**Student task sheet:**

**An enquiry approach to changes in Spitalfields.**

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| **Enquiry question:**  |
| “To what extent have the changes due to gentrification had negative consequences for the community of Spitalfields and Banglatown?” |

**Tasks:**

1. **What is the nature of the Spitalfields and Banglatown ward?**

Use the relevant sources to gain an insight into the nature and character of the ward. Specific questions to answer are:

* What are your initial **impressions** of Spitalfields? Good sources to use for this question are the images found in Google Maps (source 3) and the media sources (source 5), particularly the poem and news articles. To record your impressions you could:
* Classify information into categories such as likes and dislikes, or positive and negative impressions.
* Record words associated with Spitalfields, based on responses to information from the sources. These could be your own words, or you could even use words from other people in the group. The words could be presented using software such as Wordle or Wordfoto.
* Who lives in Spitalfields? The census data provides a breakdown of the population. What does this data reveal about the population of Spitalfields? It may help to present some of the data from the census visually, in the form of graphs/charts (e.g. a population pyramid to show structure of population by age). Can you identify any patterns in the data? (compare data sets, e.g. percentage owning homes with unemployment rate).
* What is life like in Spitalfields? Studying the sources, do you gain an insight into the nature of the community, whether some people feel excluded from the community, how vibrant/diverse the community is?
1. **How has Spitalfields and Banglatown changed?**

Use the sources to establish the changes that have occurred. SHEEP factors work well as a way of categorising factors responsible for changes occurring:

**S**ocial factors (changes affecting people, e.g. housing, jobs etc.).

**H**istoric factors (longer-term changes. Use the timeline information – source 4)

**E**conomic factors (money, the economy, investment etc.).

**E**nvironmental factors (changes to the natural and built environment).

**P**olitical factors (decision makers involved in the changes, local and national government as well as communities).

1. **Have the changes to Spitalfields been positive or negative?**

Evaluate the sources for evidence for positive and negative consequences of change. In particular, assess the extent to which gentrification has been the driving force behind the changes, and whether this has created winners and losers. Specific questions to answer are:

* Is there evidence of inequality in Spitalfields and Banglatown? Use any of the relevant sources here, the images provide visual clues, census and house price data provide quantitative data to analyse, media sources such as articles and poetry provide more personal insights.
* What are the opportunities and threats in Spitalfields? A SWOT analysis will enable you to not only assess the positive and negative aspects of the changes, but also use higher-order thinking skills to summarise the opportunities and threats that exist within the ward. Use a simple recording table, as below, to record the outcomes of your SWOT analysis

|  |  |
| --- | --- |
| **S**trengths | **W**eaknesses |
| * Positive aspects of changes.
* Who are the “winners”?
 | * Negative aspects of changes.
* Who are the “losers”?
 |
| **O**pportunities | **T**hreats |
| * What might be possible in the future?
* How can weaknesses be turned into strengths?
* What do you think will happen in the next 5/10/20 years etc.?
 | * What are the barriers to success?
* Will changes pose problems for the community in the future?
* Will the character of the area be further threatened/diminished?
 |

**Final write up:**

Refer to the assessment criteria at all times, and use it to guide you through the enquiry process.

Consider how you will submit your work. You could produce a piece of extended writing including graphs, charts, annotated photos etc. Or you may wish to choose a different format, such as a media presentation (film, slide show etc.), or even a large poster. The key aspect of the enquiry is to ensure the assessment criteria are fulfilled.

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| **Assessment criteria: “To what extent have the changes due to gentrification had negative consequences for the community of Spitalfields and Banglatown ?”** |
| **Criteria** | **L1** | **L2** | **L3** | **L4** |
| **Critical analysis** | **Limited** analysis of data and information. (AO2)**Limited** ability to interrogate and critically examine data and information in order to comment on its accuracy.(AO3) **Basic** ability to select suitable quantitative/qualitative approaches and apply them. (AO3) | **Imprecise** analysis of data and information. (AO2).**Partial** ability to interrogate and critically examine data and information in order to comment on its accuracy.(AO3)**Some** ability to select suitable quantitative/qualitative approaches and apply them. (AO3) | **Precise** analysis of data and information. (AO2)**Clear** ability to interrogate and critically examine data and information in order to comment on its accuracy.(AO3)**Clear** ability to select suitable quantitative/qualitative approaches and apply them. (AO3) | **Effective** analysis of data and information. (AO2)**Thorough** ability to interrogate and critically examine data and information in order to comment on its accuracy.(AO3)**Thorough** ability to select suitable quantitative/qualitative approaches and apply them. (AO3) |
| **Presentation** | **Basic** ability to write up results using a **limited amount** of information from the sources. **Some** valid presentation methods used. (AO3) | **Some** ability to write up results using a **reasonable amount** of information from the sources. A **wider range** of valid presentation methods used. (AO3) | **Clear** ability to write up results using an **appropriate amount** of information from the sources. A **wide range** of valid presentation methods used. (AO3) | **Thorough** ability to write up results using an **extensive amount** of informationfrom the sources. A **wide range** of valid presentation methods used, demonstrating **originality.** (AO3) |
| **Conclusions** | **Basic** ability to write an **analysis** of findings in order to answer the enquiry question. **Draws tentatively** on evidence to make an **isolated case.** (AO3) | **Partial** ability to write a **structured analysis** in order to answer enquiry question. **Draws inconsistently** on evidence to make **reasoned case.** (AO3) | **Focused** ability to write a **coherent analysis** in order to answer enquiry question. **Draws explicitly** on evidence to make an **argued case**. (AO3) | **Thorough** ability to write a **coherent analysis** in order to answer enquiry question. **Draws effectively** on evidence to make a **well-argued case.** (AO3) |
| **Evaluation** | **Tentative** evaluation and reflection. **Generalised** **explanation** of how findings relate to wider context. (AO3) | **Partial** evaluation and reflection. **Imprecise explanation** of how findings relate to wider context. (AO3) | **Secure** evaluation and reflection. **Precise explanation** of how findings relate to wider context. (AO3) | **Effective** evaluation and reflection. **Complete explanation** of how findings relate to wider context. (AO3) |

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| **Assessment criteria:** **Critical analysis****AO2: 6 marks****AO3: 14 marks** | **L1****1 – 4 marks** | **L2****5 – 9 marks** | **L3****10 – 14 marks** | **L4****15 – 20 marks** | **Overall level** | **Mark** |
| AO2 |  |  |  |  |  |  |
| AO3 |  |  |  |  |
| A03 |  |  |  |  |
| **Assessment criteria: presentation, conclusions, evaluation****AO3: 15 marks** | **L1****1 – 3 marks** | **L2****4 – 7 marks** | **L3****8 – 11 marks** | **L4****12 – 15 marks** | **Overall level** | **Mark** |
| **Presentation**  |  |  |  |  |  |  |
| **Conclusions**  |  |  |  |  |
| **Evaluation**  |  |  |  |  |
| **Overall level**  |  |  |  |  |  |  |
| **Total mark** | \_\_\_\_\_ out of 35 marks |  |  |  |  |

**Source 1:** Spitalfields and Banglatown census data from 2011

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Households**  | **%** |  | **Male-female ratio** | **Count** | **%** |
| No adults in employment | 23.7 |  | Total count | 10286 | 100.0 |
| Claimant count unemployment rate | 7.1 |  | Males | 5492 | 53.4 |
| Dependent children in household | 19.5 |  | Females | 4794 | 46.6 |
| Social housing | 31.02 |  |  |  |  |
| One person in household with long-term health problem or disability | 17.6 |  |  |  |
| Child poverty rate | 46 |  | **Age range** | **%** |
|  |  |  | 5-9 | 4 |
| **Ethnic group** | **%** |  | 10-15 | 4.7 |
| White British and Irish | 27.5 |  | 16-19 | 5.3 |
| Other white | 17.7 |  | 20-29 | 35.7 |
| Mixed ethnic groups | 3.2 |  | 30-44 | 26.6 |
| Asian/Asian British | 44.9 |  | 45-59 | 11.4 |
| Black/African/Caribbean/black British | 4.5 |  | 60-64 | 1.9 |
| Other ethnic group | 2.2 |  | 65-74 | 3.3 |
|  |  |  | 75-84 | 2.0 |
| **Country of birth** | **%** |  | 85 and over | 0.2 |
| United Kingdom | 49.3 |  |  |
| EU | 13.6 |  | **Deprivation rank (based on Index of Multiple Deprivation score)** |
| Other countries | 37.1 |  | 542 most deprived out of 7529 wards in England. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Car or van availability** | **%** |  | **Economically active**  | **%** |
| No cars or vans in household | 73.7 |  | Economically active | 58.3 |
| 1 car or van in household | 22.7 |  | Economically inactive | 41.7 |
| 2 or more cars/vans in household | 3.6 |  |  |  |
|  |  |  |  |  |
| **Qualifications (over 16s)** | **%** |  | **Students**  | **%** |
| No qualifications | 17.2 |  | Schoolchildren and full-time students: age 16-17 | 1.7 |
| Level 1 qualifications | 8.2 |  | Schoolchildren and full-time students: age 18 and over | 16.7 |
| Level 2 qualifications | 7.4 |  | Full-time students (18-74) economically active: in employment | 4.2 |
| Apprenticeship  | 0.6 |  | Full-time students (18-74) economically active: unemployed | 1.7 |
| Level 3 qualifications | 11.0 |  | Full-time students economically inactive | 10.9 |
| Level 4 qualifications  | 44.4 |  |  |  |
| Other qualifications | 11.2 |  |  |
|  |  |  |  |  |
| **Housing tenure** | **%** |
| Owner occupied | 25.7 |
| Shared ownership (part owned and part rented) | 1.3 |
| **Social rented*** Rented from council
* Other
 | **31.9**12.419.5 |
| **Private rented*** Private landlord/letting agency
* Other
 | **40.0**37.72.3 |
| Living rent free | 1.2 |
| Data taken from:<https://www.nomisweb.co.uk/reports/localarea?compare=1237320250>  |

**Source 2:** house prices in Spitalfields

**House prices in Spitalfields** (statistical analysis of re-sales prices)

Source: Knight Frank Research (<https://www.ft.com/content/88aadccc-977b-11e6-a1dc-bdf38d484582>)

Search the following two websites for average house prices for different sized houses/apartments in the Spitalfields area:

* [www.zoopla.co.uk/for-sale/property/spitalfields/](http://www.zoopla.co.uk/for-sale/property/spitalfields/)
* [www.rightmove.co.uk/property-for-sale/Spitalfields.html](http://www.rightmove.co.uk/property-for-sale/Spitalfields.html)

Consider the following:

How large are the houses/apartments?

Do they have gardens or outside spaces?

Are there additional costs?

Etc.

**Source 3**: Spitalfields - then and now

Use the following web site to look at the Spitalfields in the 1980’s:

* [spitalfieldslife.com/2017/07/08/spitalfields-in-kodachrome-x/](http://spitalfieldslife.com/2017/07/08/spitalfields-in-kodachrome-x/)

Compare these to present day images of Spitalfields. Use google maps and drag the yellow man into the correct location to compare to the 1980’s image (you could search by street name to directly compare the 1980’s image and present day).

Make notes on what you notice about your initial impression of the area and how it has changed.

You could use these questions to guide your thoughts:

* What do you like/dislike?
* What are the positives/negative characteristics of the place?
* What are the people like?
* What is the sense of community like?
* What is the visual landscape like?
* What is the physical landscape like?
* What is the sense of place?

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**Source 4:** Spitalfields timeline

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| 1. The name Spitalfields comes from St Mary’s Spittel, which was a hospital and priory founded back in 1197.
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| 1. There was a market trading in Spitalfields as far back as the 13th century.
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| 1. Groups of immigrants that made Spitalfields their home were the Huguenots who fled France in the late 1600s, Irish weavers during the mid-1700s, as well as Jewish immigrants who escaped their harsh treatment in Eastern Europe.
 |
| 1. The Jewish community initially formed tight-knit groups in Spitalfields, setting up traditional shops selling familiar foods, building synagogues and using their language (Yiddish) in their newspapers and signs.
 |
| 1. In some parts of Spitalfields, the Jewish population reached 95% of the total by the beginning of the 1900s.
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| 1. In the 1930’s fascism was spreading across Europe. A fascist organization called the British Union of Fascists, led by a man called Oswald Mosley and known as the “blackshirts”, spread fear in areas like Spitalfields by violently attacking Jewish residents.
 |
| 1. By the start of the 20th century, Jewish residents were blamed for rents going up, accepting poor working conditions and were accused of taking jobs from local people.
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| 1. In 1905, the “Aliens Act” was introduced which restricted the amount of immigration into the UK.
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| 1. By the middle of the 20th century Jewish residents had largely moved out to other areas of London such as Golders Green.
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| 1. Spitalfields market grew in popularity as London’s population increased rapidly.
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| 1. In 1920, the City of London gained control of Spitalfields market and extended it. Over the next 60 years the market gained a nationwide reputation.
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| 1. The narrow streets around Spitalfields market meant that as the market became ever more popular during the 20th century, traffic congestion became a serious issue.
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| 1. In 1991, the market was forced to move 6km away to Leyton. “Old Spitalfields Market” remains today and is home to independent retailers, traders, crafts people and artists.
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| 1. In 2005, the Spitalfields regeneration programme was completed. It was 18 years in the planning and involved the creation of public spaces, art and events programmes and the restoration of several historic streets in the E1 postcode that had fallen into decline.
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| 1. Today, visitors to Spitalfields will find a wide range of designers, makers and artists, as well as antique furniture and clothes. It is regarded as one of London’s most vibrant areas.
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Information from: [www.spitalfields.co.uk/spitalfields-history/](http://www.spitalfields.co.uk/spitalfields-history/) and [www.bbc.co.uk/legacies/immig\_emig/england/london/article\_2.shtml](http://www.bbc.co.uk/legacies/immig_emig/england/london/article_2.shtml)

**Source 5:** Spitalfields media resources

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| **Poetry** |
| [angrysampoetry.wordpress.com/2011/08/30/spitalfields-more-than-a-market/](https://angrysampoetry.wordpress.com/2011/08/30/spitalfields-more-than-a-market/) Access the web link above. The poem has been written by a resident of London, and looks at gentrification in Spitalfields. * What aspects of gentrification are being highlighted in the poem?
* Are the poet’s viewpoints about gentrification positive or negative? Provide supporting evidence from the poem.
* What social, economic and environmental consequences of gentrification are being discussed in the poem?
* Do you think the poem takes a fair look at gentrification? Justify your response.
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| **News article** |
| [www.bbc.co.uk/news/uk-england-london-32707564](http://www.bbc.co.uk/news/uk-england-london-32707564) Access the web link above. The article focuses on the threat gentrification poses to Spitalfields Bangladesh community. Analyse the article. An effective method is to organise the information/viewpoints from the article into appropriate categories. Techniques for doing this can include:* Social, economic, environmental, political factors.
* Development compass rose – natural, economic, social, who decides? [www.tidec.org/sites/default/files/uploads/2c.50%20Compass%20rose.pdf](http://www.tidec.org/sites/default/files/uploads/2c.50%20Compass%20rose.pdf)
* De bono thinking hats: [tandlhub.wordpress.com/2013/06/26/linking-geography-to-de-bonos-thinking-hats/](https://tandlhub.wordpress.com/2013/06/26/linking-geography-to-de-bonos-thinking-hats/)
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| **Media clips** |
| [www.youtube.com/watch?v=AWW1NGOB288](http://www.youtube.com/watch?v=AWW1NGOB288) - a film called ‘around brick lane OK’, East End of London in 1976.[www.youtube.com/watch?v=8RfGnYq\_PY4](http://www.youtube.com/watch?v=8RfGnYq_PY4) - UCL film society documentary (12:22)Access the two web links, and view the videos. * Record information about Spitalfields under the headings “then” and “now”. Decide whether the changes shown are positive or negative.
* Watch some segments of the video clips without sound and record your impressions of the place (people, environment etc.). Does your perception of the place change without sound?
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**Teacher introduction**

This activity asks students to take an enquiry led approach to the causes and consequences of gentrification in the East End of London. The investigation provides an opportunity to explore the developing character of a contrasting place, focusing specifically on economic change and social inequalities.

The enquiry can run over a series of lessons, or alternatively can be given as an independent study. The assessment is based upon AQA’s geography fieldwork investigation (component 3). There is an example of a gentrification investigation based upon the same study area (web link below). This could be shared with the class either alongside their own enquiry or afterwards as part of the evaluation process.

**Additional reading:**

[filestore.aqa.org.uk/resources/geography/AQA-70373-NEA-G.PDF](http://filestore.aqa.org.uk/resources/geography/AQA-70373-NEA-G.PDF)

This is an example of a student NEA investigation based upon gentrification in Spitalfields.

**Teacher notes**

**Slides 1 and 2:** Starter

Students formulate questions based on contrasting photographs of Spitalfields (“then” and “now”).

Slide 1:

Suggest questions such as “where is this?”, “when was the photograph taken?” etc. Students should be familiar with questioning techniques, including 5Ws, as well as higher order questioning skills.

Slide 2:

Discussion could involve using 5Ws (What changes have occurred? Why have these changes occurred? What do people think of the changes? When did the changes occur? etc.).

**Slide 3:** Enquiry question.

The enquiry question is revealed; students discuss initial thoughts and formulate predictions. Ensure students are aware of the gentrification process and how it can lead to economic and social changes.

**Slide 4:** Spitalfields location.

The geographical location of Spitalfields is revealed. Students could discuss the location, and should note that Spitalfields is located in East London, in quite close proximity to the River Thames and in a densely populated, central area of the city.

**Slide 5:**

Students should organise themselves before undertaking the enquiry.

The assessment criteria should be shared with the students and enough time for them to check they understand how they will be assessed.

Assessment criteria:

* AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
* AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:
* investigate geographical questions and issues
* interpret, analyse and evaluate data and evidence
* construct arguments and draw conclusions

.

If the enquiry is set as an individual task then quite a lot of independent study time will be required. One idea would be for students to work through the enquiry in their own time and then do a presentation to their peers in lesson time.

**Slide 6:**

Although there is an evaluation section as part of the enquiry, it is important for students to reflect on how they have worked.

There are four reflection questions for students to think about how they have worked, and how the enquiry process could be improved.