

The Local Geography of the London 2012 Games

Lesson 1: London 2012 – A local, regional, national or international event?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>Geography: <u>1.2a,b Space:</u> Spatial patterns, distributions and networks can be described, analyzed and often explained by reference to social, economic, environmental and political processes.</p> <p><u>1.3a,b Scale:</u> Scale influences the way we think about what we see or experience.</p> <p><u>1.4a Interdependence:</u> a - Exploring the social, economic, environmental and political connection between places.</p> <p><u>1.5a Human processes:</u> These processes cause change and development in places and can be used to explain patterns and distributions.</p>	<p>Geography:</p> <p>3a – A variety of scales (from personal, local, regional, national, international and continental to global).</p> <p>3b – A range of investigations, focusing on places, themes or issues.</p>	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What do we mean by local? Are the Olympic and Paralympic Games a local, regional, national or international event? <p><u>Key Ideas:</u></p> <p><u>Understand 'local' as a 'scale' relative to location.</u> Ideas of what is local will depend on the location or position of the school or settlement in which the school is based. For example, if located in a city or large town it might be appropriate to say the whole settlement is 'local'. However, it might also be appropriate to say that the neighborhood or borough is local (For example the impact of London 2012 in Newham).</p> <p><u>Connecting scales:</u> The London Olympic and Paralympic Games are an international scale event but are encouraging active participation and benefit on a local scale. They will also have impacts at many other scales.</p>	<p>STARTER: What makes something local?</p> <p>Think about your local shop, local school, and local park. What is not local? Use Google Earth to gradually 'zoom out' from the school and ask students to say when it is no longer local.</p> <p>Ask students to think about other towns they travel to for leisure, other places they travel to on holiday or when visiting relatives. Explain that this 'zoom lens' is what geographers call 'scale'.</p> <p>MAIN ACTIVITIES: What about the London 2012 Games? What scale is the event at? Think about the venues and the participants? What scale will the impacts / benefits be at? Think about who can enjoy and benefit from the venues, participants, media coverage etc.</p> <p>Use the 'Sporting spaces and places' and 'Venues in the UK' map interactives to explore the above questions (links are provided in the resources column).</p> <p>Using 'Google Earth' zoom in on the Olympic site. Zoom out and let students consider how far the benefits of the Games will be spread.</p> <p>Students can then use information on the 'Venues in the UK' map to research and to annotate their own Google earth tour or Google Map of all the UK venues listed, describing their distribution in terms of scale (from local, to regional and national).</p> <p>PLENARY: Show the 'What is local?' powerpoint slide and ask the question:</p>	<p>Interactives: Sporting spaces and places - http://www.geographyteachingtoday.org.uk/images/activities/olympic02.html</p> <p>Venues in the UK (Map) - http://getset.london2012.com/en/map/venues-in-the-uk</p> <p>Downloads: What is local ? PPT slide</p> <p>Links: My maps – Google: http://maps.google.co.uk/help/maps/mymaps/create.html</p> <p>Google Earth Tutorial: http://www.geographyteachingtoday.org.uk/fieldwork/info/teaching-technology/using-google-earth-as-a-tool-for-presenting-fieldwork-data/</p> <p>Tutorial - Google Maps: http://maps.google.com/support/bin/answer.py?hl=en&answer=68480</p> <p>GIS: Google Earth or Google Maps</p>
Key Processes	Curriculum Opportunities			Assessment Opportunities:
<p>Geography: <u>2.1a,b Geographical enquiry:</u> a - Ask geographical questions, thinking critically, constructively and creatively. b - Collect, record and display information.</p> <p><u>2.3a Graphicacy and visual literacy:</u> a - Use maps at a range of scales, images and other geographical data.</p>	<p>Geography: 4 h - Investigate important issues of relevance to the UK and globally using a range of skills, including ICT.</p>			<p>Student maps and explanations of the distribution of venues in terms of local, regional and national.</p>
				Additional notes for teachers:
				<p>There are useful guides to customizing maps in Google Earth and Google Maps on the Geography Teaching Today Website. If the school is located in a small town or large village it might be more appropriate to expand the 'locality' to include other villages and towns in the local area. The definition of local may also change throughout the module. When investigating the locality, it is probably best for pupils to engage with a smaller area. However, for other activities, it is easy and probably more appropriate, to investigate a much larger area of several tens of kilometers.</p>

			'Will the Games be a local, regional, national, or international event?'	
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Lesson 2: Will the Games benefit the whole UK?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>Geography: <u>1.2a,b Space:</u> Spatial patterns, distributions and networks can be described, analyzed and often explained by reference to social, economic, environmental and political processes.</p> <p><u>1.3a,b Scale:</u> Scale influences the way we think about what we see or experience.</p> <p><u>1.4a Interdependence:</u> a - Exploring the social, economic, environmental and political connection between places.</p> <p><u>1.5a Human processes:</u> These processes cause change and development in places and can be used to explain patterns and distributions.</p>	<p>Geography: 3a - A variety of scales - (from personal, local, regional, national, international and continental to global).</p> <p>3b - A range of investigations, focusing on places, themes or issues.</p>	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How will the rest of Britain benefit? How does national affect regional and local? <p><u>Key Ideas:</u></p> <p>To understand that even if you are not based in London there are going to be national impacts / benefits and regional impact / benefits of the London 2012 Games.</p> <p>To recognizing that the impact of the Games (in terms of jobs, contracts, cultural impact and venues) is well beyond just East London.</p> <p>To understand that events such as London 2012 can be used to generate economic, social and cultural benefits at a larger scale than the local or regional through infrastructure improvements, inward investment, social processes and cultural understanding.</p>	<p>STARTER: Do a quick class survey with each member of the class asking 10 classmates the questions listed in the 'Where do we expect the benefits of the London 2012 Games to be felt?' survey (available in the resources column).</p> <p>MAIN ACTIVITIES: Using the cards supplied in the 'Economic impact of London 2012' sheet (available in the resources column) ask students to sort the information supplied into:</p> <ul style="list-style-type: none"> Those factors they think will bring the most important economic benefits to London and those factors they think will bring important economic benefits to other areas of the UK. <p>Draw a heat map / choropleth map of the contractors involved in the UK using simple web-based GIS and the data supplied in the 'ODA Suppliers by region' sheet (available in the resources column).</p> <p>Write a list of ways that London 2012 will cause a positive multiplier effect or write a short report for the London Development Authority outlining the economic benefits of hosting the 2012 Olympic and Paralympic Games.</p> <p>Split the class into the 12 regions of the 'The Nations and Regions Group' (a link is provided in the resources column) and ask students to present to the class the vision of each region in terms of what they want to get out of the Games (this could be a powerpoint, podcast, video using moviemaker or flip chart poster).</p> <p>PLENARY: Share the results of the class survey completed at the beginning of the lesson.</p> <p>Discuss the 'Where are the benefits expected to be felt?' Factsheet (available in</p>	<p>Downloads: Quick class survey – Where do we expect the benefits of the London 2012 Games to be felt?</p> <p>The economic impact of London 2012 – Card sort activity</p> <p>ODA suppliers by region</p> <p>Where are the benefits expected to be felt? Factsheet</p> <p>Government Aims of London 2012 - Factsheet</p> <p>Links: London 2012 – Nations and regions group: http://www.london2012.com/about/the-people-delivering-the-games/the-nations-and-regions-group/index.php</p> <p>Venues in the UK: http://getset.london2012.com/en/map/venues-in-the-uk</p> <p>Chris Hoy interview http://optimistworld.com/Articles.aspx?id=71168b28-d7d7-4ecd-88e7-9c9679db0ef4</p> <p>Venue interactive map: http://www.geographyteachingtoday.org.uk/images/activities/olympic02.html</p>
Key Processes	Curriculum Opportunities			Assessment Opportunities:
<p>Geography: <u>2.1a,b Geographical enquiry:</u> a - Ask geographical questions, thinking critically, constructively and creatively.</p> <p>b - Collect, record and display information.</p> <p><u>2.3a Graphicacy and visual literacy:</u></p>	<p>Geography: 4 h - Investigate important issues of relevance to the UK and globally using a range of skills.</p>			<p>Report for the London Development Authority outlining the economic benefits of hosting London 2012 and presentations in their regional groups.</p> <p>Additional notes for teachers:</p> <p>The quick class survey could be done as an extended task where a larger sample of the school population, or, even the local community is interviewed. This would work particularly well if this module or lesson was used as the basis for a cross-curricular (perhaps with Citizenship) or whole school unit.</p>

<p>Use maps at a range of scales, images and other geographical data.</p>			<p>the resources column) and the results of the national survey listed in the sheet, with the class, and compare with the class results – are they similar?</p> <p>Look at the 'Government Aims of London 2012' factsheet (available in the resources column). What do the pupils think the minister responsible should do to ensure the benefits from London 2012 reach the regions and local communities of the UK?</p>	
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Lesson 3: What's in it for us and our local area?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>Geography:</p> <p><u>1.1a.b Place:</u> Every place has unique physical and human characteristics, which can be interpreted and represented in different ways.</p> <p><u>1.3a.b Scale:</u> Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected.</p> <p><u>1.5a Human processes:</u> These processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.</p> <p><u>1.6 Environmental interaction and sustainable development:</u> Understanding the dynamic interrelationship between the physical and human worlds involves appreciating the possible tensions between economic prosperity, social fairness and environmental quality.</p>	<p>Geography: 3g - Human geography, built and managed environments and human processes.</p>	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> London 2012 – What is potentially in it for us? In our region and more locally. <p><u>Key Ideas:</u></p> <p>To find out what is going on nearest to you and the benefits of this.</p> <p>To understand that their area has the potential to be involved in the London 2012 Olympiad and to evaluate the possible positives and negatives of this.</p>	<p>STARTER: Students consider the impacts and benefits for two geographically distant and contrasting areas by watching two BBC video clips (links are provided in the resources column to videos about Stratford and Yorkshire).</p> <p>Ask the class whether they think that their local area is expecting similar impacts and benefits?</p> <p>MAIN ACTIVITY: What's in it for our local area? Do people even have an interest or enthusiasm in our area/region?</p> <p>Display the maps entitled 'Interest in and enthusiasm for the 2012 Games across the UK's regions' (available in the resources column as a download) on the white board.</p> <ul style="list-style-type: none"> Can students see any relationship in interest and enthusiasm by region or in distance from London? Have they heard of any activities linked to the London 2012 Olympic and Paralympic Games that are happening, or have recently happened, in their local area? What kind of activities would students most welcome in their local area in the run-up to London 2012? <p>As a class demonstrate how to do a location / postcode query of the online map available in the resources column and entitled 'Explore activities around the UK'.</p> <p>In groups ask students to answer the following question:</p> <p>What's in it for us and our local area?</p> <p>Students should carry out research using all the resources from this lesson</p>	<p>Downloads:</p> <p>'Interest in and enthusiasm for the 2012 Games across the UK's Regions - Maps</p> <p>Types of local activity which would be most welcome</p> <p>Enthusiasm towards the London 2012 Games</p> <p>Video: BBC Class Clips http://www.bbc.co.uk/learningzone/clips/ (Clip numbers 6065 - Yorkshire and 1431 - Stratford)</p> <p>Links:</p> <p>Training camps guide: http://trainingcamps.london2012.com/ & http://www.london2012.com/documents/training-camps/london-map-of-potential-pre-games-training-camps.pdf</p> <p>What's happening in your area? http://getset.london2012.com/en/join-us/whats-happening-in-your-area</p> <p>Explore activities around the UK - Map http://www.london2012.com/in-your-area/map/index.php</p> <p>Olympic and Paralympic athletes to follow in the lead up to 2012 http://getset.london2012.com/en/map/heroes</p> <p>BBC Blog http://www.bbc.co.uk/blogs/olympics/2008/07/london_2012_whats_in_it_for_me.html</p>
				<p>Assessment Opportunities:</p> <p>The students' conclusions of the possibilities for their local area/region including their ability to analyse and evaluate the resources and sources.</p>

			<p>and the previous lessons (maps, tables etc), the links listed in the resources column and the training camps guides (link provided in the resources column) to draw up a list of what is going on and what is being planned for their local area in order to answer the question "What's in it for us and our local area?"</p> <p>PLENARY:</p> <p>Students summarize the possibilities for their local area / region.</p>	<p>The students' conclusions of the possibilities for their local area/region including their ability to analyse and evaluate the resources and sources.</p>
Key Processes	Curriculum Opportunities			Additional notes for teachers:
<p>Geography:</p> <p><u>2.1c Geographical enquiry:</u> c – Identify bias, opinion and abuse of evidence in sources when investigating issues.</p> <p><u>2.4a Geographical communication:</u> a – Pupils should be able to communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p> <p>Citizenship:</p> <p><u>2.1a,c Critical thinking and enquiry</u> a - Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems. c - Analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.</p>	<p>Geography:</p> <p>4a - Build on and expand their personal experiences of geography.</p> <p>b - Explore real and relevant contemporary contexts.</p> <p>c - Use a range of approaches to enquiries.</p>			<p>The training guide is really useful as you can look at regional and local scales for the facilities that are on offer to national teams. Students can begin to think about what national teams could potentially stay in their area.</p>

Lesson 4: Discovering our place in the Games – How is our area connected to the Games and how can we get involved?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>Geography:</p> <p><u>1.1a,b Place:</u> Every place has unique physical and human characteristics, which can be interpreted and represented in different ways.</p> <p><u>1.4a Interdependence:</u> a - Exploring the social, economic, environmental and political connection between places.</p> <p><u>1.6 Environmental interaction and sustainable development:</u> Understanding the dynamic interrelationship between the physical and human worlds involves appreciating the possible tensions between economic prosperity, social fairness and environmental quality.</p> <p><u>1.7a,b Cultural understanding and diversity:</u> Considering how people and places are represented in different ways.</p> <p>Citizenship:</p> <p><u>1.3a,b,c,d Identities and diversity:</u> a - Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.</p> <p>b - Exploring the diverse national, regional, ethnic and</p>	<p>Geography:</p> <p>3a – A variety of scales, from personal, local, regional, national, international and continental, to global.</p> <p>b - A range of investigations, focusing on places, themes or issues.</p>	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How is our local area connected to the Olympic and Paralympic Games? Which athletes are we connected to? Which national team will we host? What are the local connections between, culture and sports participation, and culture and community involvement? What opportunities are there for our town area to get involved in London 2012 plans? What does our area offer in terms of historical, natural and built environment for us <u>and</u> for others? <p><u>Key Ideas:</u></p> <p>To understand that elite athletes are local people and part of our community and that with so many participants every UK community will have some connection.</p> <p>To understand what facilities are on offer in our area for which sports and to think about which national team will come to our local area and what our area can offer them.</p>	<p>STARTER:</p> <p>From the last lesson summarize on the board all the current activities, training camps and events in your specific local area.</p> <p>MAIN ACTIVITY:</p> <p>Explain to students that they are to produce their own 2 minute marketing video to attract their (chosen) national team to their local area. They should include details about local features, relevant facilities and what is good about their local community. Students should also identify any local heroes or stars. Are there local sports personalities they could ask to appear? In groups, the students can make a storyboard of the shots they would like to include in their video. They should:</p> <ul style="list-style-type: none"> Conduct research using the links and resources throughout this module. Include what different communities there are in the local area. <p>Pupils may also interview local people about their views of their local area – what do people think are the good points and the bad points?</p> <p>PLENARY:</p> <p>The class votes as to which group's video is likely to attract the desired national team and why.</p>	<p>Links:</p> <p>Get Set Network: http://getset.london2012.com/en/discover/11-14/11-14-get-involved</p> <p>Olympic and Paralympic athletes to follow: http://getset.london2012.com/en/map/heroes</p> <p>Find out what is going on in your area: http://getset.london2012.com/en/join-us/whats-happening-in-your-area</p> <p>Training camps guide: http://trainingcamps.london2012.com/ & http://www.london2012.com/documents/training-camps/london-map-of-potential-pre-games-training-camps.pdf</p> <p>London 2012 - The Nations and Regions Group: http://www.london2012.com/about-us/the-people-delivering-the-games/the-nations-and-regions-group/index.php</p> <p>Local heroes – BBC: http://news.bbc.co.uk/1/hi/uk/7570978.stm</p> <p>Discovering Places: http://www.london2012.com/get-involved/cultural-olympiadmajor-projects/discovering-places.php</p> <p>Heritage Link: http://www.heritagelink.org.uk/discovering-places-2012-cultural-olympiad/</p>
				Assessment Opportunities:
				Video storyboard

<p>religious cultures, groups and communities in the UK and the connections between them.</p> <p>c - Considering the interconnections between the UK and the rest of Europe and the wider world.</p> <p>d - Exploring community cohesion and the different forces that bring about change in communities over time.</p>		<p>To understand active participation in the community.</p>		<p>Video storyboard</p>
<p>Key Processes</p>	<p>Curriculum Opportunities</p>			
<p>Geography:</p> <p><u>2.2a Fieldwork and out of class learning:</u></p> <p>a - Pupils should be able to select and use fieldwork tools and techniques appropriately, safely and efficiently.</p> <p><u>2.3a.b Graphicacy and visual literacy:</u></p> <p>a - Use maps at a range of scales, and other geographical data.</p> <p>b - Construct maps and plans at a variety of scales, using graphical techniques to present evidence.</p>	<p>Geography:</p> <p>4f - Participate in informed responsible action in relation to geographical issues that affect them and those around them.</p> <p>Citizenship:</p> <p>4 h - Take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics.</p>			<p>Additional notes for teachers:</p>

Lesson 5: Will the London 2012 Olympic and Paralympic Games change our local area for the better?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>Geography:</p> <p><u>1.5a Human Processes:</u> These processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.</p> <p>Citizenship:</p> <p><u>1.3 Identities and diversity:</u> This includes the multiple identities that may be held by groups and communities in a diverse society and the ways in which these identities are affected by changes in Society.</p> <p><u>1.7a,b Cultural understanding and diversity:</u> Considering how people and places are represented in different ways.</p>	<p>Geography:</p> <p>3g - Human geography, built and managed environments and human processes.</p> <p>3h - Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p> <p>Citizenship:</p> <p>3h - How economic decisions are made, including where public money comes from and who decides how it is spent.</p> <p>3d - Freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account.</p>	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is our local area like now? • What will be the positive and negative <ul style="list-style-type: none"> - Political - Economic - Social - Environmental - And Cultural <p>impacts of the Games on our area?</p>	<p>STARTER: Explain to students that in the last lesson they did a lot of thinking about how their local area is now.</p> <p>Now they need to imagine that its 2016 and it's the time of the Summer Olympic and Paralympic Games after 2012. How has the local area changed?</p> <p>MAIN ACTIVITY: Exercise to explore how the Olympic and Paralympic Games will change our local area.</p> <p><u>Olympic futures.</u> Using the statements on the 'How the Olympics may change our place' sheet provide half the class with a list of scenario statements, that describe how their local areas are worse off after the Games (the statements can be printed and cut up). Then provide the remainder of the class with a list of futures statements that describe how their local area is much better off after the Games.</p> <p>Using the statements ask the students to discuss how the Games will affect, and change, the characteristics of their place and local people for both future scenarios.</p> <p>Explain how positive changes in their place and its environment would be due to sustainable and other approaches to development.</p> <p>What further suggestions do they have to further improve the area?</p> <p>Students can complete the 'How the olympics may change our place' grid with further positive and negative effects, this time focussing on local examples (for example, there may be more jobs at the local gym as people make more use of facilities after being inspired by the Games etc). Teachers can empty the grid of statements supplied, leaving just a few prompts for students.</p> <p>PLENARY: Make a class poster display of advice that students would give to the hosts of 2016 to ensure that their planning for the Games is considered at a range of scales including local.</p>	<p>Printed resources: Download:</p> <p>How London 2012 may change our place - Grid</p> <p style="background-color: yellow;">Assessment Opportunities:</p> <p>Futures exercise and display posters and grid.</p> <p style="background-color: yellow;">Additional notes for teachers:</p>
Key Processes	Curriculum Opportunities			
<p>Citizenship</p> <p><u>2.2: Advocacy and representation:</u> Pupils build on the skills of speaking, listening, reading and writing from the English</p>	<p>Geography:</p> <p>4c - Use a range of approaches to enquiries.</p> <p>Citizenship:</p>			

<p>programme of study. Students learn to take account of different points of view and the various ways in which people express themselves.</p> <p><u>2.4 Geographical communication:</u> a - Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p>	<p>4g - Take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues.</p> <p>4h - Take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics.</p>			
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