

**University of Hong Kong  
Department of Geography  
U.K. Field Trip 2021 Handbook**

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## **1. UK FIELD TRIP PROVISIONAL ITINERARY – 2021**

<b>Date</b>	<b>Itinerary</b>	<b>Theme(s)</b>
15 July (Thursday)	Arrival at Whitworth Park Halls of Residence, Manchester University (No activity)	
16 July (Friday)	<b>Manchester city center</b> with guest lecture and walking tour in Manchester (AM)  lecture and visit to Graphene City (PM) – Benjamin Blackwell	urban (re)development
17 July (Saturday)	<b>Castleton, Peak District National Park</b> - Full day	nature conservation, ecotourism
18 July (Sunday)	<b>Saltire and Port Sunlight</b> – AM <b>Liverpool</b> – PM	urban renewal, urban planning, history of industrialization
19 July (Monday)	<b>York</b> – Full day	heritage, tourism
20 July (Tuesday)	<b>Salford Quays</b> , Manchester – AM Study tour of Salford Quays Media City and Trafford Park  <b>Science &amp; Industry Museum</b> - PM	technology and innovation, port redevelopment
21 July (Wednesday)	<b>Transfer to St Andrews via Edinburgh</b> (via Arthur's Seat)	history, nature, political geography
22 July (Thursday)	St Andrews	history, cultural development
23 July (Friday)	Dundee/Aberdeen and Visit to Oil and Gas Facility	oil and gas industry, technology and innovation
24 July (Saturday)	Cairngorms	nature conservation, ecotourism
25 July (Sunday)	<b>West Coast (Oban)</b>	coastal geomorphology, tourism
26 July (Monday)	<b>West Coast (Oban)</b>	coastal geomorphology, tourism
27 July (Tuesday)	St Andrews	history, cultural development
28 July (Wednesday)	Departure (No activity)	

## **2. FIELD TRIP OBJECTIVES & LEARNING OUTCOMES**

### GOALS:

- Develop a global perspective of the range of viewpoints in relation to various social, economic and environmental issues relevant to geography.
- Provide the opportunity for experiential learning in different environments.
- Encourage the application of geographic knowledge and skills in a real world context.
- Promote the integration of various 'branches' of geography.
- Contribute to student's social and personal development.

Students are referred to the course description for the Learning Outcomes which relate to knowledge and skills.

## INTRODUCTORY INFORMATION

### Objectives

1. to provide students with first-hand experience of different types of physical and human environments, thereby **broadening your range of geographical experience**, based on field visits to selected sites in England & Scotland;
2. to analyze landscapes with a view to understanding **physical processes and human influences** in natural, rural and urban settings;
3. to develop an awareness of the **spatial variation** in terms of landscapes, landforms and social function at a variety of scales;
4. to study a range of **distinctive landscapes** (you should think about why distinctive landscapes emerge);
5. to see examples indicating **temporal change** in, for example, industry and urban form and also differences in the human world, for example, social inequality in the cities;
6. to **develop skills** in field observation, interpretation recording and reporting;
7. to enable students to make comparisons with Hong Kong in **retailing, conservation, urban renewal, National Parks/Country Parks, and new towns**;
8. to observe in particular the varied activities and institutions associated with **leisure, recreation, tourism** and the countryside including **agriculture**;
9. to observe the variety of **urban form and function, including town planning** and the **public realm**;
10. and to study various aspects of **industrial geography**.

Students should be prepared to interpret and reflect upon the information, both theoretical and practical, gained through the study of core courses in their second year in the field setting. The field trip will also provide valuable introductory materials for senior level courses for your third year of study.

### The Area for the Field Work

The area chosen is north-west England and Scotland as it offers the contrast between upland and lowland landscapes, gives clear indications of the effect of geology and different geomorphological processes upon landscapes; and is revealing of the total ambit of human experience in rural, industrial and urban settings. In locations not too distant from Manchester can be found many suitable field sites.

In addition, the practical considerations of suitable cheap accommodation and convenient transportation can be met.

### Particular topics/themes

Tourism, leisure and recreation retailing structure and organization

Settlement structure and patterns

Urban and transport development

Inner city redevelopment & New Town development  
Conservation, heritage and National Parks  
Forestry and farming  
Geology, geomorphology and natural hazards  
River basin changes and development  
Conflicts in land use  
Historical Geography  
Coastal geomorphology and hazards  
Social/Ethnic geography  
Industrial geography including industrial estates and location  
Industrial revolution  
Public space/the public realm  
Cultural Geography  
Political Geography

#### **Places that may be included in the Itinerary**

- Castleton, Salford, Liverpool, Manchester, Port Sunlight, Saltaire, Sheffield and York
- St. Andrews, Edinburgh, Aberdeen, Cairngorms and Oban

In some places, professionals in town planning, forestry, conservation, leisure, tourism etc. will provide us with lectures and walking tour.

#### **Timing**

2 weeks during the summer break. See the provisional itinerary on page 2 for the exact dates. The group will be staying at the Whitworth Park Halls of Residence, University of Manchester.

There will be about 12 days of field observation, data collection, etc., with some free period as breaks throughout the duration of our stay.

#### **Costs**

Students are responsible for getting themselves to and from Manchester and Staff will provide assistance and advice on travel arrangements. Students are also responsible for their own food and insurance and medical arrangements. You are required to pay for medical care in the UK. The University has an insurance details of which has already been provided, along with the conditions. Should this cover not meet your needs you should purchase a TRAVEL INSURANCE.

Staff will arrange the accommodation (self-catering) and transport for the trip and all other expenses required within the academic program. Student flats provide self-catering accommodation at Whitworth Park, the University of Manchester. Coaches will provide the main basis of travel.

### **3. FIELDWORK ASSESSMENT INSTRUCTIONS**

Students are required to accomplish the following two tasks as shown in Sections 3.1 and 3.2.

#### **3.1 GROUP PRESENTATION**

Each group should have **2 members**. They must give a PowerPoint presentation on a topic chosen from one of the themes listed in Section 3.3 and to answer questions raised after that in the presentation meetings in September. Details of the arrangement will be given in due course.

#### **3.2 FIELD TRIP REPORT**

Each student should submit an **individual** field trip report which should contain the following two parts:

- (i) A written report of **no more than 4000 words** on one of the proposed themes listed in Section 3.3.
- (ii) An appendix containing a brief log/diary of each day's visits and route as follows:
  - a) A day by day list of places/areas visited (two pages).
  - b) An outline of the major themes covered each day (one page).
  - c) A sketch map drawn to scale showing the locations of all places visited and routes taken (one page).
  - d) **ALL fieldwork exercises.**

##### **3.2.1 SUBMISSION OF INDIVIDUAL REPORT**

A hardcopy of the written report should be submitted to the General Office of the Geography Department by the following deadline. Please note that a Turnitin report should be attached to the submission.

Submission deadline: **TBC**

#### **3.3 FIELDTRIP REPORT: THEMES**

Examples of possible issues or topics include the following:

##### **A: U.K. - Hong Kong Comparison themes:**

- 1) Urban geography - (urban hierarchies; urban renewal; plazas; public space; retailing; urban greening; heritage conservation; housing).
- 2) Landscape & conservation - the role of country / national parks, protected areas and forestry areas; and the impact of man & his institutions and activities, including leisure - (revealing structures, problems, conflicts, policies).

- 3) Transport – the role of transport in development; road vs. rail; sustainability issues and the role of the car in urban areas.

**B: U.K. systematic themes:**

1. Leisure, recreation and tourism (role, scale, impact, structures, policies, problems and conflicts).
2. The influence of EITHER (a) natural processes and materials OR (b) human activities on non-urban landscapes.
3. Population geography of urban areas including, ethnicity, employment in the city.
4. Industrial geography including, for example, the textile industry; port industries and energy, and its decline.
5. The quality of urban life.

**Note: Permission will be given for other themes that are suitable.**

**3.4 ASSESSMENT CRITERIA**

The field trip is assessed by **30% group presentation + poster**, and **70% individual report**. The group presentation assessment criteria and grade descriptors for individual report are provided in the following pages.

### 2021 UK Field Trip Oral Presentation Assessment Criteria

<b>Assessment parameters</b>	<b>Weighting (%)</b>
Knowledge & Understanding	50
Argumentation (Evidence supports conclusions)	15
Overall structure and organization	15
Delivery (Time management, eye contact and gestures etc.)	10
Mechanics (Language/Slides)	10

**Remark: The oral presentation accounts for 30% of the total mark for this course.**

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**Grade Descriptors for 2019 UK Field Trip Report**

Weighting	Grade A	Grade B	Grade C	Grade D	Grade F
10%	Identifies and addresses clearly the main issues and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main issues and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses some of the main issues and some of the subsidiary, embedded or implicit aspects.	Limited understanding of what is required. Does not significantly engage with the issues.	Lacks an understanding of what is required or responds inappropriately or tangentially to the task or topic.
20%	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis, evaluation and application of knowledge is consistently clear and very effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis, evaluation and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes; the analysis, synthesis, evaluation and application of knowledge is mostly clear and effective but the report is rather superficial in understanding of relevant concepts and theories. The report may be descriptive in parts.	Some engagement with key issues and themes but the report is largely descriptive in nature. It may also be impaired in parts by inaccuracies and/or misunderstandings.	No significant engagement with issues, and themes. Report characterized by serious inaccuracies and misunderstandings.
20%	Excellent use of field observations from all relevant visits. Excellent use of the literature to support the analysis.	Good use of field observation and most relevant visits utilized. Reasonable use of the literature in support of the analysis.	Some use of field observation but not all relevant places utilized. Shows average awareness of the relevant literature.	Limited supporting evidence in the form of field observation or literature.	No supporting evidence in the form of field observation or literature.
10%	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but show many inconsistencies and/or errors.	Errors in language and vocabulary are so frequent and distracting that the report is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).
10%	Very well presented with contents page, pagination, and use of sub-headings, etc. aiding clarity and enhancing the report. Excellent use of tables and figures etc. Aesthetics are very pleasing.	Well presented with good use of tables and figures to support presentation and clarity. Aesthetically pleasing.	Average presentation with some use of tables and figures. Will utilize a content page and pagination and have a visually pleasing title page. Aesthetically acceptable.	Poor presentation with only very limited use of tables and figures. Aesthetically poor, e.g. aesthetically poor title page.	Presentation detracts. No use of figures or tables. Aesthetics are not appealing. No pagination or content page. Untidy, scruffy and lacking clarity.
30%	Well-presented and written diary. Field trip exercises all completed and well presented.	Diary is submitted and all field trip exercises are completed.	Diary is submitted and some of the field trip exercises completed.	Cursor attempt at diary and field trip exercises.	No diary or field-trip exercises completed.

\*Geography refers to correct use of geographic terms and location, places, etc.

## 4. DESTINATIONS

### 4.1 INTRODUCTION OF FIELD SITES

\* - indicates text available in the Map Library.

#### 4.1.1 CASTLETON



#### **The Journey To and From Castleton: Point of Interest**

- a) Peat Deposits and upland moorland. Post-glacial accumulation in the wet uplands of the Pennines is often 4 m thick and dissected by gullies. Peat accumulation is linked to a great reduction in forest cover. This may be due to climate change or perhaps man played a role. Erosion of the peat has variously been regarded as part of a natural cycle or human induced. Covered by moorland, which typically develop above 250 m and an area receiving 1000 mm of rain per year and in this area on gritstone bedrock. These upland moorlands are an important in terms of landscape and for the variety of wildlife.
- b) Bamford Edge. Resistant Millstone Grit has been eroded to give a scarp slope (local name an Edge). Its formation depends upon it being very resistant, the arrangement relative to other rocks, erosion by water and modification by, e.g. peri-glacial activity.
- c) Howden, Derwent and Ladybower reservoirs. These provide water for Sheffield, Derby, Nottingham and Leicester. They will be discussed in terms of operation and effect on rivers along with their use for leisure. You might ask what makes this such a good site for water supply reservoirs.
- d) The route provides a chance to see the “Dark Peak” landscape of which the moorlands and ‘edges’ are important.

## Castleton and Peak District National Park



A visit to Castleton will provide an introduction to National Parks in England and Scotland and more detailed information on the Peak District National Park. We will be able to see how landscape reflects the interaction of time, geology and human impact. Castleton affords a good opportunity to study the impact of tourism upon a small settlement, including retailing. Mam Tor is a classic example of mass movement and the area affords an introduction to geology and landscape.

### **References**

- \* Chapman J. (2004) Enclosure Landscapes in the Uplands of England and Wales. In: Palang H., Sooväli H., Antrop M., Setten G. (eds) *European Rural Landscapes: Persistence and Change in a Globalising Environment*. Springer, Dordrecht.
- \* Stedman, N. (1993). Conservation in national parks. In F. Goldsmith, & A. Warren (Ed.), *Conservation in progress* (pp.209 – 239). Chichester; New York: Wiley.
- R. Manley (1991) Time exposure: the Peak National Park – past and present. PPJPB, U.K.
- B. Redhead (1994) The National Parks of England and Wales.
- R. Smith (1987) The Peak National Park. Webber & Bower.
- R. Talbot & R. Whiteman (2003) The Peak District. Seven Dials.
- Landscape and geology  
<https://www.lakedistrict.gov.uk/learning/geology>

### **Related themes:**

Conservation, heritage and National Parks, Tourism, Leisure and Recreation Retail Structure and Organization, Forestry and farming

#### 4.1.2 LIVERPOOL



Liverpool was first recognized as a town by a charter granted in 1207. The port has played an important role in the development of the city. We shall take a “Mersey Ferry Cruise” so as to see the port and some of the magnificent waterfront buildings, now a UNESCO World Heritage site (including the ‘Three Graces’), resulting from the prosperity brought by trade. The Albert Dock affords a classic example of urban renewal. Other examples of renewal are also visited including Liverpool ONE the largest city center regeneration project in Europe. The city of Liverpool also affords some interesting examples for transport geography and tourism/recreation. We may visit the Maritime Museum to study the role of the “slave trade” in the development of Liverpool.

#### *References*

- Liverpool’s Slave Trade Legacy

<https://www.historytoday.com/history-matters/liverpool%E2%80%99s-slave-trade-legacy>

- Maliene, V. Wignall, L. Malys, N. (2012) Brownfield Regeneration: Waterfront Site Developments in Liverpool and Cologne. *Journal of Environmental Engineering and Management*, 20(1), 5-16.

#### **Related themes:**

Settlement structure and patterns, Urban and transport development, Inner city redevelopment & New Town development

#### 4.1.3 MANCHESTER

Manchester had its origins in Roman times (AD70) and became the first industrial city in the UK when, during the period 1750 to 1850 it underwent significant change. Transport, housing and environment were all transformed during the industrialization, the legacy of which remains. Consequently, upon the decline of traditional industry Manchester declined from the 1960s and a series of regeneration/renewal projects have subsequently transformed the city. There is evidence that

population in the city center has grown recently. Climate-change and the environment have also impacted upon the city.

### **References**

- Carter, J. and Lawson, N. (2011) Looking back and projecting forwards: Greater Manchester weather and climate, EcoCities project, University of Manchester, Manchester, UK.
- Lawson, N. and Lindley S. (2008) A deeper understanding of climate induced risk to urban infrastructure: case studies of past events in Greater Manchester. *North West Geography*, 8, 4-18.
- Mace, A. et.al., (2004) Shrinking to Grow: The Urban Regeneration Challenge in Leipzig and Manchester. *Anglo-German Foundation for the Study of Industrial Society*.
- Population growth in Manchester City Center 2001-2011  
<http://www.undertheraedar.com/2012/11/population-growth-in-manchester-city.html>

#### 4.1.3. a MANCHESTER: MANCHESTER AIRPORT



Manchester International Airport is located 15 km south of Manchester city, along the M56 motorway. The original airport was first established in 1938 and became an international airport in 1975. It is the 12th busiest European airport which handles more than 20 million passengers per year. This airport contains a 3 passenger terminals, a rail station, conference and banqueting facilities and 2 supermarkets. A second runway, a new public transport hub integrating the city's Metrolink tram service, and a 5-star hotel has been planned for future developments. We will see how this international transport hub has grown and its influence upon Manchester's local economy. The environmental impact of the airport will also be examined, whilst the impact of 'technology' on air travel will be outlined.

### **References**

- Manchester Airport Guide  
<https://www.manchester-airport-guide.co.uk/>

#### 4.1.3. b MANCHESTER: CASTLEFIELD



Castlefield lies to the SW of the city center. A Roman fort and remains occur in the area but the arrival of the canal and railway generated the urban development. Today Castlefield is an urban heritage park and an excellent example of urban regeneration. It also affords an interesting study in terms of tourism and leisure, and the role of heritage.

Castlefield affords the opportunity to experience the importance of transport and the consequences of change through the canal and railway systems of the Heritage Park.

#### ***References***

\* D.D. Brumhead and A.D. George (1997) *Castlefield: A Guided Trail to Britain's First Urban Heritage Park*.

- Schofield, P. (2001). Evaluating heritage visitor attractions from the consumer perspective: a focus on Castlefield Urban Heritage Park in Manchester, UK. Chapter 18, 0285-302. In: *Consumer psychology of tourism, hospitality and leisure*, vol. 2. Mazanec, J.A. et al., eds.

#### 4.1.3. c MANCHESTER: CHINATOWN / PUBLIC SPACE / PRINTWORKS



While “Little Ireland” provides an early example of ethnic and social geography the development of Chinatown provides a more recent example. One of your tasks will be to delimit and define the

district. Parts of Manchester were destroyed by an I.R.A. bomb attack in 1996. We shall examine how the city has seized this opportunity for urban renewal with developments such as, e.g. the Printworks, URBIS and the refurbished Arndale Centre.

Public space such as parks and squares make an important contribution to the quality of life in urban areas. An exercise is undertaken to describe and evaluate the role of these areas in the city. Many streets in the city center have been pedestrianized and this is discussed.

### **References**

- \* Carr, Stephen. (1992). Needs in Public Space. In *Public space* (pp. 87 – 136). Cambridge [England] ; New York, NY, USA : Cambridge University Press
- E. Bacon (1967) Design of Cities. Thames & Hudson.
- I. Bently (1985) Responsive Environment: A manual for designers. Architectural Press.
- I. Jacobs. (1993) Great Streets.

#### 4.1.3. d MANCHESTER: GRAPHENE CITY



Graphene is the world's first '2D Material', it was first isolated at the University of Manchester by two, now Nobel Prize winning, scientists. The material boasts a long list of astounding properties; it is more conductive than copper, stronger than diamond and it is therefore deemed to have a huge array of potential commercial applications. This lecture will discuss the perceived potential for graphene and 2D materials to transform Manchester and the North West of England more generally, based on my current research into the *Graphene City* narrative – a vague vision of a Silicon Valley inspired 'innovation ecosystem' in which a wide array of actors work together in Manchester to allow innovations from the University to become translated into commercialisable applications. At the heart of this vision there is the £61 million National Graphene Institute – a new state of the art research facility for fundamental research into graphene; the £60 million Graphene Engineering Innovation Centre (GEIC – pronounced 'Geek') – a recently opened facility which looks to allow

researchers and industrial partners to scale-up innovations; and the Sir Henry Royce Institute – the currently under construction hub of a broader advanced materials institute. What is interesting about the *Graphene City* is that it is by no stretch of the imagination a ‘city’ within Manchester – it consists only of three buildings – but it is an expression of a desire to embed a new extensive scientific infrastructure into the existing infrastructure of Manchester with the ultimate goal that a range of spin-out businesses will emerge from the University and positively transform the city’s economy. It is for this reason that the *Graphene City* Vision has also intersected with broader political visions of regeneration in the North of England such as the Northern Powerhouse. All these buildings are situated a short walk from the University so it would be possible to walk around the area.

### ***References***

- Discovery of graphene

<https://www.graphene.manchester.ac.uk/learn/discovery-of-graphene/>

### 4.1.3. e MANCHESTER: HULME



During the 19<sup>th</sup> Century, Hulme was the worst slum in Manchester and was officially declared as Britain’s largest Clearance Area with houses unfit for human habitation in 1934. Physical redesigns of pedestrian / vehicle segregation as well as deck-access apartments were introduced in the redevelopment plan in the 1960s. This one-dimensional urban renewal approach had however brought about problems of spatial isolation and social exclusion. Another urban regeneration plan was initiated in the 1990s, which included social and economic aspects to regeneration of the area. The main strategies focus on creating linkage between regeneration, education, job training, employment and improvement in housing stock. We will see how the historical factors and the subsequent redevelopment plans have shaped Hulme to date. The planning has also aimed at making the streets people friendly, especially in the residential areas.

### ***References***

- Hulme and Crown Street regeneration @

<http://www.queensu.ca/surp/Abstract%20-%20Klukas.pdf>

\* Colquhoun, I. (1995). The British Practice. In *Urban regeneration: An international perspective* (pp. 76 – 109). London: B.T. Batsford Ltd.

\* Ramwell, R., & Saltburn, H. (1998). Trick or treat?: City challenge and the regeneration of Hulme. *Preston: North British Housing Association and the Guinness Trust.*

#### 4.1.3. f MANCHESTER – LITTLE IRELAND



This district was the smallest of the areas of Irish settlement in the city. The area is between Oxford Street, Oxford Road Station and the R. Medlock. At one point it was meadowland. The area housed immigrant workers many of whom arrived in the early 1800's. Some industry, especially mills located in the area.

The visit affords a rare opportunity to examine the conditions prevalent in the industrializing towns and cities in Victorian times, and is an early example of social segregation. We will also see the nearby Macintosh works (now the Dunlop factory) and the Rochdale Canal and river Medlock. Their significance and role in the industrial development of Manchester will be discussed, along with their current role in urban regeneration. Other examples of the industrial and economic development of Manchester will also be seen e.g. the Refuge Assurance building.

#### **References**

- \* M. Busted and R. Hodgson. (1994). Irish migration and settlement in early Nineteenth Century Manchester, with special reference to the Angel Meadow District in 1851. *Irish Geography*. v.27(1), 1-13.
- M. Busted (1996) 'The most horrible spot': The legend of Manchester's Little Ireland. *Irish Studies Review*, 1996 v.13, 12-20.
- Clark, S. (1978). Chorlton mills and their neighbours. *Ind Archaeol Rev* 2. Vol 2(2 & 3), pp. 207-239.
- A.D. George and S.C. Clark (1979) A note on "Little Ireland", Manchester. *Industrial Archaeology* v.14, 36-40.

#### 4.1.3. g MANCHESTER: SALFORD AND SALFORD QUAYS



Manchester Docks opened in 1894 following completion of the Manchester ship canal which enabled ships of 12,500 tons to reach Manchester. In the 1970's the Docks declined due to containerization. This coupled with a recession meant industrial decline and many job losses. A scheme was developed in the 1980's for the reclamation and renewal of the derelict docklands and the project "Salford Quays", the UK's first and biggest urban regeneration project, which forms an important case study for urban renewal. Included on the site is the famous Lowry Centre while the Imperial War Museum North is also accessible from the area and provides as additional case study for tourism. More recently, Media City UK has been delivered. This is a media district supporting a range of like-minded business – a creative and digital hub. It was inspired by media clusters in Dubai and Singapore. The BBC has a large presence here along with Salford University.

#### ***References***

- \* E. Gray (2004) Salford Quays: The story of the Manchester Docks. Trafford.
- Salford City Council (2008) Salford Quays Milestones: the story of Salford Quays. 28 pages.  
[https://web.archive.org/web/20090327122642/http://www.salford.gov.uk/milestones\\_v2.pdf](https://web.archive.org/web/20090327122642/http://www.salford.gov.uk/milestones_v2.pdf)
- Welcome to MeidaCityUK  
[www.mediacityuk.com](http://www.mediacityuk.com)

#### **Related themes:**

Urban and transport development, Inner city redevelopment & New Town development, Conflicts in land use, Social/Ethnic geography, Industrial geography including industrial estates and location, Industrial revolution, Public space/the public realm

#### 4.1.4 PORT SUNLIGHT



A 19<sup>th</sup> century garden village/town and an early example of “green planning”. Its origins are in the manufacture of soap, by Lever Brothers, at the factory associated with the settlement. It has interesting architecture and is historically important in terms of social welfare of workers: it affords a fascinating contrast to “Little Ireland” in Manchester.

#### *References*

- Discovering Britain. Org (2013) Housing bubbles: a self-guided walk around Port Sunlight on the Wirral. *Royal Geographic Society with the IBG.*

#### **Related themes:**

Settlement structure and patterns, Inner city redevelopment & New Town development, Industrial geography including industrial estates and location

#### 4.1.5 SALTAIRE



We shall be visiting Saltaire, which includes a massive mill (once known as the Palace of Industry and at one time the largest factory in Europe) built by Titus Salt. The mill, built in 1853, once employed 3000 workers. He also established a model village for the workers. Today part of the mill is a retail center with shops selling designer clothes, furniture and an art gallery. Much of the mill is occupied by

Pace electronics. Largely thanks to the vision of Jonathan Silver the area has become revitalized and, perhaps, gentrified. Saltaire is now a UNESCO world heritage site.

### ***References***

- C. Woods (2000) Saltaire: History & Regeneration.
- J. Greenhalf (1997) Salt and Silver: a story of hope.

### **Related themes:**

Settlement structure and patterns, Inner city redevelopment & New Town development, Industrial geography including industrial estates and location), Tourism, Leisure and Recreation  
Retail Structure and Organization

#### **4.1.6 YORK**



One of the U.K.'s classic cities, York began as a fortress built in AD71, by the Roman 9<sup>th</sup> Legion. Its name was given by the Vikings, while the Normans made the city a center of government, commerce and religion for the North. York is famous for the Minster but for geographers there is much else to see, perhaps most important being the city walls and the Shambles, an example of a Medieval street.

The city is vulnerable to flooding from the River Ouse and flood defenses (Walls along the Ouse, flood gates etc.) are extensive within the city. A record breaking flood occurred in November 2000, when the water level was more than 5 m above normal, merely inches below the designed level of the city's flood defenses. We will examine the flood hazard in the city.

### ***References***

- R. Hall and P. Ottaway (1999) 2000 years of York: the archaeological story.
- R. W. Horton (1971) The City of York.
- P. Huttgens (2001) The History of York.
- Relief for York, for Now (2000).  
<http://news.bbc.co.uk/1/hi/uk/1006429.stm>

**Related themes:**

Tourism, Leisure and Recreation Retail Structure and Organization, River basin changes and development, Historical Geography, Coastal geomorphology and hazards

**4.1.7 ST. ANDREWS**



St. Andrews is located in the southeastern part of Scotland, where one of the oldest universities in the English-speaking world, the University of St. Andrews, is found. Housing the famous St. Andrews Cathedral and the relics of Jesus's apostle, Andrew; the town was the most important religious centre visited by pilgrimages in the medieval times in Scotland. Apart from that, the town is also known as the home of golf. During the trip, we would tour around the town and visit a number of sites which reveal the history and cultural development of St. Andrews.

***References***

- Saint Andrew

<https://www.undiscoveredscotland.co.uk/usbiography/a/standrew.html>

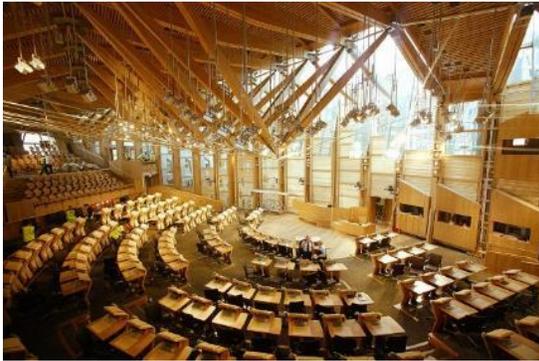
- 11 Amazing Things to Do in St Andrews

<https://www.visitscotland.com/destinations-maps/st-andrews/see-do/>

**Related themes:**

Historical Geography, Cultural Geography

#### 4.1.8 EDINBURGH



The Scottish Parliament was established in 1999 after almost 3/4 of the voters in Scotland decided to have their own Parliament in a referendum in 1997. Scottish people consequently have greater say on the decision-making of laws and rules pertaining to their country instead of needing to go through the UK Parliament in Westminster (London). During the visit to the Parliament building, you would be guided through the evolution of the political system in Scotland and how matters like health, education and transport diverge from those of the UK as a whole.

In Edinburgh, we would also hike to the top of Arthur's Seat, an extinct volcano in the East of the Old City Centre. We would look at the physical geography of the region.

#### *References*

- Arthur's Seat – Self Guided Walks

<https://www.geowalks.co.uk/arthurs-seat/arthurs-seat-self-guided-walks/>

- Quick Guide to the Parliament

<https://www.parliament.scot/visitandlearn/15397.aspx>

#### **Related themes:**

Political Geography, Geology, geomorphology and natural hazards

#### 4.1.9 CAIRNGORMS



Cairngorms National Park is the largest national park in the British Isles and is located in northeast Scotland. With three main rivers flowing through, the Park consists of mountain ranges and extensive upland plateaus. It is also home to one-quarter of Scotland's forests and four out of the five largest mountains in the country. We plan to have a half-day walking tour led by the ranger of Glen Tanar Estate, Mr. Eric Baird. We also plan to have mid-day tea in the Estate. More details about the trip can be found here: <https://www.glentamar.co.uk/>.

### **References**

- Explore the Estate

<https://www.glentamar.co.uk/estate-activities/explore-the-estate>

- Facts & Figures

<https://cairngorms.co.uk/discover-explore/facts-figures/>

### **Related themes:**

Conservation, heritage and National Parks, Geology, geomorphology and natural hazards

#### **4.1.10 ABERDEEN**



Aberdeen is a coastal city located near the North Sea, in the NE part of Scotland. Being the largest seaport in the region, its economy previously relied heavily on fishing and shipbuilding. Since the discovery of oil in the North Sea in 1970s, it has developed into a British and European oil and gas hub.

The city was constructed with extensive use of quarried granite, giving it the name the Granite City. It also abounds with cultural events and festivals each year and is now a popular business centre attracting tens of thousands of entrepreneurs and energy-related technical specialists.

## ***References***

- Aberdeen: The Granite City

<https://www.geoexpo.com/articles/2014/10/aberdeen-the-granite-city>

- Ge, J., Polhill, J., Craig, T., & Liu, N. (2018). From oil wealth to green growth - An empirical agent-based model of recession, migration and sustainable urban transition. *Environmental Modelling and Software*, 107, 119-140.

- Things to See and Do in Aberdeen

<https://www.visitscotland.com/destinations-maps/aberdeen/see-do/>

## **Related themes:**

Industrial geography including industrial estates and location, Public space/the public realm, Cultural Geography

### **4.1.11 OBAN**



Oban is located on Scotland's west coast. It is a gateway to a number of outlying islands in Scotland (the Hebrides) and with the long coastline and a sheltered bay, it is a popular resort spot during summer time. We would look at the physical geography of the coastal town as we travel along the shore with Professor Bill Austin from the University of St Andrews. We will focus on beach morphology and other changes that have happened to the previously glaciated landscape.

Oban is also home to one of the country's smallest whisky distilleries, which has been produced here since 1794. The distillery is reputed to be one of the world's finest. During our stay in Oban, we will learn about the economic development of the town in relation to the traditional industry.

## ***References***

- Oban

<https://www.undiscoveredscotland.co.uk/oban/oban/index.html>

- Oban Distillery & Visitor Centre

<https://www.visitscotland.com/info/see-do/oban-distillery-visitor-centre-p418591>

**Related themes:**

Tourism, leisure and recreation retailing structure and organization, Coastal geomorphology and hazards

\* \* \*

## **4.2 OTHER ASPECTS OF THE FIELD TRIP**

The following sections describe other aspects that could be observed during the UK field trip, independent to a particular destination.

### **4.2.1 AGRICULTURE**

Agriculture is important because it provides much of our food and is a major contributor to world trade. It is also a major influence upon landscape and the environment. Agriculture has been experiencing change in the UK as it comes under economic and regulatory conditions that differ markedly from previous times. Consequently, noticeable changes have occurred in farming practice and food marketing which have resulted in increased spatial differentiation of agriculture. Recently, emphasis had been put into environment conservation of agricultural lands. DEFRA, for example, offers funding to encourage environmental-friendly land management practices of farms. Many days afford the opportunity to observe agriculture and its impact on the landscape.

#### ***References***

- I. Bowler (2000) Agriculture. Chapter 5. In: The Changing Geography of the United Kingdom. V. Gardiner and H. Mathews (eds.). Routledge.
- DEFRA Environmental Stewardship @ <http://www.defra.gov.uk/erdp/schemes/es/default.htm>
- NFUOnline @ <http://www.nfuonline.com/sectors/crops/>
- UK Agriculture @ <http://www.ukagriculture.com/>

### **4.2.2 BUILDINGS / ARCHITECTURE**

The UK fieldtrip will afford an excellent opportunity to see many different buildings in terms of type, architectural styles and traditions, building materials and methods of construction. In particular building materials and architectural styles and tradition contribute much to 'heritage' in the UK including regional variation. The various architectural styles such as Tudor, Georgian and Victorian can provide background information on the growth of towns and cities, including suburbanization. You might like to observe examples of vernacular architecture which refers to buildings built with local materials in a functional manner to meet the needs of people in their time and place.



TUDOR



GEORGIAN



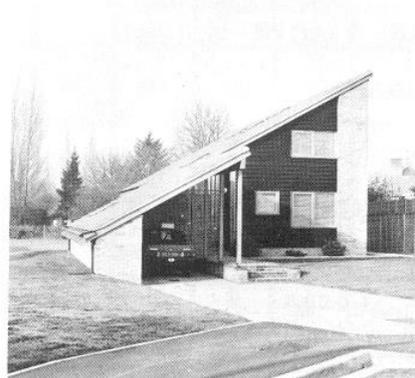
VICTORIAN TERRACE



INTER WAR



POST WAR 1960s



PRESENT DAY

Figure 1: Building Styles in the U.K. (Greasley, 1984)

Moreover, land with settlement or transport infrastructure covers 10% of total land surface of GB. Historically and currently there has been a need for more housing to meet demand from an urbanizing population. Demand for housing has led to suburbanization which has placed pressure upon land, especially in areas adjacent to urban areas. Greenbelt is coming under pressure and potential solutions include the use of brownfield land and change of building density and urban renewal to accommodate the demand for housing.

## ***References***

Greasley, B. (1984) Project Fieldwork. Collins Educational: London.

[www.lookingatbuildings.org.uk](http://www.lookingatbuildings.org.uk)

[www.britainexpress.com/architecture/index.htm](http://www.britainexpress.com/architecture/index.htm)

[www.bbc.co.uk/history/society-culture](http://www.bbc.co.uk/history/society-culture)

Department for Communities and Local Government (2007) land use change in England: Residential Development to 2006.

CPREs (2008) Policy statement on brownfield land CPRE (2007) Untapped Potential: identifying and delivering residential development on previously developed land: overview of recent practice.

Barker (2006) BARKER Review of Land Use Planning – Final Report – Recommendations. See Executive Summary and Chpt. 2 more efficient use of land. HMSO.

Adams, D., Watkins, C. (2002) Greenfields, brownfields and housing development. Blackwell.

### **4.2.3 INDUSTRIAL REVOLUTION**

The Industrial Revolution refers to a period from around 1750 to 1850 when rapid social, economic and technical change occurred in Britain. It was a period of rapid population growth and movement from the countryside to the towns. Mills and factories were established in the newly emerging industrial towns. Water and stream power were applied to the industrial process. With the development of stream power and the iron and steel industry, coal became an important resource and the coalfields became important. Land-ownership and agriculture also underwent dramatic transformation as did transport where roads, then canals and railways led to a transport ‘revolution’.

It can be argued that the Industrial Revolution changed Britain and the landscape forever. It brought dramatic changes to the geography the United Kingdom, particularly in the acceleration of urbanization. On the field-trip we will see many examples of the impact of the Industrial Revolution.

## ***References***

Morgan, K. (1999) The Birth of Industrial Britain, Economic Change 1750-1850. Longman. 138 pp.

### **4.2.4 NATIONAL PARKS**

Since the 1949 National Parks and Access to the Countryside Act, 12 national parks have been designated in England and Scotland (Figure 2), occupying an area of 18,997 km<sup>2</sup>. Due to a long history of human occupation in the UK, there has been a great deal of occupation/habitation, exploitation and construction prior to the enactment of the National Parks Act in 1949. As a result, the majority of the land within the 12 designated National Parks is privately owned. Taking the Peak District as an example, the National Park Authority, a statutory body that serves to conserve natural beauty and promotion public enjoyment of the parks, only owns 5% of the land. Nonetheless, significant areas within the parks are open to public access and the landowners work with the National Park Authority on managing the land for their own interests whilst conserving the National Parks’ special qualities. In the

trip we will visit two national parks in England and Scotland, in which, we will look at their uses and examine the challenges facing the parks from development and the need to support leisure, tourism and recreation.

\* See Exercise 15: National Parks Exercise



Figure 2: National Parks in the UK.

### ***References***

Peak District National Park Authority (2004) State of the Park Report.

<http://www.peakdistrict.gov.uk/publications/sopr>

Office for National Statistics (2013) Characteristics of National Parks, 2011. Office for National Statistics, 24pp.

<https://www.nationalparks.uk/students/whatisanationalpark/factsandfigures>

<https://www.nationalparks.uk/students/whatisanationalpark/maps>

### **4.2.5 POPULATION**

In 2006, the population of the UK was almost 60.6 million, a 2.5% increase from 59.1 million over

the last five years. Within England between 1981 and 2006 the population of the North West declined by 1%, however over the last five years the region has experienced population growth.

In 1981, just over six per cent of the UK population had been born overseas and the latest estimate (in 2011) indicates that 13% of the UK population was born overseas. Of those people born overseas the most common non-UK countries of birth were India, Poland, Pakistan and the Republic of Ireland. Since EU accession in 2004 migrants from Poland exhibited a 9 fold increase. Almost half of usual residents of UK who were born outside the UK arrived in the UK between 2001 and 2011. All regions of England showed an increase in residents born outside the UK but London and the SE had greatest increase. In NW England 8.2% of the usual resident population were born outside the UK.

The Greater Manchester urban area was the third most populous in the UK in 2001 with 2.28 million people over an area of 556.72 km<sup>2</sup> giving a population density of 4.024.0 per km<sup>2</sup>. Some 1.5 million people resided in the West Yorkshire Urban Area in 2001 which had a population density of 4.052.4 people per km<sup>2</sup>. In contrast the Liverpool Urban Area had a population of 816,216 and a density of 4,384.3 people per km<sup>2</sup>. Between the 1991 and 2001 censuses Manchester experienced a nearly 2% population decline, with the loss in Liverpool exceeding 2%. In contrast the West Yorkshire Urban Area experienced a rise in population of nearly 4% between 1991 and 2001.

In terms of population movement historically the UK has been involved, albeit indirectly, with one of the world's biggest 'forced' migrations through its association with the slave trade. We also visit many of the major urban areas in the UK which have their origin in the Industrial Revolution. This was associated with a large rural to urban population migration. In 1801 42% of the population lived in towns (a 10% increase from the late 17<sup>th</sup> century) and in 1841, 51%. It has been noted by Sharpe (2000) that "The extent of migration to cities in Britain in the 18<sup>th</sup> and early 19<sup>th</sup> centuries was spectacular in comparison with the contemporary third world" and "apart from London growing ports and industrial cities attracted the most migrants." During this period Irish emigration was also a substantial contributor to population growth in the UK.

### ***References***

- \* Dunnell, K. (2007) The Changing Demographic Picture of the UK: National Statisticians Annual Article on the Population, p. 9-21. In: Population Trends Winter 2007, no. 130, National Statistics.
- \* Pointer, G. (2005) Focus on People and Migration: The UK's Major Urban Areas. Chpt. 3, pp. 46-60: In: Population Trends, National Statistics.
- \* Office for National Statistics (2012) International Migrants in England and Wales 2011. 15pp.
- Amin, A. (2002) Ethnicity and the Multicultural City, Environment and Planning A. 34(6), 959-80.

#### **4.2.6 PUBLIC SPACE/THE PUBLIC REALM/URBAN OPEN SPACE**

For effective design and management of public spaces in urban areas, it is important to understand the role that these may play in people's lives: this understanding may explain why some public places are heavily used and others virtually ignored. Some public spaces are successful because they afford people the chance to relax, others succeed because they provide comfort (food and drink/shelter from

weather). Other attractions to public spaces include the opportunity to ‘people-watch’ and the presence of physical features such as ponds, fountains etc. Germany, celebration and festivals are other attractions for public spaces. Other aspects that need to be considered in achieving a successful public realm include provision of a variety of open spaces, streets for both people and cars. Indeed in many urban areas it has been suggested that the functionality of the public realm for walkers and cyclists could be improved. The UK offers many examples of urban renewal/redevelopment which affects public space/public realm and these afford important contrasts/comparisons to Hong Kong.

Within the context of urban areas Woolley (2003) has proposed a typology of open spaces as follows: Domestic urban open spaces; neighborhood urban open spaces and civic urban open spaces. In Liverpool, Manchester and Sheffield, we have numerous opportunities to examine this typology in terms of form and function. Zukin (1995) has observed that “One of the most tangible threats to public culture comes from the politics of everyday fear. Physical assaults, random violence, hate crimes that target specific groups: the dangers of being in public spaces utterly destroy the principle of open access.” Moreover Pain (2001) suggested that fear of crime is a phenomena shaping the life of cities. What is the evidence for security concerns in public space and fear of crime shaping “life” in the major cities that we visit?

### ***References***

- \* Carr, S., Francis, M., Riulin, L.G. and Stone, A.M. (1992) Public Space. Cambridge University Press.
- \* Woolley, H. (2003) Urban Open Spaces. Spon Press.
- \* Zukin, S. (1995) Whose Culture? Whose City? In Zukin, S. (1995) The Culture of Cities. Oxford, Blackwell, chapter 1, pp. 1-47.
- \* Pain, R. (2000) Place, social relations and the fear of crime: a review. Progress in Physical Geography, 24, 365-387.
- \* Pain, R. (2001) Gender, Race, Age and Fear in the City. Urban Studies, 38(5-6), 899-913.

#### **4.2.7 RETAILING**

In the last decade, there have been a number of factors that have caused change in shop location and type: these include increased mobility of shoppers and the fact that people shop less often. Consequently, there has been a decline in village shops and of the ‘high street’ and city centers, and an expansion of ‘retail parks’, ‘superstores’ along with hypermarkets and edge of city shopping centers. An important feature of retailing of groceries in the UK is the increased dominance of the big four supermarket chains including Tesco and Asda Retailing is also increasingly important in terms of urban regeneration, employment and leisure provision, with Liverpool One being an excellent example. The UK field trip affords many opportunities to observe the impacts of, and changes in retailing.

We will visit a number of shopping centers / retail parks and you may wish to reflect upon what makes a successful shopping center.

## ***References***

M. Carley, K. Kirk and S. McIntosh (2001) Retailing, sustainability and neighbourhood regeneration. Joseph Rowntree Foundation.

Shopping in Manchester @ <http://www.manchester2002-uk.com/shopping.html>

Trafford Center @ [http://www.mangeogsoc.org.uk/egm/4\\_3.pdf](http://www.mangeogsoc.org.uk/egm/4_3.pdf)

Retail Framework of East Manchester @

[http://xstandard.code-work.co.uk/cms\\_content\\_nem/attachments/retail.pdf](http://xstandard.code-work.co.uk/cms_content_nem/attachments/retail.pdf)

### **4.2.8 SLOPE GEOMORPHOLOGY**

We will visit many different areas of England and Scotland and see a variety of hillslopes. Slope development refers to the change in slope form with time. A number of factors influence how a slope may develop or change with time including geology, climate, soil, vegetation, processes, and people. Given that all these factors may change with time slope development is very complex. This is reflected in the fact that many hillslopes may be polygenetic. The fieldtrip affords the opportunity to appreciate the importance and complexity of hillslopes.

### **4.2.9 SUBURBANISATION/URBAN SPRAWL/SMART GROWTH**

In the U.K. in the 20<sup>th</sup> century many urban areas underwent expansion giving rise to urban sprawl. There was a trend, particularly for middle-class families, to move out from the poor housing conditions in the city center to better housing on the edges of the urban area in the suburbs. Transport improvements facilitated this development and the commute to work is a feature of urban life. However, sprawl is one of the major problems currently facing urban planners. Car urban growth be contained and controlled by, for example, use of greenbelts is an important issue. Other solutions to the spatial expansion of urban areas needs to be considered and smart growth or compact cities are options.

## ***References***

\* Batty, M., Besussi, E., Chin, N. (2003) Traffic, Urban Growth and Suburban Sprawl. Centre for Advanced Spatial Analysis Working paper No. 70.

\* Clapson, M. (2000) The Suburban Aspiration in England since 1919. *Contemporary British History*, v. 14(1), 151-174.

\* Couch, C. and Kareeha, J. (2006) Controlling Urban Sprawl: Some Experiences from Liverpool. *Cities*, v. 23(5), 353-363.

\* Pooley, C.G. and Turnbull, J. (2000) Commuting, Transport and Urban Form: Manchester and Glasgow in the Mid-twentieth Century. *Urban History*, v. 27(3), 360-383.

\* Baing, A.S. (2010) Containing Urban Sprawl? Comparing Brownfield Reuse Policies in England and Germany. *International Planning Studies*, 15(1), 25-35.

### **4.2.10 TRANSPORT**

Recent decades have seen significant changes and development in transport both in terms of passenger and freight traffic in the U.K. Increased economic activity have resulted in higher demand for transport services with the transport of goods and people doubling between 1968 and 1998. Moreover, over this period, the importance of railways has declined with 93% of personal travel, 95% of freight (excluding water and pipelines) currently being made by road (Figure 3). Air transport has increased 5-fold in the last 30 years. Consequent upon these developments, the UK is facing a number of challenges in terms of transport including road congestion in cities and in towns; inadequate public transport / social exclusion and environmental concerns arising from transport. In 2011 driving to work by car or van was the most common method of travelling to work while cars dominate in leisure visits to the countryside. The field trip will illustrate a number of these challenges and affords an excellent opportunity to contrast the problem and prospects with Hong Kong.

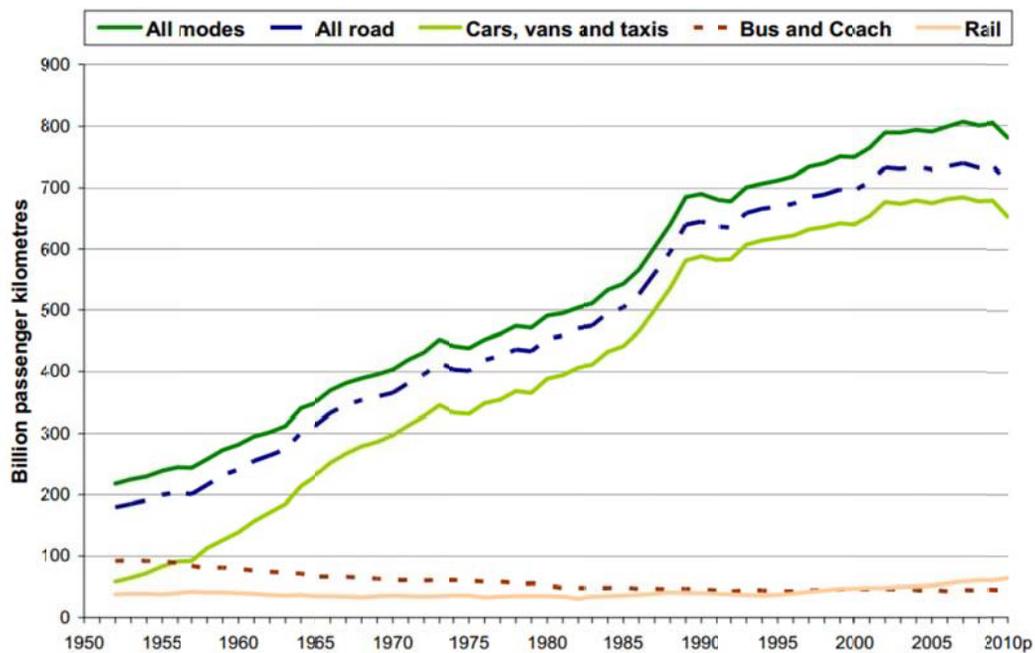


Figure 3: Passenger movement by mode, UK.

### References

- \* Department for Transport (2000) Transport Ten Year Plan 2000.
- \* Department for Transport (2011) Transport Statistics Great Britain 2011.
- \* Freight Transport Association (2002) Freight Transport: delivering for a successful economy.
- \* Department of Transport (2003) The Future of Air Transport.
- \* Department of Transport (2004) The Future of Transport: a network for 2030.
- \* Greater Manchester Authorities (2005) An Integrated Transport Strategy for Greater Manchester.
- Greater Manchester Authorities (2006) Second Greater Manchester Local Transport Plan.

[www.gmltp.co.uk/homepage.asp](http://www.gmltp.co.uk/homepage.asp)

Office for National Statistics (2013) 2011 Census Analysis - Method of Travel to Work in England and

Wales Report; 24pp.

Knowles, R.D. and Ametepe, A.A. (2007) Bus patronage, bus deregulation and the ten year transport plan targets in Gateway Cities: the case of Greater Manchester and Merseyside. *North West Geography*, 7, 1-11.

### **4.3 FIELDWORK METHODS**

FIELD WORK is designed to introduce you to the needs of OBSERVATION, INTERPRETATION, RECORDING, ANALYSIS and PRESENTATION of field work data. These needs are also important in other sorts of data collection, such as from map interpretation and map use. They are, however, paramount to successful fieldwork.

#### **4.3.1 WHAT DATA TO COLLECT?**

Going into the field to collect information requires some idea and organization regarding what is relevant data to be collected. You could take photographs, which today is a common practice regarding recording of information concerning the observable landscape. (Before photography was invented we had to rely on sketching or similar representations of information, which regularly required some selection of what would be included and what would not be included in the picture.)

A photograph is not generally selective. It records all the information before the lens. Thus it is not useful until we point out the valuable pieces of information that are recorded which we wish to bring to others' attention. This is easily done by annotating the picture by highlighting or drawing our attention to the significant features.

A sketch gives a good idea of the simplifying and selective technique involved. With modern materials you do not even have to draw items at all, but place a piece of clear film over the photograph and delineate on the film the different areas of interest, and give them their names. It is then possible to "see" the areas of different land use and possible conflict in use by humans and/or the types and effects of physical processes.

In the information given in the handout there is a list of the details of urban activities that might be used in coding land use with particular respect to retailing and services in England, which illustrates the large range of details that could be necessary for answering some questions in research. Such detail yet compression of the absolute amount of information available into a generalized form reflects on the interpretation of the observations.

#### **4.3.2 INTERPRETATION OF DATA**

It is good practice to collect and record details in field work in various ways and forms. The type of details collected, whether qualitative (descriptive), or quantitative where the counting of items will become important, depend largely on the purpose of the field work exercise.

All science requires some idea of what you are trying to find out or discover, whether to confirm or disprove ideas or theories, or to provide detailed data to improve analysis of a problem. This requires selectivity and specific identification of the type of data required. When recording your observations in the field you must interpret what you see in terms of the identities required. Mistakes at this stage will make your work subject to criticism in review later.

### **4.3.3 RECORDING OF DATA**

Tables, questionnaires and maps and notebooks for recording details of observations or queries are required for fieldwork. Most of the information will be recorded on the pre-arranged forms, but there will always be questions you cannot answer in the field. Thus queries should be noted in detail identifying exact locations (by way of map references, street names and numbers, etc.) of the difficulties in notebooks. Such difficulties can then be analyzed later after the field work exercise. Most queries are about interpretation as it is unlikely that you can foresee every type of information to be seen in the field work.

### **4.3.4 ANALYSIS AND PRESENTATION OF DATA**

Statistical analysis is most common these days, but geographers still work with a large amount of qualitative data through maps, photographs, sketches, notes, etc. Field work data must be reduced to readable standardized forms that can be reproduced in your written reports. This analysis should organize the data in ways that it can answer the questions you had before you set off to the field, and those that might have arisen in the field through your detailed observations.

Thus the final presentation should state:-

- 4.3.5 the objectives clearly,
- 4.3.6 the methods of collecting data required,
- 4.3.7 the type of data recorded,
- 4.3.8 any problems in collecting data,
- 4.3.9 any problems in recording and interpreting data,
- 4.3.10 types of analysis used,
- 4.3.11 any problems in analysis,
- 4.3.12 the answers to the objectives, and
- 4.3.13 whether any further questions arise for future consideration.

You will carry out some field work involving data collection. Your results should be incorporated in your overall field reports as appropriate.

### **4.3.5 SURVEYS**

“Surveys” form a common method of field work for geographers, but the term is often misused to refer only to a particular type of survey. In depth studies might incorporate surveys of an historical nature through searches for documentary and other recorded evidence such as found in photographs and drawings or paintings of the past, which could help interpret past landscapes and patterns of change.

Delving into larger and more detailed statistical archives that exist, such as census or similar data, is another method, which is likely to provide detailed information. This will be more comprehensive and sophisticated in approach the nearer it is to the present day, given the advances in statistical methodology and computer technology.

A further method is to build upon all the existing knowledge by carrying out a survey of an area

(and its population), resident and/or transient, for a very precise objective. This could be by enumeration (such as counting traffic movements), or by sampling a selection of “population”, and/or by questionnaire survey seeking knowledge and opinions from and about those surveyed.

This present field trip will NOT incorporate these more sophisticated methods of survey through lack of time, but in writing up YOUR OBSERVATIONS you can make reference to other people's surveys where they help to support what you have observed.

Very generalized land use groups are:-

	<u>Land use</u>	<u>Color</u>
A:	Agriculture	Brown
S:	Retail & local services	Red
OS:	Entertainment & recreation	Yellow
C:	Offices (commercial)	Green
G:	Institutions (admin. e.g. government)	Grey
SS:	Social services (e.g. education, health, police)	Grey stripes
I:	Storage & industry (manufacturing)	Blue
RP:	Permanent residential	Purple
RT:	Temporary residential	Pink
V:	Vacant premises	White
P:	Car park	Black
Pm:	Car park (multi-storey)	Black stripes
T:	Transportation	Black spots
CS:	Construction site	White with “CIP”

#### **4.3.6 LANDSCAPES AFTER D.W.MEINIG**

- Landscape as NATURE - beware of romantic ideology
- Landscape as HABITAT - clearly so but beware of thinking that man necessarily improves the world
- Landscape as ARTIFACT - while the hand of man may seem to be apparent in everything, nature is not solely a resource for his use
- Landscape as SYSTEM - beware of selectivity - in the closed system of this world all items have bearing upon each other, whether physical or behavioral
- Landscape as PROBLEM - there is often a problem but it is rarely the landscape itself.
- Landscape as WEALTH - from a commercial or money centered view that is true -the land offers man a great variety of opportunities for wealth - but what is the effect upon the land -AND OURSELVES
- Landscape as IDEOLOGY - desire for change in ourselves and our landscape necessitates belief and thereby ideology, but beware of impossible dreams and false hopes and beliefs

- Landscape as HISTORY - a sense of detail and fact; a sense of accumulation and process -the past lives on
- Landscape as PLACE - a sense of locality, of texture, of emotion, of "feel", of the specific not the general
- Landscape as AESTHETIC - a sense of art; beauty, purity -our personal interpretations of like and dislike

#### **4.3.7 LANDSCAPES-OBSERVATION AND EVALUATION**

Landscapes are:

4.3.8 Integrative: that is embracing all elements

4.3.8.a physical

4.3.8.b human

4.3.8.c material

4.3.8.d spiritual

4.3.8.e ideological

4.3.9 Specific: that is defined or fixed in time and space

4.3.10 Realistic: that is representing the 'REAL' world, which is defined in human terms POLITICALLY

Modern landscapes are created by "planning" which is based upon information and reflected by land-use, zoned under planning.

Ultimately what we see and what we measure and what we plan is dependent upon our assumptions about VALUES, which are created by our ATTITUDES which in turned are formed by our PERCEPTIONS.

Can we create objective measurements from these perceptions?

There are NONE which are fully acceptable. The explanation of landscape, which includes LAND USE, is dependent upon a whole range of social factors which shape our perceptions and color our attitudes. Some obvious factors are:-

4.3.10.a class

4.3.10.b occupational involvement

4.3.10.c educational level & type, politics

4.3.10.d cultural affinities

Perceptions are also colored by how well we use our senses: through our eyes, ears and nose obviously, but also in some instances through our ability to interpret through touch and taste (e.g. air, water, soil).

Landscape embodies PAST & PRESENT & FUTURE and should be seen dynamically, not in a fixed or static way, as it involves movement.

Many questions should be asked, such as

4.3.10.e how did it occur?

- 4.3.10.f        what are people doing?
- 4.3.10.g        what will happen?
- 4.3.10.h        what should we do to change things?

To help us answer these and other questions, we can say that landscapes have

LAYOUT which outlasts FORM which outlasts FUNCTION

LAYOUT        embodies the historical structure of the landscape

FORM            covers the, containers we erect within this structure upon the landscape

FUNCTION      covers what happens inside the containers and upon the layout itself

To put it in a different way

LAYOUT        gives us the organization and pattern of what we see

FORM            gives us the texture and material nature of what we see

FUNCTION      gives us the use and value of what there is in the landscape.

When we are investigating any landscape our sense of values will embody sets of AESTHETIC values which will shape our APPRECIATION. This will inform our CRITICAL faculties and inevitably lead us to place what we see in terms of "good" and "bad",' through the use of all our senses (sight, sound, smell, touch and taste). Our APPRECIATION is often politically expressed in the use of terms such as:-

- ‘improve’,
- ‘make more productive’,
- ‘put to its proper use’,
- ‘renew’,
- ‘create open space’, and
- ‘restrict the use of’.

Some form of CATEGORISATION of appreciation is inevitably required because it is otherwise impossible to develop POLICIES for landscapes. We have to try to be flexible however in dealing with many views. Otherwise the policies could immobilize the State (i.e. the Government) in doing anything or become too rigid because of contention over different views such as expressed in NIMBY (not in my backyard).

The field-survey forms in section 5.13 contains some landscape description/assessment pro-formas.

#### **4.3.8    SAFETY**

It is important that you carry out your fieldwork in a safe manner. Please remember the safety briefing during your orientation lecture. You **MUST READ** section 6 of this booklet on fieldwork safety.

# PHOTOGRAPHY AND FIELD SKETCHES IN COURSEWORK

## practical geography

### Photography and field sketches in coursework

When carrying out an individual coursework project, you will probably want to photograph and/or sketch certain landscape features in your project area. These 'qualitative' forms of data, used correctly, can bring a project to life, improve its presentation and help the examiner visualise key features of your investigation.

Too often however students lose marks by not making full use of these forms of primary data within a project. This article is a step

**Figure 1** Photograph of Ashes Hollow, Long Mynd, Shropshire. View direction: northwest. Location: 437928.

#### Taking photographs

##### Do's

- Ensure the pictures you take are relevant to your project.
- Make sure that the features in the picture are of a size which will be visible when the photograph is developed — don't stand too far away.
- Include within the picture, where possible, a recognisable object (e.g. a metre rule, a person) to give an idea of scale.
- Keep a written record of every photo taken, to include: photo number, OS grid reference, direction of view, description of the key features within the picture.

##### Don'ts

- Avoid taking photographs in dull and murky weather conditions, as you will get dark and unclear photographs.
- Don't wait to have the photographs developed until just before you put your project together. Leave yourself time to re-visit and re-photograph if necessary.

#### inset 1

#### Presenting photographs

##### Do's

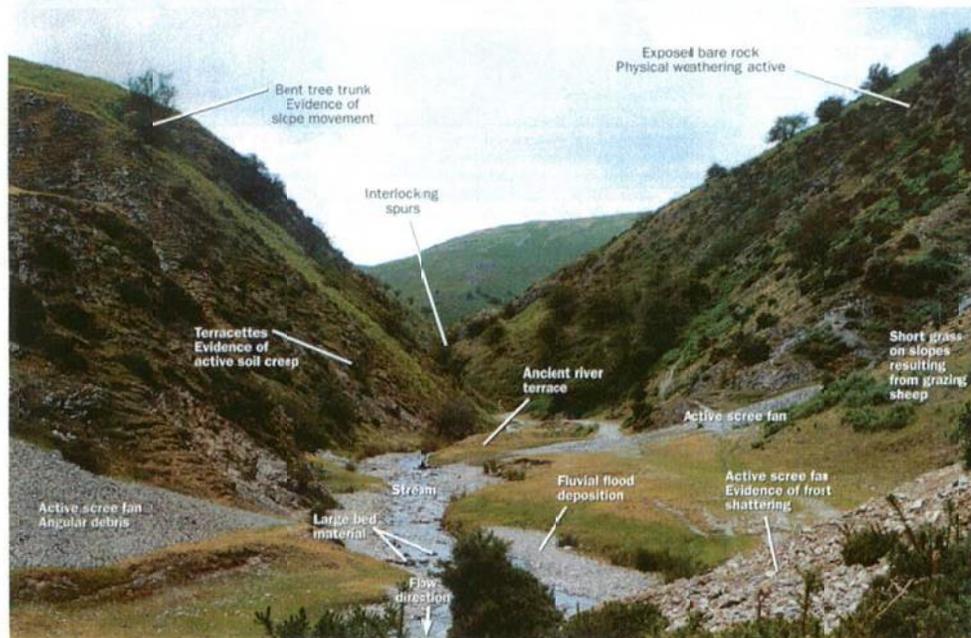
- Give each photograph a title.
- Give a grid reference and direction from where each photograph was taken.
- Fully annotate the key features of each photograph to explain what it is showing.
- Refer to each photograph within your written text.
- Clearly display each photograph as close as possible to the written text it relates to. Ideally integrate photographs into the text.

##### Don'ts

- Don't include photographs which are not directly relevant to your project.
- Don't put page after page of photographs all together in one section of your project.
- Don't leave photographs unannotated and not referred to in the text.

Figure 1 shows how a photograph should be correctly displayed within a project.

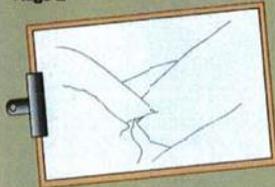
#### inset 2



# inset 3

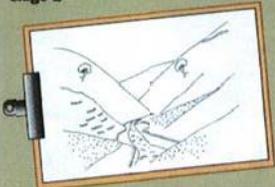
## Stages in drawing a field sketch

### Stage 1



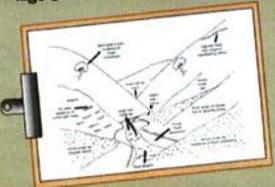
Sketch in a few key lines to ensure the proportions are correct on the page

### Stage 2



Add the main features of the view

### Stage 3



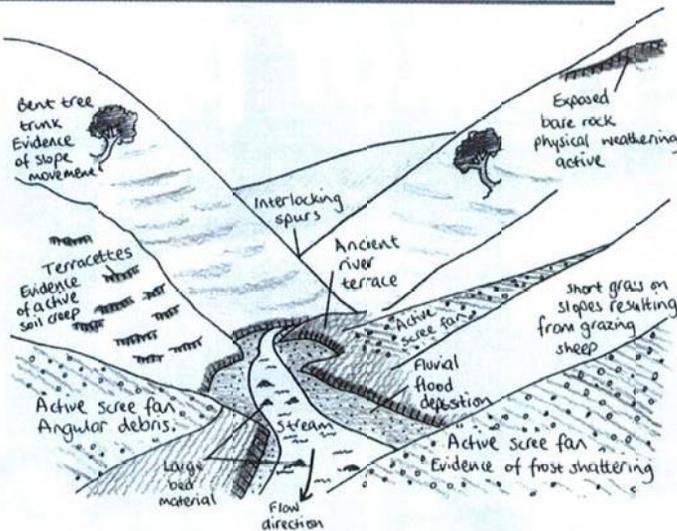
Fully annotate your sketch to include explanatory labels, a title, and the direction of the view

by step approach to using photographs and sketches in an effective way within a project.

## Photographs

As with any piece of equipment, to get the best results from your camera, you first need a basic understanding of how to operate it. If you don't understand what you are doing the photographs produced can bear little resemblance to the picture you thought you saw through the view-finder of the camera! It is worth spending time to understand the camera you intend to use, be it a disposable, a compact or an SLR. This will save you time and money in the long run.

Now you understand how to operate your camera and have loaded it with film consider



**Figure 2** View of Ashes Hollow, Long Mynd, Shropshire. View direction: northwest. Location: 437928.

some of the 'dos and don'ts' of taking photographs for your project (Inset 1)

Once you have a good set of photographs it is important to display them in your project in as useful way as possible. It is at this point that students often go wrong, so to guide you, Inset 2 gives the dos and don'ts of presenting photographs within your project

## Field sketches

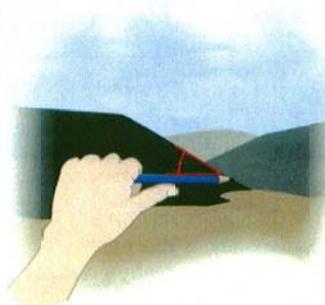
Field sketches are another way of visually recording your observations in the field. They have some advantages over photographs. Firstly, they can draw attention to the geographical features you wish to show, and secondly they are cheaper than photographs! It is also important to realise that you do not need to be an accomplished artist to produce useful field sketches.

Before you start sketching there are a few basic guidelines you need to consider:

- decide exactly which part of the view you want to draw;
- use a suitable size of paper, for example A4;
- rest your paper on something firm, like a clipboard;
- use a pencil so you can rub it out;
- find a comfortable position.

Now you are ready you can start sketching. The key to success is to develop the sketch in stages, as outlined in Inset 3. Figure 2 is an example of how a completed field sketch should appear

One last point to note about field sketching is that of slope angles. A common mistake is to over-exaggerate angles and draw slopes which appear to be approaching the vertical! This can be easily remedied by holding your



**Figure 3** Measuring slope angle. Hold your pencil at arm's length to gauge the correct slope angle.

pencil at arm's length to gauge the correct angle, as shown in Figure 3.

Before you include your field sketch in your project you may wish to enhance it using coloured pencils. As with photographs, remember to refer to your sketch within your written text.

By following the guidelines and ideas in this Practical Geography you should be able to utilise photographs and field sketches more fully in your project work and hopefully improve on those important grades!

**Lee Swain**

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## 5. EXERCISE

### 5.1 MANCHESTER (Day 2)

#### 5.1.1 THE ROLE OF SQUARES/OPEN SPACE

We think of a city in terms of housing, shops industry roads etc., however, there are many open spaces in urban areas. These open spaces make important contributions to urban life. This project investigates two aspects of space in the city.

#### 5.1.2 THE ROLE OF SQUARES

Task A: Using either Albert Square; St. Ann's Square; Piccadilly Garden or St. Peter's Square as your case study examine the role of these open spaces in Manchester. You may wish to use the following headings to guide your study:

##### **The role of the squares within the urban framework of the town center**

- a) The way in which each square relates to the surrounding streets and the spaces that they create.
- b) The function of the space in relation to patterns of movement in the town, is it an activity node or a backwater?

##### **The physical characteristics of the space**

- a) The shape of the space and its clarity of form.
- b) The structure of the space; is it one space or does it include secondary spaces?
- c) The integrity of the building line and character of the enclosing elements.
- d) The extent to which the space is visually enclosed; are the views open or stopped?
- e) The scale and proportion of the space.
- f) The visual interest, detail and richness of the buildings and surfaces.
- g) Its permeability; the number and variety of streets connecting to the square.
- h) Its micro climate; the effect of wind, shelter, protection from rain.
- i) The use of planting, trees, shrubs, grass.

##### **The function and use of the space**

- a) The amount of activity in the space, is the space animated, how many people are about, what are they doing? What age groups are using the space?
- b) The uses of the buildings surrounding the space; both on the ground and upper floors.
- c) The character of the frontage to the space; the number and spacing of doors, shop windows.
- d) The uses of the space; street cafes, shop displays, benches, displays, promotions, bus stops, taxi ranks.
- e) Movement through the space; pedestrians, cars, buses.

## **Tranquility and happiness**

A traditional view of the city is of a congested and polluted place. Calmer and more pleasant surroundings are generally perceived as being only available in the countryside. In this project you are tasked to see if peace and tranquility can be found in the city. The following questions may serve as a useful framework for your answer.

**Q**

1. Think about the concepts of tranquility and happiness and about the places and spaces you would associate with these concepts. Write down your thoughts.
2. Examine the map of Manchester. Identify 5 sites that you might expect to find tranquility and happiness in Manchester.
3. Visit 2 of the areas and record your thoughts. Produce an annotated diagram and complete an urban environment assessment form. What use is being made of the areas by people?
4. Contrast this with an area which fails to produce peace and tranquility in the city.

## **Making people safer in local and busy places**

Describe examples of how streets and road have been made safer for pedestrians and cyclists. Hulme in Manchester is a very good example of this.

## 5.2 CASTLETON (Day 3)

On your plan of Castleton locate the following services:

Grocer	Hotel
Butcher	Guest House /B+B
Baker	Camping Site
Greengrocer (Vegetables)	Caravan Site
Chemist/Pharmacy	Youth Hostel
Bank	Tourist Shops
Post Office	Cafes
Doctor	Tourist Information Centre
Primary School	Public House
Secondary School	Hardware Store
Garage	Stationary Shop
Church	Clothes Shop
Police Station	Shoe Shop

**Q**

1. How many shops cater for local needs?
2. How many shops serve tourist needs?
3. Assess the quality of services offered to the people of Castleton, including an assessment of how many of the shops, cafes etc. are local independent business as opposed to national and international “chains”, such as Starbucks etc.

# THE VILLAGE OF CASTLETON

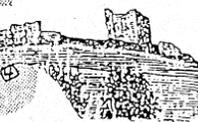


(1) **ST EDMUNDS CHURCH** was begun soon after 1086 and was probably the garrison church for the castle. The tower was built in the 14th century. It still has its box pews, added in the 17th and 18th centuries, with the names of the occupants carved on them.



(2) **CASTLETON HALL** was built in the 18th century by the Ashton family from Lancashire. "Outsiders" moving in to live in Peak District villages is nothing new. The building is now used as a Youth Hostel which shows how historic buildings can be preserved by finding alternative uses.

(3) **THE CASTLE HOTEL** dates from the early 1700's and demonstrates Castleton's long tradition of catering for visitors.



(4) **PEVERIL CASTLE** was built in the mid 11th century by William Peveril, son of William the Conqueror. The keep was added in 1176 and the castle was of greatest importance in the reign of Edward I.

(5) **WINNATS PASS** is a spectacular limestone gorge owned and managed by the National Trust. One theory is that it may have been a freshwater river surging into the sea. The sea creatures could not survive in fresh water and so no limestone was formed. The gorge was probably enlarged after the Ice Age by fast flowing water from melting ice.



(6) **GOOSEHILL HALL** to the west of the village, dates from the early 1700's. Its barns and other out-buildings are a reminder of the importance of agriculture in the valley.

**TREAK CLIFF CAVERN** was discovered by fluor spar miners early this century. Outstanding features are the stalactites in the Dream Cave and a 6 ft pillar of Blue John in the Witches Cave.



The vast entrance of the **PEAK CAVERN** (100 ft wide and 60 ft high) was the home and workplace of rope makers for centuries. The Showcave tour includes huge galleries.

**THE BLUE JOHN CAVERN** is where this mineral has been mined for generations. One chamber has a museum collection of tools. Other high, colour chambers include the Crystalline Cavern and the Waterfall Cavern.



In **SPEEDWELL CAVERN** at the foot of Winnats Pass, visitors are taken by boat along a lead-mine tunnel 200 years old, and visit the Bottomless Pit, where 40,000 tons of rock were tipped in, with no effect on depth.

The Caverns

### 5.3 SALTAIRE (Day 4)

Q

1. Describe briefly the origin of the settlement and explain why Titus Salt identified the site to build Saltaire.
2. Was Titus Salt a “good” employer? Briefly explain your answer.
3. Why do you think that Saltaire has become a popular tourism destination?
4. What is UNESCO World Heritage Status as applied to Saltaire?

### 5.4 PORT SUNLIGHT (Day 4)

Q

1. Port Sunlight is regarded as a model “village” and also as a “garden village”. Why?
2. What is a garden city and how does it relate to Port Sunlight?
3. What is the origin of Port Sunlight?
4. What is the architectural style of Port Sunlight?

## 5.5 **LIVERPOOL** (Day 4)

### 5.5.1 **TOURISM**

- How has Liverpool become a major tourist destination?
- Why has Liverpool One brought renewed 'life' to central Liverpool?

### 5.5.2 **CULTURAL HERITAGE**

- Visit a conservation area. Why have they been designated? Castle Street and William Brown Street are good examples.
- UNESCO are unhappy about the change to the skyline of the city from the waterfront caused by tall buildings. Why? And do you agree?
- The Albert Dock and Maritime Museum was an important urban regeneration scheme: what are its components?
- The Beatles provide an important cultural heritage and tourist attraction to Liverpool. Where did you see evidence of this in the city?
- The Liverpool Daily Post – Echo Building, finished in 1974, is architecturally distinctive. It is in a style known as 'brutalist'. View the building from New Quay Road. What are your opinions on the 'aesthetics' of this building?

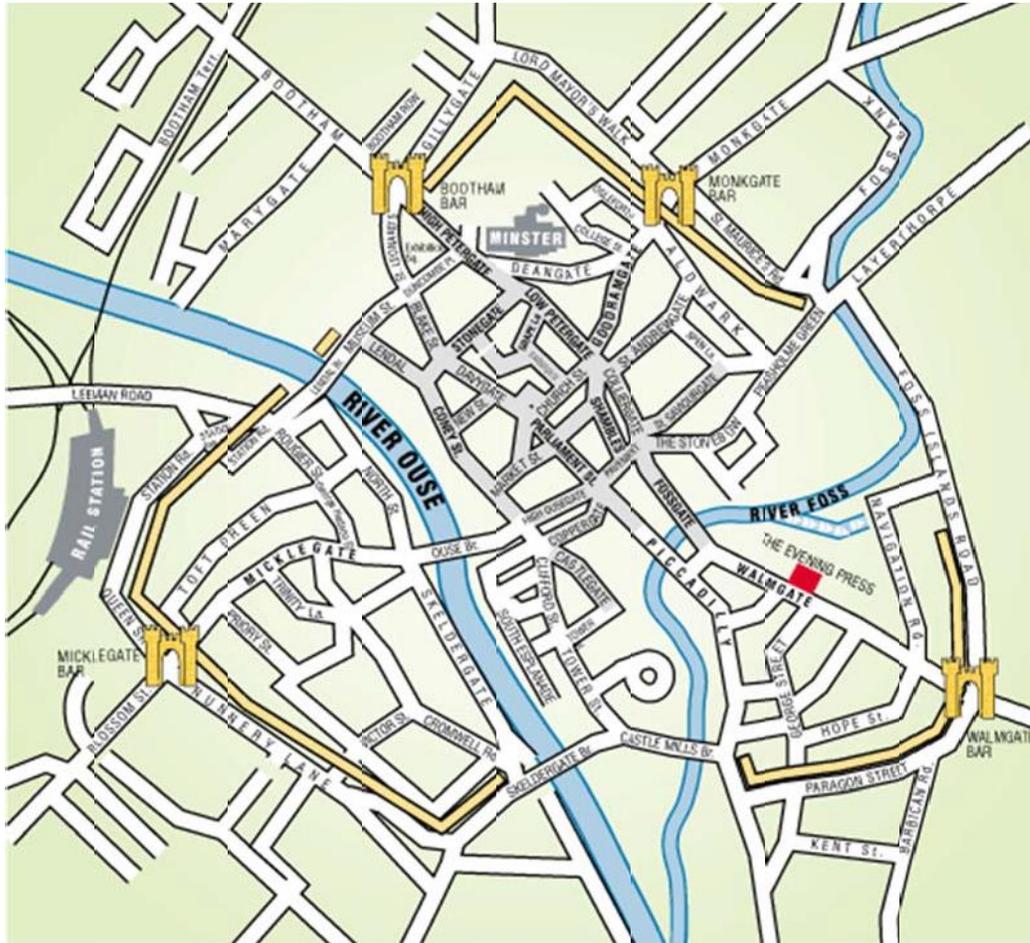
### 5.5.3 **TRANSPORT AND MIGRATION**

- Lime Street Station is the terminus of the oldest passenger railway line in the UK. Visit the site. Mercury Court on Tithebarn Street is the old Liverpool Exchange Railway Station.
- You should note that the Port of Liverpool was important in the Slave Trade from 1640-1730. Visit the Slavery Museum on the Fourth Floor of the International Maritime Museum and look at the exhibition to understand this phenomenon.
- Between 1830 and 1930, 40 million people emigrated from Europe for a better life and Liverpool was a major departure point. In the 1830s 15,000 people per year emigrated from Liverpool, by 1889 240,000 left for North America. The Maritime Museum also has an exhibition in the Basement to explain this phenomenon. Do visit if you have the time.



## 5.6 YORK (Day 5)

### 5.6.1 FLOOD PREVENTION & LEISURE ACTIVITIES



MAP: York City Centre

You will do 2 things in York. Firstly, the course instructor will take you to see the flood prevention measures in York. Then, you can have free time to walk around and enjoy the city. Use the map provided to navigate; everywhere within the city wall is within a walking distance of less than 30 minutes. During your free time, you are advised to visit the following attractions in the city:

- Minster
- Shambles & York Market
- City wall
- any of the 'bars'

These and other heritage attractions are the key drivers of the city's tourism industry. During your stay please observe the following aspects, which have combined to make York a successful tourism city:

1. Size;
2. Architecture / Heritage features;
3. Urban open spaces;
4. Infrastructure & transportation;
5. Support services (e.g. shopping & food).

Try to answer the following questions:

- Q**
1. Apart from York's rich cultural heritage, what else have been done to support the tourism and leisure industry of York?
  2. Is leisure provision in York an adequate reflection of the needs and wishes of (a) children and young people; (b) local residents?
  3. Assess the role of drinking / eating out and recreational shopping in leisure provision.
  4. Is there any evidence to support the emergence of the "third agers" in the leisure market of York?
  5. Can the level of use and the other values of York's open spaces justify their high cost of maintenance?

For questions 2 – 5, extracts information from the two important documents can be accessed from the map library:

City of York Council (1999) "Towards a Leisure Plan for York".

Falk, N. & King, F. (2003) A new vision for York.

## 5.7 RETAILING (Day 2 and Day 6)

### 5.7.1 INTRODUCTION

A special feature of a town or city, such as a shopping center, may be judged using a mixture of an environment survey and a streetscape survey. The environment survey technique may be used to look at design of the center, ease of parking, ease of movement round the center, visual appearance, range of goods sold, price, and atmosphere. During the field trip, we will visit a number of shopping centers

- Trafford Centre, Manchester
- Arndale Centre, Manchester
- Lowry Designer Outlet, Salford Quays, Manchester

Please complete the following exercises for each of the shopping centers:

**Q**

1. Record the number of functions and establishments / shops using the record sheet provided in section 5.7.2.
2. Assess the design and atmosphere of the shopping centres using the survey forms given in section 5.7.3.
3. Describe access / transportation for shoppers.

### 5.7.2 SHOPPING CENTER RECORDING SHEET

<b>Location</b>																			
<b>Function</b>																			
Public houses & off licenses																			
Cafes																			
Food shops:	General																		
	Supermarket																		
	Fruit & veg.																		
	Freezer centre																		
	Bakery																		
	Fishmonger																		
	Fish & chips																		
	Butchers																		
	Delicatessen																		
Sweets & tobacco																			
Newsagents / stationery / fancy goods																			
Pharmacy																			
Clothing:	Men's																		
	Women's																		
	Children's																		
	Babywear & wool																		
	General																		
Footwear																			
Services:	Filling station																		
	Hairdressers																		
	Cleaners																		
	Shoe repair																		
	Bank																		
	Insurance																		
	Betting shop																		
Furniture																			
Electrical / radio / TV																			
Sports goods																			
Luggage / leather goods																			
Books & records																			
Other retail (specify)																			
Other services (specify)																			
<b>Total no. of establishments</b>																			
<b>Total no. of functions</b>																			





### 5.7.3 RETAIL ENVIRONMENT SURVEY FORMS

Adopted from Greasley (1984).

Location:				Date:			
		Score					
Design	Well designed	+2	+1	0	-1	-2	Badly designed
	Simple layout	+2	+1	0	-1	-2	Complicated layout
	Designed with shopper in mind	+2	+1	0	-1	-2	Not designed with shopper in mind
	Wide covered walkways	+2	+1	0	-1	-2	Walkways open and narrow
Atmosphere	Busy	+2	+1	0	-1	-2	Not busy
	Personal	+2	+1	0	-1	-2	Impersonal
	Friendly	+2	+1	0	-1	-2	Unfriendly

Location:				Date:			
		Score					
Design	Well designed	+2	+1	0	-1	-2	Badly designed
	Simple layout	+2	+1	0	-1	-2	Complicated layout
	Designed with shopper in mind	+2	+1	0	-1	-2	Not designed with shopper in mind
	Wide covered walkways	+2	+1	0	-1	-2	Walkways open and narrow
Atmosphere	Busy	+2	+1	0	-1	-2	Not busy
	Personal	+2	+1	0	-1	-2	Impersonal
	Friendly	+2	+1	0	-1	-2	Unfriendly

Location:				Date:			
		Score					
Design	Well designed	+2	+1	0	-1	-2	Badly designed
	Simple layout	+2	+1	0	-1	-2	Complicated layout
	Designed with shopper in mind	+2	+1	0	-1	-2	Not designed with shopper in mind
	Wide covered walkways	+2	+1	0	-1	-2	Walkways open and narrow
Atmosphere	Busy	+2	+1	0	-1	-2	Not busy
	Personal	+2	+1	0	-1	-2	Impersonal
	Friendly	+2	+1	0	-1	-2	Unfriendly

**5.8 NATIONAL PARKS – Peak District and Cairngorms (Day 3, Day 10)**

**5.8.1 For each National Park that you visit, undertake a one-page SWOT analysis:**

<b>National Park:</b>
<b>Strengths (what makes it attractive/ unique):</b>
<b>Weaknesses (what might deter people from visiting):</b>
<b>Opportunities (how to attract more visitors):</b>
<b>Threats (to the National Park):</b>

<b>National Park:</b>
<b>Strengths (what makes it attractive/ unique):</b>
<b>Weaknesses (what might deter people from visiting):</b>
<b>Opportunities (how to attract more visitors):</b>
<b>Threats (to the National Park):</b>

5.8.2 **Briefly describe the agriculture observed in the two National Parks.**

## 5.9 EDINBURGH (Day 7)

Q

1. How do the policies in Scotland differ from those of the remaining parts of the UK following the establishment of her own parliament?
2. What are the contributing factors which resulted in the initiation of the referendum for a parliament in 1997?
3. How does the landscape of the Arthur's Seat reflect both the impacts of natural and human activities?

## 5.10 ST. ANDREWS (Day 8, Day 13)

Q

1. What are the supporting facilities for tourism in the town? Do you think it is adequate or not?
2. How was the cultural and urban development of town shaped by the frequent visits of pilgrimages in the medieval times?
3. As a tourist, what do you like most about this small town? Why?

### 5.11 ABERDEEN (Day 9)

Q

1. Is there anything distinct you notice about the city's architecture and built environment? Pay special attention to the materials that are used.
2. How has the city's economic structure changed since the 1960s?
3. What impacts do you see that the oil industry has on the city?
4. How is the city's booming economy affecting urban development? How do you think daily life is changing for residents? Rate the quality of the city's urban environment by using the forms in section 5.13.2.

### 5.12 OBAN (Day 11, Day 12)

Q

1. What are the main attractions in this Scottish seaside town for tourists? What facilities are there to support tourism?
2. What makes Oban a popular resort spot during the summer time?
3. What transportation connections do you notice in Oban?
4. Where do you think most of the tourists are from?

## 5.13 LANDSCAPE SURVEY (Day 9, Day 11, Day 12)

### 5.13.1 INTRODUCTION

Geographers are increasingly concerned with the quality of the environment, namely whether it is an attractive or pleasant area to visit or to live and work in. As people become increasingly concerned with the quality of the environment, they also have a desire to live in cleaner, healthier, and more pleasant surroundings. Sometimes, it is tricky to describe a landscape in words. However, we can make use of landscape survey sheets like the ones provided below.

**Q**

1. For urban landscapes that you will visit in the field trip, assess the quality of environment using the forms provided in section 5.13.2.
2. For rural landscapes, complete the field survey forms given in section 5.13.3.

You may compare the results with your classmates' afterwards. If your 'scores' differ discuss why this might be so.

**5.13.2 URBAN ENVIRONMENT FORMS**

Adopted from Greasley (1984).

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
Interesting		Boring
Quiet		Noisy
Attractive		Unattractive
Varied		Monotonous
Uncongested		Congested
Like		Dislike
Clean		Filthy
Welcoming		Hostile
Well maintained		Neglected
Open		Enclosed
Unpolluted		Polluted
Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
Interesting		Boring
Quiet		Noisy
Attractive		Unattractive
Varied		Monotonous
Uncongested		Congested
Like		Dislike
Clean		Filthy
Welcoming		Hostile
Well maintained		Neglected
Open		Enclosed
Unpolluted		Polluted
Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
Interesting		Boring
Quiet		Noisy
Attractive		Unattractive
Varied		Monotonous
Uncongested		Congested
Like		Dislike
Clean		Filthy
Welcoming		Hostile
Well maintained		Neglected
Open		Enclosed
Unpolluted		Polluted
Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

**Urban location:**  
(Score: +3 +2 +1 0 -1 -2 -3)

	Score	
Interesting		Boring
Quiet		Noisy
Attractive		Unattractive
Varied		Monotonous
Uncongested		Congested
Like		Dislike
Clean		Filthy
Welcoming		Hostile
Well maintained		Neglected
Open		Enclosed
Unpolluted		Polluted
Uncrowded		Crowded
Accessible		Inaccessible
Historic		Modern
TOTAL		

5.13.3 FIELD SURVEY FORMS

LANDSCAPE ASSESSMENT FORM		Site	Grid Ref
Surveyor's Name		Direction of View	Angle of View
Weather	bright - fine - mist - cloud - light rain - heavy rain	Date/Time	
<b>OBJECTIVE CHECKLIST</b> - Record the landscape features visible by circling the most relevant words and crossing out the irrelevant words			
<b>LANDFORMS</b> flat plain coast rolling lowland estuary undulating plateau floodplain steep low hills broad valley vertical high hills narrow valley scarp combe/goyle cliffs deep gorge	<b>LAND COVER</b> parkland built-up marsh conifer wood road river valley mixed wood industry lake deciduous wood quarry reservoir arable mudflat pasture rocky beach scrub pebble beach heath sandy beach moor dune	canal railway headland car park shelter belt pond motorway cut telegraph poles tree clump bay shop scrub cove house woodland plantation	
<b>LANDSCAPE ELEMENTS</b> spring footpath cliff farm building wall stream bridleway stack church fence river cycleway arch ruin hedge rapids lane cave monument bank waterfall road landslip telegraph poles isolated trees			
<b>SUBJECTIVE CHECKLIST</b> Record your impression of the landscape by circling one of the words below that best describes how you felt about each of the subjects listed. Sketch the landscape on the back of this assessment form.			
<b>SCALE</b> ____ intimate - small - large - vast	<b>MOVEMENT</b> ____ dead - calm - busy - frantic	<b>SOUND</b> ____ silent - quiet - noisy - clamorous	
<b>ENCLOSURE</b> ____ tight - enclosed - open - exposed	<b>TEXTURE</b> ____ smooth - managed - rough - wild	<b>SECURITY</b> ____ comfortable - safe - unsettling - threatening	
<b>VARIETY</b> ____ uniform - simple - varied - complex	<b>COLOUR</b> ____ monochrome - muted - colourful - garish	<b>STIMULUS</b> ____ boring - bland - interesting - invigorating	
<b>HARMONY</b> ____ harmonious - balanced - discordant - chaotic	<b>SMELL</b> ____ foul - pungent - fragrant - sweet	<b>PLEASURE</b> ____ offensive - unpleasant - pleasant - beautiful	

## **Annotated sketch**

### **Guidelines**

What conservation or enhancement measures might be appropriate to strengthen or improve the landscape character of this area?

LANDSCAPE ASSESSMENT FORM		Site	Grid Ref
Surveyor's Name		Direction of View	Angle of View
Weather	bright - fine - mist - cloud - light rain - heavy rain	Date/Time	
<b>OBJECTIVE CHECKLIST</b> - Record the landscape features visible by circling the most relevant words and crossing out the irrelevant words			
<b>LANDFORMS</b>	flat rolling lowland estuary	steep low hills broad valley	vertical high hills scarps cliffs combe/goyle deep gorge
<b>LAND COVER</b>	parkland built-up marsh	conifer wood road river valley	deciduous wood quarry reservoir
<b>LANDSCAPE ELEMENTS</b>	spring footpath cliff farm building wall	stream bridleway stack church fence	rapids lane cave monument bank
		waterfall road landslip telegraph poles isolated trees	pond motorway cut tree clump
		arable mudflat	pasture rocky beach
		scrub pebble beach	heath sandy beach
		moor dune	
		canal railway headland car park shelter belt	bay shop scrub woodland plantation
<b>SUBJECTIVE CHECKLIST</b>			
Record your impression of the landscape by circling one of the words below that best describes how you felt about each of the subjects listed. Sketch the landscape on the back of this assessment form.			
<b>SCALE</b>	intimate - small - large - vast	<b>MOVEMENT</b>	dead - calm - busy - frantic
<b>ENCLOSURE</b>	tight - enclosed - open - exposed	<b>TEXTURE</b>	smooth - managed - rough - wild
<b>VARIETY</b>	uniform - simple - varied - complex	<b>COLOUR</b>	monochrome - muted - colourful - garish
<b>HARMONY</b>	harmonious - balanced - discordant - chaotic	<b>SMELL</b>	foul - pungent - fragrant - sweet
		<b>SOUND</b>	silent - quiet - noisy - clamorous
		<b>SECURITY</b>	comfortable - safe - unsettling - threatening
		<b>STIMULUS</b>	boring - bland - interesting - invigorating
		<b>PLEASURE</b>	offensive - unpleasant - pleasant - beautiful

## **Annotated sketch**

### **Guidelines**

What conservation or enhancement measures might be appropriate to strengthen or improve the landscape character of this area?

## **6. GUIDELINES AND IMPORTANT NOTE ON FIELDWORK SAFETY AND PHOTOGRAPHY**

### **6.1 INTRODUCTION**

Fieldwork safety is an extension of the normal everyday care that we exercise in going about our daily lives – attention to road safety, for example. However, a number of special situations may arise on fieldwork and the following sections outline some basic principles.



### **6.2. GENERAL**

- Each student must behave responsibly during all aspects of fieldwork in order to reduce the risk of accidents.
- Each individual is primarily responsible for his/her own safety.
- Where provided safety equipment/clothing **MUST** be used.
- All instructions related to safe practices from a field course leader must be observed.
- Anyone acting contrary to safety requirements or instructions may be dismissed from the course.
- Always work in pairs (never go off alone).
- Stay with the party **EXCEPT BY CLEAR AGREEMENT** with the leaders.
- Always wear seat belts in vehicles when they are provided.
- Always wear life-vests on boats when they are provided.
- Leave livestock, especially poultry, and farm machinery alone.
- Report any injury or illness **AND** complete the questionnaire on relevant medical history before going on any field trip.
- Accommodation: students should familiarize themselves with the fire precautions.
- If you are using a public bus, never cross the road directly behind or in front of it. Wait for it to move off so you can see clearly in both directions.
- Be a culturally sensitive traveler. Be aware of your ‘environment’ and pay attention to local customs including, for example, dress codes. Respect others.

### **6.3. HEALTH**

- If going overseas make sure you have the appropriate inoculations. Consult your doctor.
- If you need to take any medication make sure that you have the appropriate supplies a) for the duration of the overseas field-trip and b) for each day. You should bring sufficient supplies in case there is a delay in returning.
- You **MUST** complete the confidential medical questionnaire to alert staff to any medical condition. Staff **MUST** be told signs and symptoms of your condition and where you keep the medication. A student peer should also be given this information.

- Diabetics should ensure sufficient food is carried in case of delay.
- Allergies: Insect bites and plant material contact may cause allergic reactions. IF you are aware of any allergy, carry the necessary medication. You MUST, as noted above, make staff aware of this.
- For suspected anaphylactic shock seek medical attention immediately.
- Be cautious of the first signs of allergic reaction and do not ignore them.
- In some environments e.g. tropics where there is a risk of insect bites transmitting infectious diseases it is appropriate to:
  - a) apply insect repellent
  - b) wear long sleeved shirts/trousers of a light color
  - c) use mosquito coils/nets when sleeping.
- Alcohol: May cause dehydration and in cold weather consumption can lead to hypothermia. It can also lead to inability to work due to a hangover! It can also lead to impaired judgement.
- Heat exhaustion/dehydration: Be aware of the possibility of becoming dehydrated. This can lead to impaired judgement. Maintain sufficient fluid intake.
- When appropriate wear a sunhat and use sunscreen. Sunglasses and long sleeved shirts may also be appropriate. This relates in part to dehydration.
- Fatigue can lead to lack of concentration and accidents. See the comments on alcohol and dehydration above. Lack of sleep can also lead to accidents – ensure that you get sufficient rest/sleep.
- If you are feeling tired / fatigued tell someone.
- Hypothermia: This can occur due to accidentally falling into cold water or from keeping still for too long in the cold. It may also occur while, for example, hill walking due to high heat loss from cold, wind and/or low heat production due to exhaustion, hunger. Make sure you know the signs of hypothermia. Appropriate clothing is a MUST. Having chocolate/glucose to provide instant energy in emergency is also useful.

#### 6.4. CLOTHING/EQUIPMENT

- Wear and carry clothing and footwear appropriate to the fieldwork situation.
- Waterproof outer garments e.g. jacket and over-trousers would be very useful.
- Stout walking shoes (sandals are not appropriate in rural areas).
- Sunhat, sunscreen, long sleeved shirt etc. See notes on Health.
- A set of dry clothing to change into should you get wet (leave on the bus?)

#### 6.5. PEDESTRIAN SAFETY

- Pavements or footpaths should be used if provided
- Be aware of traffic at all times, even in car and coach parks.
- If you have to walk along a road always face oncoming traffic.
- Never take photographs from the road.

- Find somewhere safe to cross roads. To cross roads use pedestrian crossings, over-bridges wherever possible. Obey lights at controlled crossings: Red means stop!!
- Be aware that in some places (e.g. China & Germany), traffic direction is different to that in Hong Kong.
- At a junction, look out for traffic turning into the road.
- Be particularly careful if crossing from between parked vehicles.
- Pedestrian safety barriers: where there are barriers, cross the road only at the gaps provided for pedestrians. DO NOT climb over barriers or walk between them and the road.
- DO NOT cross on blind bends and brows of hills.
- Tramways may run through pedestrian areas. Cross at designated crossings if possible. Elsewhere look both ways long the track before crossing. DO NOT walk along the track. Trams move quietly and quickly and cannot steer to avoid you!
- When walking along canal towpaths, be careful. For example, watch out for concealed mooring pins or ropes across the path beside moored boats.

## **6.6. HAZARDS**

- a. Do not climb cliffs, rock faces, trees etc.
- b. Avoid edges of cliffs and other steep or sheer faces.
- c. Avoid loosening rocks on steep slopes.
- d. Running down steep slopes.
- e. Walking on slippery (wet) rocks. Wet grass slopes can also be slippery.
- f. Exposure to the sun, especially heatstroke: if it is hot wear a hat and drink sufficient water and use sunscreen.
- g. Accommodation: students should familiarize themselves with the fire precautions.
- h. If staying in unfamiliar areas students should seek advice from staff as to places to avoid, especially in urban areas.
- i. Assaults.
- j. Vehicular accidents.

## **6.7. ACTIONS TO MINIMISE THESE HAZARDS**

- a – e Field class participants will be warned of the dangers in the briefing and again on the day of visit. Particularly hazardous sites will be avoided.
- f Participants have been warned of dangers and weather forecasts will be consulted before activities.
- g Students have been reminded of the need to familiarize themselves with the fire precautions.
- h Students are briefed about areas to avoid and the precaution of not going out alone.

- i Students have been briefed of the precaution of not going out alone; the difference in culture, especially relating to alcohol and the need to avoid some areas.
- j The party will travel mainly by coach hired from a reputable company.

## 6.8. OTHERS

- **Lock flats.**
- **If you are on G/F secure all windows** before going out.
- **Never** walk back from the supermarket alone. It is also a good idea never to walk around on your own.
- **Cellphones:** these are attractive to thieves. Be aware of your surroundings when using them.
- **At night** stay on the main road (Oxford Road).
- Follow the Country Code (Section 6.9).
- **Keep a photocopy** of your travel documents e.g. passport and airline ticket **separate from the originals.**
- General: be a culturally sensitive traveler. Be considerate of others.

## 6.9. COUNTRY CODE

- Enjoy the countryside and respect its life and work.
- Guard against all risk of fire.
- Take your litter home.
- Fasten all gates.
- Help to keep all water clean
- Keep your dogs under control.
- Protect wildlife, plants and trees.
- Keep to public footpaths across farmland.
- Take special care on country roads.
- Leave livestock, crops and machinery alone.
- Make no unnecessary noise.
- Use gates and stiles to cross fences, hedges and walls

### **IMPORTANT NOTE ON PHOTOGRAPHY**

In the UK there are no laws forbidding photography of private property from a public space. Please note, that whilst appearing as public space often places like shopping centers etc. are not.

Whilst there is no law regarding photographing of young people in public spaces, **DO NOT PHOTOGRAPH** groups of young people on organized/group activities such as sports, hiking etc. To do so you need permission from parents or legal guardian or the organizers.

It is also suggested that you **do not take photographs** in airports, bus/train station etc. and of police and members of the armed forces.