on the building and follow the option for 'take photo or video'.
- Take photo and select 'use' and then 'upload'. The pin will be on the building and the photo attached by a line.

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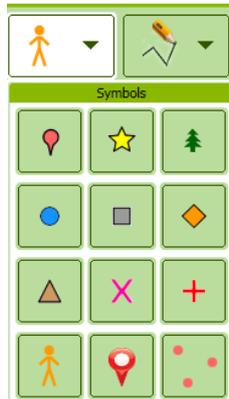
To move photographs – select the move arrows in Modify and select the photo to move it out of the way of the map detail and other photos.



If the pin is in the wrong position, select the pin and both the pin and the photograph will move together.

Colour coding shops by type

The student hand-out sheet is pre-filled with some suggestions you can use or adapt. Alternatively, depending on the range of shops in the high street you could use the markers as reference to particular shops e.g. stick man could signify clothes shops.

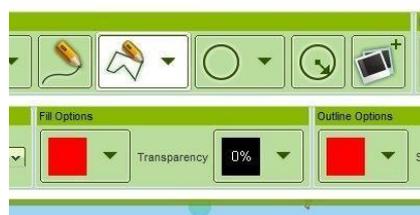


Open Digimap for Schools and zoom in to the largest scale at your chosen location and switch to aerial photography.

Using your knowledge of the high street, pan and scroll to check out individual shops in the area and then annotate the same shops on a Digimap for Schools map with the right type of symbol colour taken from the pre-filled activity table.

To annotate the property, set the transparency to 0%, choose the appropriate colour from the fill option and the outline option and activate the draw an area button. Starting at a corner of the building, click once and then click again at each turning point. Double click to complete and close the area of the building and it will be filled with your chosen colour.

Repeat this for each building.



Save your map – whenever changes are made to it.

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Class introduction

High streets have been at the hearts of towns and communities for centuries. However, they need to be supported if they are to thrive and become 'vital and viable'. They are facing an unprecedented threat from lifestyle changes and the availability of alternative shopping opportunities which are more 'convenient' for consumers. The main 'threats' to the town centre come from online retailing, out of town shopping malls (where shops are under cover) and retail parks (where parking may be free). Reduced disposable income may also play a part, as people have less 'disposable income'

One of the issues with the growing number of vacant (empty) shops is the visual impact that they have, contributing to a general sense of decline and neglect and making the street a less pleasant place to be.

Since the report was published, some town centres have made efforts to improve, and funding was made available to support a number of towns develop their ideas.

Planning regulations have traditionally protected high streets by preventing shops and office being changed into homes, it has been suggested that empty shops and offices could be converted to housing. With a shortage of housing and too many empty shops this looks sensible. Ideally the shops should all stay together and any converted to houses would be the ones that are furthest away from the centre. Would this work in your local high street?

Taking it further

1. If you have been unable to undertake class fieldwork, consider deliberately muddling up some or all of the photos so that they are attached to the wrong shops. Make pupils responsible for particular sections of shops and ask them to use the Modify tool to put them in the right place. Provide them with a separate sheet of photos with the grid reference of the correct place, or other clues.
2. You could extend the activity to explore shop-clustering by type. Some shops, such as shoe shops, are often found in particular clusters in areas of the high street. Does this happen in your local area?
3. Keep track of the changes that occur in your high street over a number of months, or even years. Students can then have access to a useful archive showing changes in your local area over a period of time.
4. Is your town a Clone Town? See the web links for a two page survey sheet that includes a quick calculator to find out.
5. Look back in time at the high street by using the 1890s and 1950's maps. How has the high street changed since?

Web links

- The 2011 Portas Review and subsequent progress reports can be viewed here www.gov.uk/search?q=portas&tab=government-results
- Clone Town survey – use this to see how much your town is like everywhere else in Britain www.reimagineyourhighstreet.org/wp-content/uploads/Clone_Town_Britain_Survey_II.pdf

Example map:

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EDINA at University of Edinburgh 2016

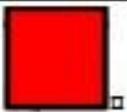
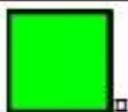
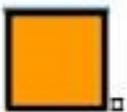
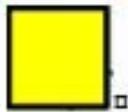
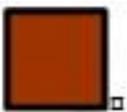
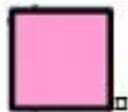
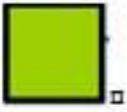
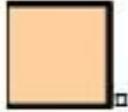
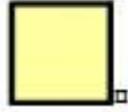
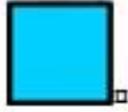
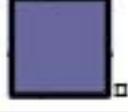
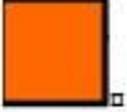
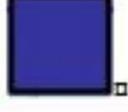
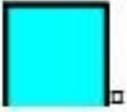
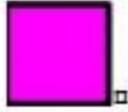
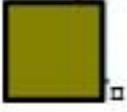
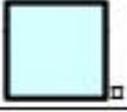
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Types of shop – use black outline and 100% fill

Symbol	Type of use	Symbol	Type of use
	Food (general)		Clothing
	Baker		Shoes
	Butcher		Books
	Fishmonger		Travel
	Greengrocer		Repairs (for example, shoes)
	Newsagent		Charity shop
	Household items (general)		Finance/insurance
	Antique		£ store (bargain shop)
	DIY		Jewellery/gifts
	Chemist		Pub or restaurant
	Florist/garden		Food take-away/cafe
	Other		VACANT