

Unit 9 Shopping – past, present and future

About the unit

This unit deals with an aspect of the settlement theme – retail service provision. Pupils learn about patterns and processes by investigating provision at local and regional scales. They consider the concept of development within their own country, by studying the possible impact of the internet on shopping patterns, as a prelude to focusing on development in a global context. As part of their investigations, they have the opportunity to develop further their data-collection and presentation skills.

This unit is expected to take 4–7 hours.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- suggest investigation sequences
- collect/record/present evidence
- analyse evidence and draw conclusions
- appreciate values and attitudes
- use fieldwork techniques
- draw maps, plans and graphs
- communicate, including using ICT

Knowledge and understanding of places

Pupils will:

- locate places and environments
- describe scale contexts
- describe and explain physical and human features
- investigate changes in places
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- settlement
- economic activity

Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- environmental change and management
- sustainable development

Expectations

At the end of this unit

most pupils will: suggest relevant geographical questions and a sequence of investigation to look at changes in shopping patterns; describe and explain why shopping patterns have changed and where goods and services can be obtained in the local area; describe and explain how changing habits create changes in location patterns; predict future trends and how changes benefit some groups of people more than others; select and use effectively skills and sources of evidence to investigate shopping changes; present well-argued reports and begin to reach conclusions that are consistent with the evidence

some pupils will not have made so much progress and will: begin to suggest relevant geographical questions and a sequence of investigation to look at changes in shopping patterns; describe and begin to explain why shopping patterns have changed and where goods and services can be obtained in the local area; suggest how changing habits may create changes in location patterns; suggest some future trends in shopping patterns and how changes benefit some groups of people more than others; use a range of geographical skills and sources of evidence to investigate shopping changes; use primary and secondary sources of evidence in their investigations and present their findings both graphically and in writing

some pupils will have progressed further and will: identify relevant geographical questions and a sequence of investigation to look at changes in shopping patterns; describe and explain relevant human processes and how these interact to create and help change shopping patterns and environments; appreciate that people's attitudes and values influence decisions made about how and where people shop and how changes benefit some groups of people more than others; appreciate, also, that considerations of sustainable development may well affect the planning and management of shopping environments in the future; select and use effectively a wide range of skills and begin to evaluate critically sources of evidence used in their work; present well-argued reports and reach conclusions that are consistent with the evidence

Prior learning

It is helpful if pupils have:

- studied land use in their local area
- used thematic maps in an atlas
- carried out, with support from the teacher, geographical enquiries
- considered issues from different points of view

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- settlement, *eg settlement function, settlement hierarchy, sphere of influence, out-of-town development*
- commerce, *eg convenience goods, comparison goods, development*

Speaking and listening – through the activities pupils could:

- discuss and question what they are learning and how it is relevant in other contexts or when using different variables

Writing – through the activities pupils could:

- group sentences into paragraphs which have a clear focus (and topic sentence)
- link ideas and paragraphs into continuous text (minimum 300 words)

Resources

Resources include:

- key stage 3 and GCSE textbooks, most of which have appropriate chapters on this topic
- bus and train timetables, details of circulation of local newspapers, delivery area of furniture store, catchment area of local secondary schools, etc
- websites of booksellers, travel organisations, large supermarket chains, banks, etc

Future learning

This unit lays the foundation for understanding the concept of development and a more detailed study of shopping patterns, usually covered at GCSE level.

Links

The activities in this unit link with:

- other geography units – unit 5 ‘Exploring England’, unit 16 ‘What is development?’
- mathematics – collecting, representing and interpreting data
- ICT – using a mapping package, reflecting on technological innovation
- citizenship – expressing and explaining views, considering other people’s experiences, considering topical or social issues
- history – work on transport developments, working hours and emancipation of women


The past – how and why does the provision of goods and services change? How are different groups affected (who wins and who loses) when there is change?

- to ask geographical questions
- to suggest appropriate sequences of investigation
- to collect, record and present evidence
- to analyse and evaluate evidence and draw and justify conclusions
- to use fieldwork techniques
- how to classify goods and services
- to consider an issue from different points of view
- to identify how and why shopping patterns change with time
- about the geographical distribution of an economic activity (retail outlets)
- to consider how and why changes in the functions of settlements occur and how these changes affect groups of people in different ways
- Introduce the topic with a brainstorming activity, asking pupils in groups what sorts of questions would need to be asked to find out about changes in shopping patterns over the past 20–30 years. Groups can pool responses and discuss the best selection of wording to elicit the information they seek. Pupils identify three success criteria for their questionnaire, from which a list is drawn up to evaluate the activity when completed.
- Ask pupils to identify the age groups (parent/grandparent) they will need to interview and to do this for homework, recording their results on a database or wall chart. In groups, they can ask questions about the data to evaluate the extent to which the questionnaire worked and to identify how it could have been improved, *eg separation of convenience goods from comparison goods*.
- Help pupils to compile a class summary and identify the main changes that have taken place and suggest reasons why they have occurred (human processes). Pupils can select their own preferred way to make notes, for extended writing later.
- Organise a visit to the nearest shopping parade to note types of shops and services, any evidence of a change of function and to investigate people's shopping habits. Ask pupils to present and analyse results and consider reasons for patterns identified, including reasons for any change in function and its effects.
- Choose a town that has a range of different types of shopping centres, including an out-of-town development or retail warehouse. Discuss these with pupils and ask them to map the locations and add notes about their advantages and disadvantages. Ask pupils to consider two of these from different people's viewpoints, *eg young, elderly, without a car, mother with young children*, and to tabulate their findings.
- collect, record and evaluate data about shopping changes
- analyse their findings and suggest reasons for changes in shopping patterns
- describe the distribution of shopping centres in a settlement they are familiar with
- explain how out-of-town developments affect service provision in other parts of towns
- explain how changes of location and function benefit some people/groups more than others locally/within the region
- Developing the questionnaire could be a whole-class activity. Agree the questions to include, *eg what, where, how often, cost, mode of transport*.
- Language for learning: this activity provides pupils with the opportunity to discuss and question what they are learning and how it is relevant in other contexts or when using different variables.
- History: links with work on transport, working hours, emancipation of women.
- Citizenship: this activity provides pupils with the opportunity to consider other people's experiences and to think about, express and explain views that are not their own.
- Mathematics: pupils collect, represent and interpret data.

The present – what types of goods and services are found in different settlements today, in the local area/region? Why does the provision of goods and services vary between settlements?

- to draw a map with symbols and a key
- how and why the provision of goods and services in settlements varies
- Use pupils' understanding of convenience and comparison goods to develop the concepts of settlement function and how to place settlements in a rank order (hierarchy). *What can we buy where, and why?* Rank local centres for shopping purposes. Then ask pupils to write a paragraph to identify the main centres and explain why some are more important than others.
- Take the largest shopping centre in the area and discuss with pupils how they might try to identify the extent of its importance/influence. A generalised map can be drawn based on a number of agreed indicators. Reasons for its extent and shape will need to be considered.
- describe and explain where the main goods and services can be obtained in the local area
- map the general 'sphere of influence' pattern in the local area/region and account for it
- The teacher will need to have some resources to facilitate this activity, *eg bus/train timetables, circulation area of a local newspaper, delivery area of a furniture store*.
- Mathematics: pupils collect, represent and interpret data.
- ICT: a mapping package could be used to plot shops, services and sphere of influence, using the distance people are willing to travel.

The future – how will the internet affect shopping patterns?

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| <ul style="list-style-type: none"> • to explore the concept of progress/development • how the distribution of an economic activity may change in the future, and the effects of such changes • to explore the ideas of environmental change and sustainable development in an urban environment | <ul style="list-style-type: none"> • Discuss with pupils whether things are getting better in the shopping world. Consider with them the concept of change/progress as development and discuss the possibilities of internet shopping, referring to well-known examples, <i>eg books, large supermarket chains</i>. • In groups, using school computers or individually at home using personal computers, pupils could research one particular internet shopping facility, finding out what it offers and how it works. They should discuss the impact this might have on the use of transport and what types of people will use the facility. • In class help pupils to pool findings and ask them to draw up a list of the likely effects of internet shopping on local shops, city-centre shops and out-of-town superstores. <i>Which are most likely to resist the internet threat and why?</i> • Help pupils to plan a piece of extended writing entitled 'How and why has shopping changed in Britain over the last 30 years? How is it likely to change in the future?' Weaker writers may need structured support to help them group sentences into paragraphs which have a clear focus, and in linking ideas and paragraphs into continuous text. | <ul style="list-style-type: none"> • describe how 'development' may favour some people more than others • successfully access up-to-date information about shopping via the internet • describe and explain the likely impact of internet shopping on local and regional provisions, referring to specific examples • describe and explain how and why shopping has changed in Britain in a 30-year period, in a piece of extended writing with related points grouped into paragraphs, linked coherently into continuous text (minimum 300 words) | <ul style="list-style-type: none"> • Citizenship: this activity provides pupils with the opportunity to reflect on topical and social issues. • ICT: this activity provides pupils with the opportunity to reflect on the effects of technological innovation. • Language for learning: this activity provides the opportunity for pupils to organise what they have learnt into a piece of structured writing. <p> Safety – all off-site visits must be carried out in accordance with LEA and school guidelines</p> |
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