

My Newcastle - assessing the importance and value of buildings and spaces to primary aged pupils

David Bradley

RR2013/02





My Newcastle - assessing the importance and value of buildings and spaces to primary aged pupils

Author(s):	David Bradley Principal Research Associate Centre for Urban & Regional Development Studies Newcastle University Tel: 0191 222 8037 Fax: 0191 232 9259 http://www.ncl.ac.uk/curds/
Derivation:	
Origination Date:	14 January 2013
Reviser(s):	
Date of last revision:	
Version:	
Status:	
Summary of Changes:	
Circulation:	David Bradley; Mike Coombes, Andrew Rawlinson,, Rachael Crowe; Clive Maddison; Becky Bradley; Jane Bradley; Mike Robinson, Scottish Geographical Association; Laura Clayton, English Heritage
Required Action:	FOR DISCUSSION

Acknowledgements

The research team are immensely grateful to the Catherine Cookson Foundation for funding this research and to the schools that participated in the study and, of course, to the near one hundred young people who gave their views for the research here. We are also very grateful to the members of the teaching staff that helped to manage the work by the children and in particular, our principal contacts in the two schools Clive Maddison and Rachael Crowe.

CURDS, Newcastle University, January 2013

Executive Summary

This report reflects on a study assessing the importance and value of buildings and spaces to primary school pupils. It is a pilot project that engaged 91 young children from two schools within Newcastle-upon-Tyne. The two schools were carefully selected to ensure they were from contrasting parts of Newcastle; as far as was possible the school catchments mirrored the national average in terms of the spectrum of attainment, ethnic mix and gender.

The pilot study builds on innovative research in 2009¹ and 2010^{2 3} on links between teenagers' sense of place and the historic environment. In this study the sample was large and varied enough to test the replicability of the previous research strategy. Each of the components of the research was implemented satisfactorily by the two selected classes in both schools (Years 1 and 5). The results of this study suggest that a full national study can be expected to reveal fascinating differences in the preferences of different aged children living in different residential environments.

The detailed findings on the views of the 91 young children engaged in this study, whilst interesting and perhaps indicative, are of limited value to policy makers because of the small size of the sample. These findings do however indicate the range of analyses that a larger study could produce, giving a flavour of the results that might be expected from a national level study with a robust sample.

The type of buildings, monuments and spaces that young children like, or would like to show others, was broadly as anticipated. Compared to teenagers, young children were found to be much less concerned with the appearance of buildings or spaces. The reasons young children like buildings or spaces are overwhelmingly due to them having derived personal enjoyment there (mainly due to recalling playing or eating). Similarly only 5% of the buildings or spaces that young children disliked were stated to be disliked because they were ugly (compared to 42% of those teenagers dislike).

Buildings, monuments and spaces that young children like in their local area include historic buildings and parks. Over two fifths of young children (43%) cited a listed asset among the five local buildings, monuments and places that they said they liked. Over a third (34%) identified a listed asset among the three buildings, monuments or spaces they would like to show others.

¹ <http://hc.english-heritage.org.uk/Previous-Reports/HC-Sense-of-Place/>

² <http://www.english-heritage.org.uk/publications/historic-buildings-young-people/>

³ The findings of this research are summarised in Bradley DP. [Buildings, Monuments and spaces that are important to young people and the contribution of the historic built environment to young people's sense of place](#). *Regions Magazine* 2011, **284**(1), 5-8

Most buildings, monuments and spaces that are liked by young people are relatively close to where they live. The average distance to the buildings, monuments and spaces that young children liked – as calculated from the images that were locatable – averaged 1.6km for 5-6 year olds, whereas for teenagers it had been 3.4km. Interestingly for the 9-10 year olds the median distance was shorter still at 1.3 km. Whereas the buildings or spaces liked by the youngest group would be mostly accompanied with a responsible adult or older child the reasons given for liking buildings or spaces 9-10 year olds included examples favourite places where they were ‘unsupervised’. The relative proximity of these ‘unsupervised’ spaces may account for the difference in median distance between the two age groups.

For young children living in more deprived neighbourhoods, this distance was lower. It was also found that young children who live in more deprived neighbourhoods:

- have a marginally lower sense of place
- are less likely to include a listed building in their list of five most liked buildings

Only a small number (8) children speaking English as an additional language were included in our sample. A much larger sample would be needed to draw any conclusions regarding differences relating to language or ethnicity.

The research method tested engaging the young children by getting them to take photographs of the buildings they like and dislike. Both schools were lent 10 GPS-enabled cameras. The young children enjoyed going out with parents to take photographs, and teachers considered this had increased awareness of their area and knowledge of local history. The use of GPS cameras added considerably to the cost per research participant and may not be cost effective for a full national study. In addition there was a considerable burden on teachers in briefing the parents, handing out cameras to pupils in turn over several weeks and collating equipment and downloading, labelling and transferring data to the research team. A simple alternative approach could support the main elements of the research almost as well.



Earl Grey Monument

1 Introduction

The research attempted to assess the importance and value of buildings and spaces to young children. The study was conducted in partnership with two primary state schools with contrasting catchment area characteristics in Newcastle-upon-Tyne.

This report has four more chapters:

- chapter two gives an overview of the research objectives and method
- the next chapter summarises the key findings from this specific study
- chapter four assesses the methods used as ways of engaging young children
- finally a brief review of the study leads to an outline of recommendations.

Summary

The study worked with two state maintained primary schools, one located in inner Newcastle to the east of the city centre (Ravenswood Primary), the other near the western edge of the city four miles from the city centre (West Denton Primary). Although there are contrasts between the two schools, together they have some key characteristics that approximate⁴ to the national average.

The study tested the use of qualitative methods to investigate young children's perspectives on their local environments. By working with two schools in different parts of Newcastle the research examined the role of the built environment in the development of local pride, belonging and attachment of participating young children.

The project is innovative in involving primary age pupils for the first time: the field work involved children aged 10-11 (year 5) and aged 5-6 (year 1).

The research methods aim to help participating young people develop a greater awareness of their local built environment and to gain a stronger sense of place.

Background

Newcastle University's Centre for Urban and Regional Development Studies (CURDS) together with Bradley Research carried out a study for English Heritage in 2010 which focussed on the importance and value of historic buildings, monuments and spaces to young people (teenagers aged 14-15), while examining the role of the historic environment in shaping their sense of place (English Heritage Project 5395).

⁴ Schools within Newcastle LEA on average have intakes with lower levels of ethnic diversity and higher levels of deprivation than the national average

Working with teenagers allowed that study to be ambitious in its aims and methods. In particular the research was able to identify:

- what local buildings, monuments and spaces are important to them
- which are distinctive or special
- which make them proud of where they live
- which make them feel attached to where they live, and also
- which local buildings, monuments and spaces they dislike.

That research built on earlier CURDS research which was summarised in the 2009 Heritage Counts Report (nb. both reports are on the English Heritage website). These studies have stimulated interest in the views of young people about their local environment and especially in the question of how these views vary by age group.

Objectives

This new study has aimed to pilot an approach which could be replicable by other schools and help young people to appreciate their local environment. It is hoped that this could encourage them to value those buildings and spaces that they and their peers regard as important.

This research also aims to develop a richer understanding of the relationship between sense of place and young children's interaction with their local built environment and, in particular, to recognise the buildings, monuments and spaces young children like – or dislike – in their local environment.

This project sought to gather the same information that had been gained from 14-15 year olds from children as young as 5-6 (Year 1), as well as those 10-11 (Year 5).

The information was sought in relation to the following questions:

- What buildings and spaces in the local area are liked?
- What is it about them that they like?
- Where are these buildings in relation to where the young children live?
- What activities have they done at the locations that they like?
- What buildings and spaces do they dislike?
- What is it about them that they dislike?

If this study is considered a success it could provide a template for a full scale national level research project involving up to 1,000 young children, with the broader aim of informing policy on 'place making' as well as the provision of facilities and support for children. That aspiration is supported by the earlier work with teenagers which proved effective in raising their awareness of the historic built environment. Work with younger children can also build a foundation for the teachers in later years.

2 Research Strategy

The study was conducted in two state maintained primary schools, in contrasting areas of the city. Whilst there are problems associated with school-based research that have been explored elsewhere (Hendry et al., 1995; Mayall, 1996; Morrow, 1999b), these are seen to be far outweighed by the advantages of a school-based approach including:

- access to a 'representative' sample of children from the area
- cost effective administration by the schools as part of the national curriculum
- full completion of all components of the research by children from across a broad range of abilities and backgrounds.

Overview

The aim was a sample that included at least 25 young children in each of two classes from each school: 5-6 year olds (Year 1) and also 9-10 year olds (Year 5). In fact the final sample number of participating young children was 91.

To meet the study aims, two sets of data were sought from each of the participating young children:

- a self-completion questionnaire – greatly simplified from that for teenagers – each with unique identifier (in most cases this was the full home postcode)
- up to eight geo-tagged photographs, each also with the unique identifier.

In addition both of the Year 5 classes held a class discussion around which of the buildings, monuments and spaces that the children in the class had written that they 'liked' were most 'important'.

Follow-up consultation with both schools took place to try to learn from what worked well and what worked less well in order to refine the approach for work with a larger sample of schools.

The selection of schools was based on the need for suitable environments to test the research approach. The following indicators provided indications of school intakes:

- % of pupils learning English as an additional language
- % of pupils eligible for free school meals
- % of students attaining low, medium and high scores at key stage 1.

The difference between the value for a school on each indicator and the national average value was calculated. The sum of these values for each school then showed how similar the school was to a 'typical' school in England.

School	LEA	area type	KS1			Pupils for whom English is not their first language	Eligible for free school meals	Combined difference from the national average
			low	mid	high			
			%	%	%	%	%	%
West Denton	Newcastle	outer city	0	56	28	3	29	42.6
Ravenswood	Newcastle	inner city	15	58	27	21	16	16.0
ALL SCHOOLS (England)			18	56	25	15	19	0.0

Source: http://www.education.gov.uk/schools/performance/geo/la391_all.html

Ravenswood Primary School is located in Heaton around 2 kilometres to the north east of Newcastle city centre in an area of predominantly pre-war terraced housing.

West Denton School is located in the West Denton area towards the western fringe of the city 8 kilometres to the north west of Newcastle city centre. The area includes much mixed tenure housing built mainly since the 1960s.

Questionnaire

The questionnaire aimed to collect data that would contribute to understanding which buildings are important to younger children, and why they are important.

The questionnaire used with teenagers was greatly simplified on the basis of the experience previously implementing the research with less able 14-15 year olds, along with the valuable advice from Steve Rawlinson (Primary School Geography Education Specialist) and also Becky Bradley (Year 1 class teacher).

Despite these simplifications some of the participating young children, particularly the year 1s and year 5s with Special Educational Needs, required a lengthy introduction and explanation. Many children had not considered liking or disliking buildings, monuments or spaces prior to this exercise. Even after discussion several children were unable to identify any buildings, monuments or spaces which they disliked. Teaching assistants played a vital role in ensuring that all participants fully

comprehended the questions, while at the same time not leading the children towards certain answers.

The questionnaire developed for this research project established the home address and key characteristics of the child (eg. gender, language), their sense of place, along with the names of buildings and spaces they liked or disliked.

The strength of a young children's sense of place was measured by analysing their responses (positive, negative or neither)⁵ to four statements:

I like the area where I live

I would rather live somewhere else

I am proud of where I live

This is a friendly place to live

The educators of young children advising our research considered that the seven statements that were in the survey of teenagers had to be reduced in number and simplified so the young children in this study could understand them.

Only one statement was left unchanged (*I would rather live somewhere else*).

This is a friendly place to live was used instead of *I really feel I belong to my area*

I would rather live somewhere else replaced *I could be equally happy living somewhere else*

I like the area where I live was used instead of *I am proud of where I live*

The three statements that were excluded to simplify the questionnaire were:

The area where I live means a lot to me

I am interested in the history of my area

I care about what my area looks like

This refined questionnaire was filled out as a classroom based survey.

Photographs of buildings, monuments and spaces

Each school was loaned 10 GPS-enabled cameras⁶ (approximately one camera for every five participating students). The type of camera used was the same as that used in our earlier research involving teenagers. Despite mixed success amongst

⁵ A smiley face, sad face, and expressionless face was depicted on the questionnaire instead of yes, no and, neither (in between yes and no)

⁶ Samsung ST 1000 cameras were used

teenagers in getting images successfully geo-tagged it was hoped that the equipment would prove sufficiently easy to use.

The selected schools were able to deliver the required number of questionnaires and photographs in the format specified, and then were allowed to retain 2 GPS-cameras as a lasting resource for the school, enabling them to involve young people in similar built environment or sense of place fieldwork.

Each young child participating in the study borrowed a GPS-camera from school. Provided the GPS capability of the camera had been successfully activated it was then possible to retrieve precise grid references for where photographs were taken. Each time on return of the cameras to school the files of photographs were saved with the unique student reference number of the young person, together with their home post code saved as reference.

Each young person was asked to photograph each of the 5 buildings or places they liked and also each of the 3 buildings or places they disliked. In practice some children took less than 8 photographs:

- some children were unable to think of as many as 5 buildings, monuments and spaces they liked or three they disliked
- the young children needed to be supervised when taking photographs and some were unable to take photographs of all of their selected buildings, monuments and spaces.

A small minority took more than 8 photos.

All the information was collated by the research team and analysed and each school was provided with a summary of the results for their school.

Class based discussion

Year 5 classes also had class-based discussions of the buildings that had been identified by young people from the school. Teachers needed to try to ensure effective participation in the research within the specific constraints of:

- the mix of ability of the young people in their class
- the support available for colleagues to implement the research
- the policies and practices of the school
- the support of parents and guardians.

Fieldwork

A specifically designed School Briefing Pack provided guidance on the management and collation of data from pupils. Experienced educationalists including those within the project team and pilot schools helped refine the school briefing pack.

The materials for the research had been refined in partnership with Steve Rawlinson, who has particular expertise on the effective inclusion of geography in the Primary School curriculum, and also Becky Bradley (Year 1 Teacher). A briefing meeting was held in each participating school with the class teachers and their support teams.

Both schools were able to deliver complete datasets from each participating child:

- capturing fully completed student questionnaires
- collating geo-tagged photographs.

3 Key Findings

This part of the report summarises the key empirical results from the study's survey research. The following sections address the questions which the study set itself.

- What can we say about the strength of young children's sense of place?
- Which local buildings/monuments/spaces do young children **like** and why?
- Which local buildings/monuments/spaces do young children **dislike** and why?
- How far away from their homes are the buildings they like?

Children's sense of place

The results in this section of the report use data from questions on the questionnaire (Annex 2) whose wording was explained in the previous chapter.

Research with teenagers found that those who live in more deprived neighbourhoods have on average a lower sense of place. Results from this study found considerable variation between responses within each category of deprivation, but the sample size here is too small to draw very strong conclusions.

Boys and younger children (Year 1s) were found to have on average a slightly stronger sense of place than girls and Year 5s. There was less variation in strength of sense of place by the level of deprivation/affluence of the child's home area.

Gender	average strength of sense of place
Boys	16.9
Girls	16.2

Age	average strength of sense of place
Year 1	16.9
Year 5	16.2

Deprivation level	average strength of sense of place
Upper/High	16.6
Middle/Medium	16.6
Lower/Low	17.0

One aspect of a sense of place can be pride in the area. Although asking directly about this was not attempted with such young people, a small minority of children referred to it indirectly when asked about the reasons for wanting to show a building or place to others.

“It represents Newcastle” (St James’ Park)

“It’s an important monument” (Grey’s Monument)

“It is part of my culture” (Angel of the North)



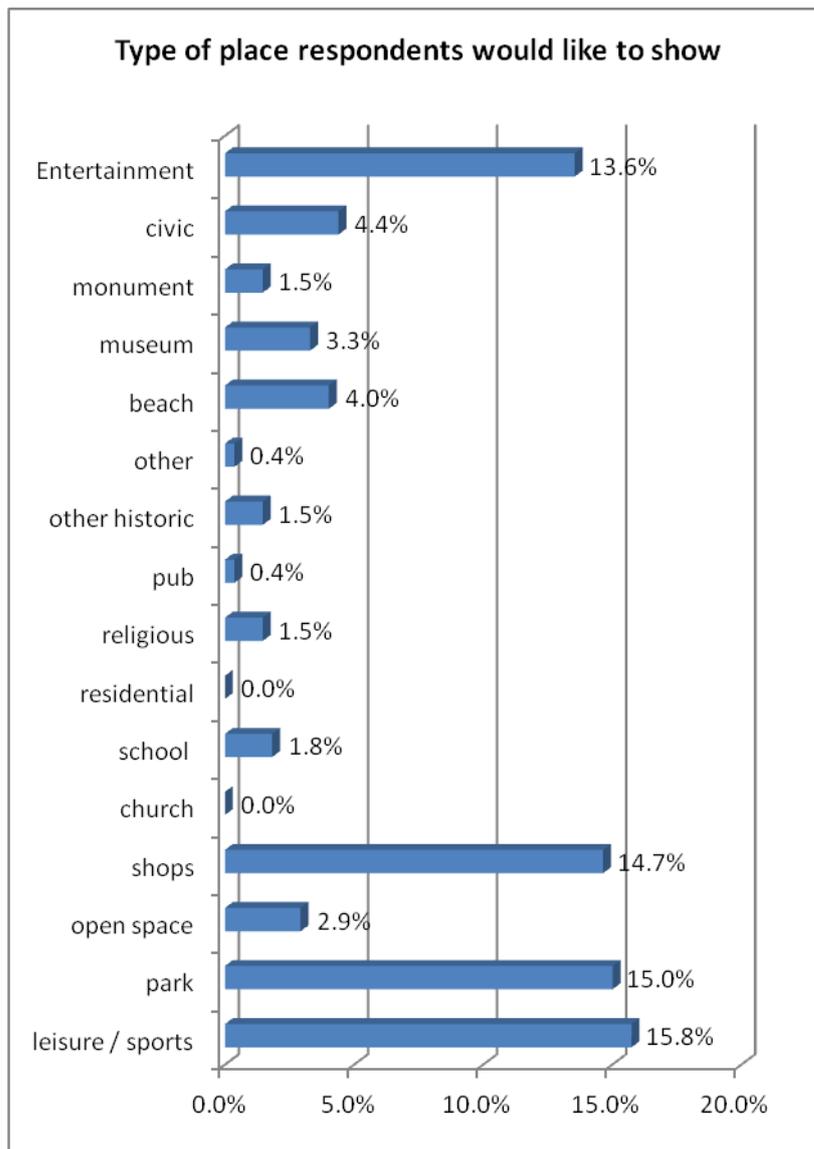
St James’ Park, home of Newcastle United Football Club

Buildings, monuments or spaces children would like to show to a visitor

The overall mix of type of buildings, monuments and spaces young children would like to show others were similar to those they liked. Moreover at the level of individual responses there was a reasonable degree of consistency in their choices.

Four types of buildings, monuments or spaces together accounted for the bulk of the type of place young children would like to show others:

- Entertainment facilities (including cinemas, theatres, football stadia)
- Shops
- Parks
- Active leisure/sports (including soft-play, swimming pools, skate parks, football pitches)



Buildings listed among the three (or less) that the children would like to show others were assessed by the researchers as to whether they were architecturally distinctive or historic, or were found in the national register⁷ of heritage assets. Historic parks and buildings feature among these buildings and places, along with swimming baths, museums, libraries, other civic buildings, bridges, memorials and castles. Interestingly no young child included a stately home, church, abbey or cathedral within the list of buildings, monuments or spaces they would like to show others.

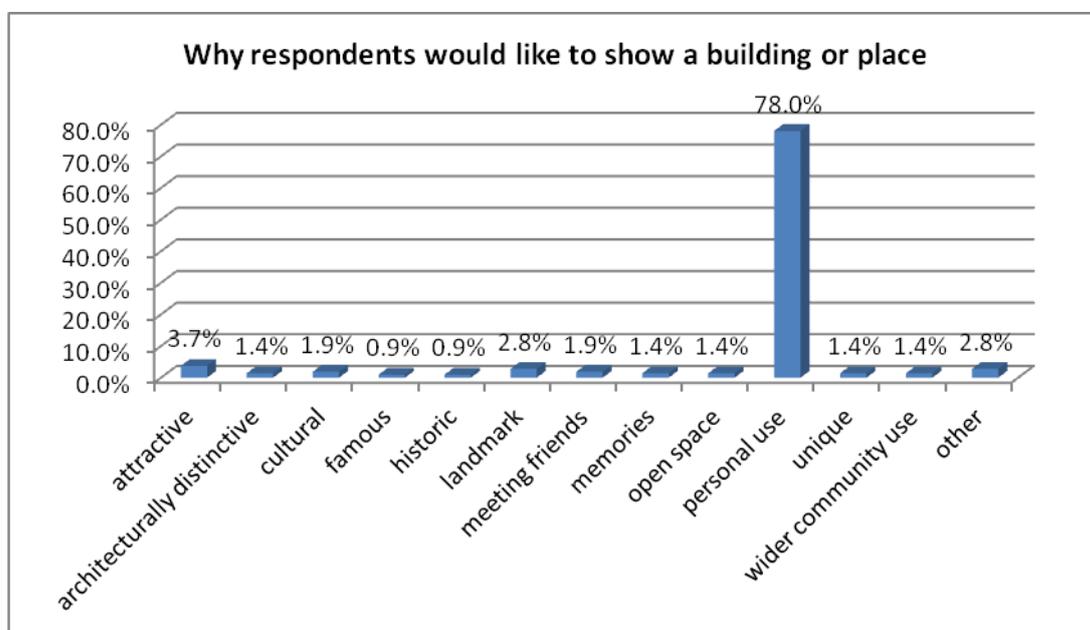
There was a marked difference between the two schools in the buildings and places their children would like to show others. Over a quarter (25.4%)⁸ of the buildings that Ravenswood pupils would like to show others were listed. In contrast just 7% of the buildings and spaces children at West Denton would like to show others were listed.

⁷ <http://list.english-heritage.org.uk/>

⁸ These estimates of the proportion of listed buildings may be an underestimate because some buildings and spaces had unclear names or incomplete addresses

Here it must be recalled that Ravenswood is nearer to the city centre as well as being close to the historic parks in Jesmond Dene⁹.

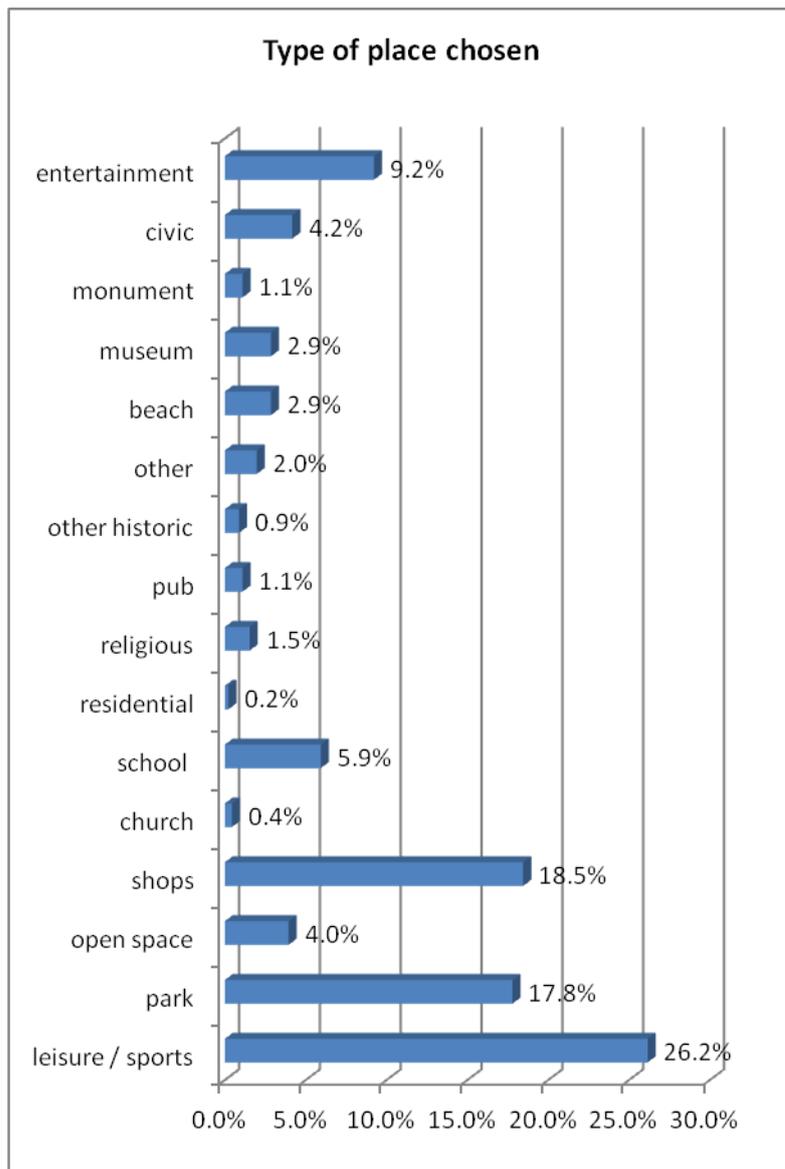
The reasons why the young children buildings or spaces wanted to show someone else inevitably varied, but they were overwhelmingly related to their favourite activities or personal use made of the place by the child. Instead of being asked what considering what buildings or spaces they would like to show others, our 2010 study with teenagers asked them to identify which buildings or spaces made them proud. The reason given most frequently by teenagers as to why they were proud of buildings was personal use. In contrast with young children there were other widely stated reasons, in particular historical significance (12%), fame (14%) and attractiveness (16%).



Local buildings, monuments and spaces that are liked by young children

The categories in the following graphic shows that the five most popular categories of buildings, monuments and spaces that were 'liked' by young children were active leisure/sports facilities (swimming pools, soft play, sports pitches), parks, shops, schools and entertainment facilities (including cinemas, theatres, sports stadiums). Of these types of site, only the parks included a high proportion of listed sites.

⁹ Including Heaton Park, Armstrong Park and Jesmond Dene



Any building 'liked' by young children that was architecturally distinctive or historic was checked against the national register of heritage assets. Listed parks were the most frequent heritage assets to feature among the buildings and spaces that were 'liked' by young children. Over two fifths (43%) cited a listed asset among the five local buildings, monuments and places they liked. Year 5 pupils were marginally more likely than Year 1 pupils to include a listed building or park amongst the five buildings or places they liked.

Young children from more affluent post codes were much more likely to include one or more listed building or park among those they like. In addition the children from more affluent post codes included almost four times as many listed assets per pupil in their lists of buildings and places they would like to show others.

Some 18% of buildings and spaces 'liked' by Ravenswood children were listed, whereas there were no heritage assets within the eleven most commonly liked buildings by children in West Denton.

Although it is not listed, it is interesting that the Angel of the North – which had been included in the list of liked buildings by just one child in West Denton's Year 5 class – was chosen in the class discussion to be the most important building to them (followed by St James' Park and West Denton School).



Heaton Park

There was a fairly high level of consistency in the types of buildings, monuments or spaces that were liked by young boys and girls. The main differences were:

- boys were more likely to choose buildings providing entertainment; this was partly due to St James' Park (home of Newcastle United) accounting for 9.7% of boys' choices but only 6.8% of girls'
- girls were slightly more likely to select shops (20.5% vs. 16.9%)
- girls were more likely to select religious buildings (2.9% vs. 0.5%)
- girls were more likely to list active leisure/sports facilities (27.3% vs. 25.1%)
- boys were more likely to select parks (19.3% vs. 17.6%).

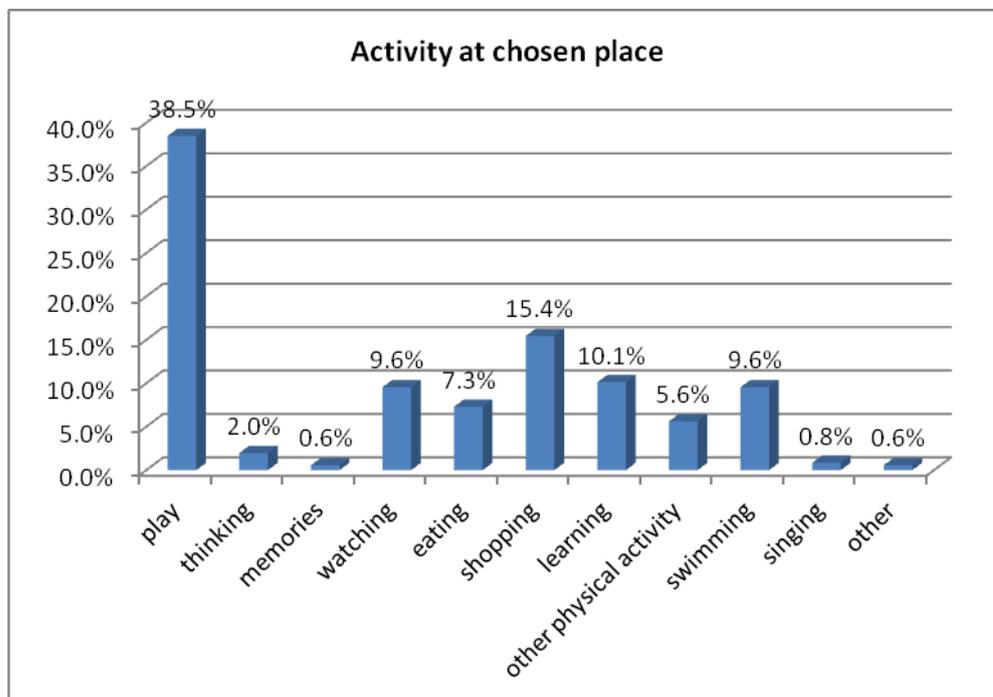
Older young children (Year 5s) were more than younger children (Year 1s) to like school (11% vs. 2.9%) and open space (5.8% vs. 2.4%) and less likely to list active leisure facilities (28.8% vs. 2.4%). Parks were particularly favoured by older boys. Within active leisure younger children were much more likely to include a swimming pool or soft-play facility amongst their list.

West Denton school largely draws children from peripheral housing areas built in the 1960s where there are local sports fields, communal grassed areas and play parks. In contrast Ravenswood draws children mainly from areas of terraced housing adjacent to formal parks. This difference in urban form may help to account for the differences in the citing of open space (West Denton 7.4% vs. Ravenswood 1.0%) rather than parks (West Denton 17.6% vs. Ravenswood 20.8%).

Children with homes in relatively deprived post codes had a similar overall selection of buildings to those from more affluent post codes, although they had a noticeably lower propensity (6.5% compared with 13.8% low deprivation areas) to select any entertainment facility – such as football stadia, theatres, cinemas and restaurants – which probably relates to the cost associated with some of these venues. In contrast they had a higher propensity to select among the buildings or places they liked:

- open space (3.9% vs. 1.6% children living in low deprivation areas)
- parks (25.5% vs. 23.6%)
- shops (19.5% vs. 13.8%)
- active leisure/sports (25.3% vs. 21.1%).

The reasons why buildings or spaces were liked inevitably varied, but they were overwhelmingly related to the use made of the place by the child (rather than its appearance or other objective characteristic). As a result, the reasons given by the children for liking buildings or spaces have been classified here in terms of the type of activity that the child referred to when asked why they liked them.



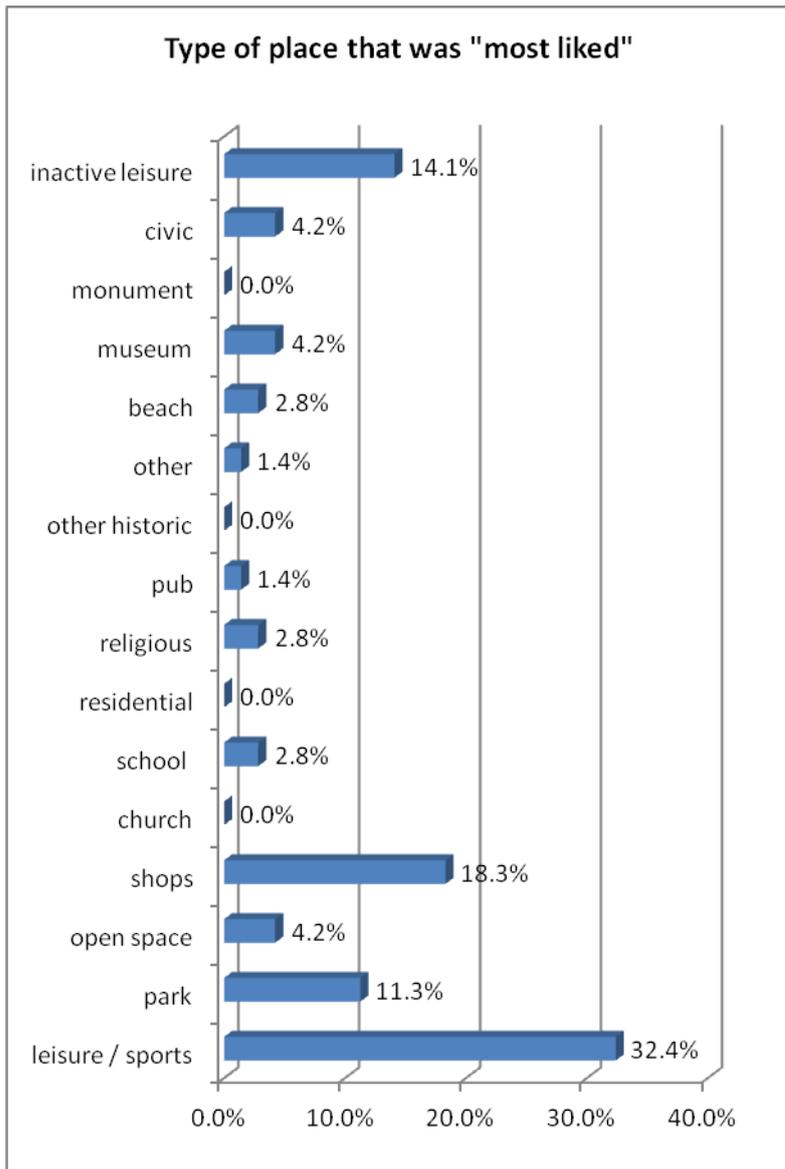
Although play was the dominant activity mentioned by the children in association with places they liked, almost two thirds (65%) of the buildings, monuments or spaces selected by the children were essentially indoor spaces. This is not surprising given that the use of public space by younger children has decreased since the 1970s.

The overall pattern of activity of boys and girls was fairly similar. Boys were slightly more likely than girls to use selected buildings, monuments and spaces for the purposes of play or eating. Girls were more likely than boys to refer to swimming but slightly less likely to mention other forms of physical activity.



Open space in West Denton

In terms of the single most liked building or space, children in Year 1 were much more likely to select an active leisure or sports facility than Year 5s as their favourite building or place. Both swimming pools and soft-play facilities both featured strongly with this younger group. Year 1 children were much less likely to choose as their favourite building or place parks, open space or shops than those in Year 5.





Morrison's West Denton

Local buildings, monuments and spaces that young children dislike

Although teachers devised strategies to try to stimulate ideas for buildings and places that they might dislike, only 55% of the young children were able to identify a building or place they disliked. That said, this figure compares favourably with less than two in five teenagers (37%) who identified a building, monument or space they disliked.

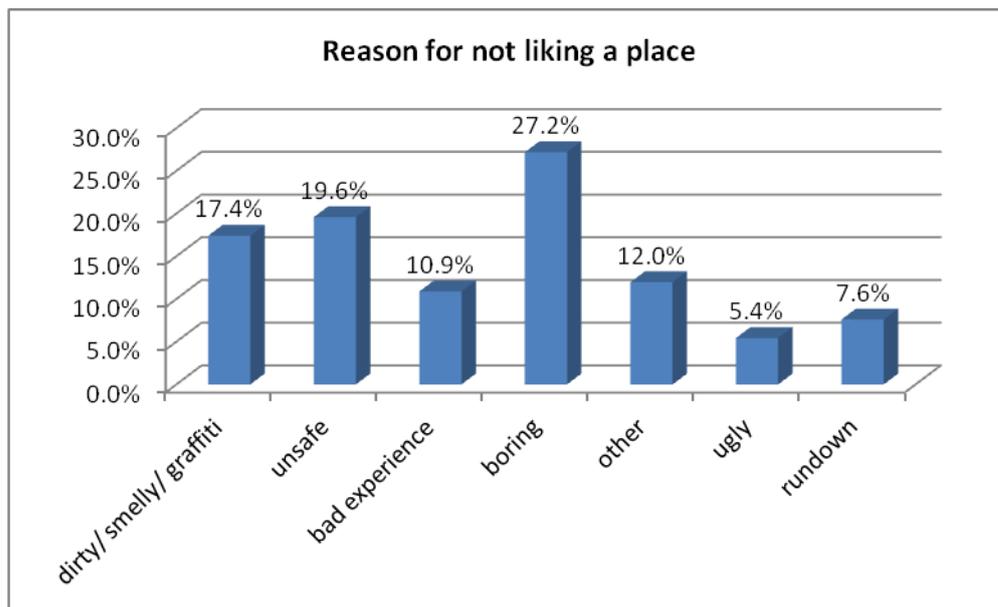
The most frequently given reason for disliking a building or place was that it was said to be boring. This was even more true for boys than it was for girls. The next most commonly cited type of reason was that it was dirty, smelly or rundown. Girls were more likely than boys to dislike buildings or places because they thought them dirty, smelly or rundown, or because they thought them unsafe.

A higher proportion of the buildings or places disliked by older children in our sample (Year 5s) were disliked because they were boring or because they were unsafe. Younger children (Year 1s) were more likely to dislike buildings or places because they thought them dirty, smelly or rundown.



Underpass

Only just over 1 in 20 of the reasons given for disliking buildings or places was their being ugly (in contrast, by far the most frequent reason for teenagers disliking buildings or spaces was being ugly, unattractive or an eyesore).



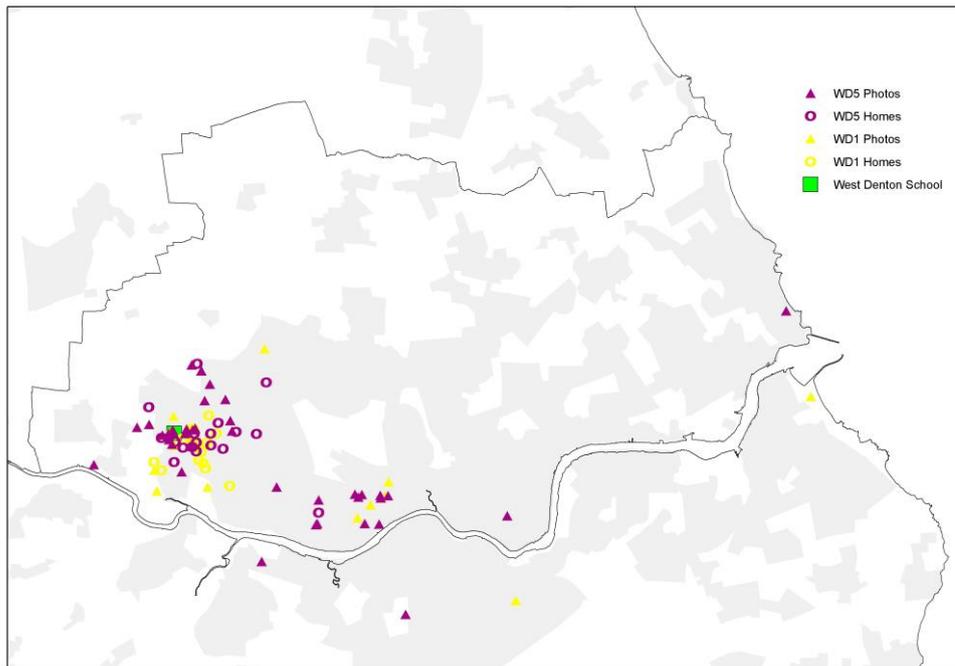
The spatial 'footprints' of young children

The spatial 'footprints' of the children was calculated using a combination of the geo positioning data stored for those photographs which were successfully geo-tagged and the post code data obtained for buildings and places which were identifiable.

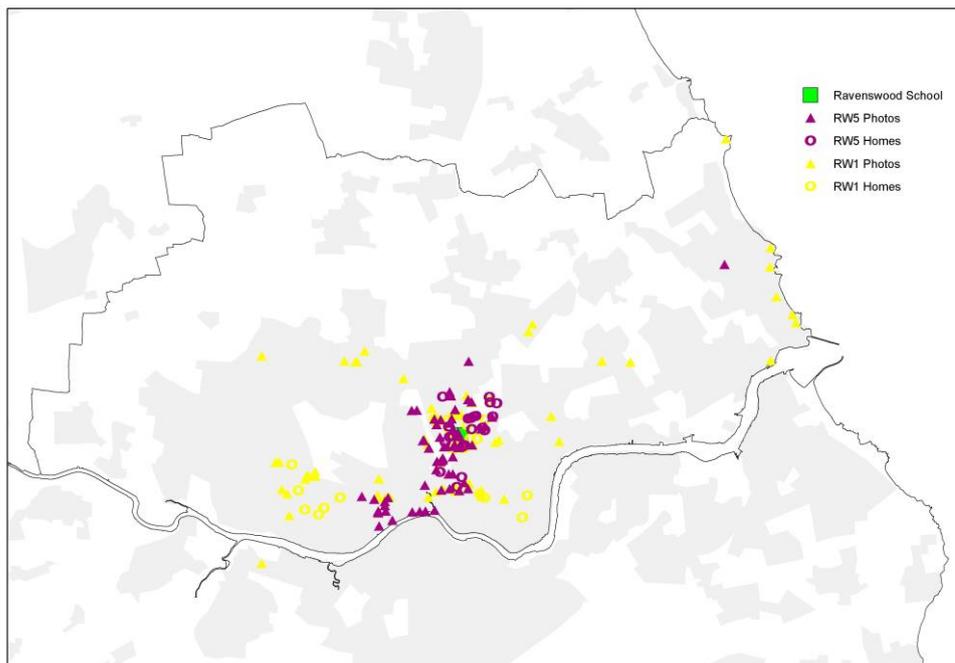
Then the measure used here to indicate the spatial footprint of the children was the average distance between their home and the location of their photographs.

For both schools the majority of the children live within a few hundred metres of the school gate, and most of the photographs were taken within a similar short distance. Maps 1 and 2 illustrate this proximity.

Map 1 West Denton



Map 2 Ravenswood



Children living in post codes with relatively high deprivation were found to have slightly smaller spatial footprints: in other words, they were more likely to select relatively nearby buildings or places as the ones they like. Girls had slightly smaller footprints than boys.

Children attending Ravenswood were found to travel more to take their photographs, which could be due to a range of factors including:

- fewer live in deprived areas and so more may have family access to a car
- some travel from more distant parts of the city, and so have a wider knowledge of buildings and spaces locally.

What must be stressed here however is that these contrasts are between *average* values for a rather small pilot sample of these different groups; within each of these categories used here – gender, school, age, deprivation level – the ‘footprints’ of the children vary widely.

	Median distance (km)from home address to liked building or place
West Denton	
Year 1	1.035
Year 5	0.697
Boys	0.830
Girls	0.806
All West Denton	0.806
Ravenswood	
Year 1	1.572
Year 5	1.261
Boys	1.627
Girls	1.226
All Ravenswood	1.364
All	
Boys	1.188
Girls	1.061
Year 1	1.237
Year 5	0.927
High Deprivation	0.982
Medium Deprivation	0.715
Low Deprivation	1.440

It was surprising that the average spatial footprint was considerably smaller for the Year 5 children than it was for the younger Year 1s. Year 5s cited examples of buildings and spaces which they visit on their own or with friends, such as local shops and parks. This shift towards more independent selection of buildings and spaces they use was evidenced by some of the explanations given for the Year 5s' choices of buildings.

<i>"Because I meet my friends"</i>	<i>(Morrisons) West Denton boy</i>
<i>"I go there myself"</i>	<i>(local paper shop) Ravenswood boy</i>
<i>"fun to go to. I like playing out"</i>	<i>(Slatyford Park) Ravenswood boy</i>
<i>"so I am always not in the house"</i>	<i>(local street) West Denton girl</i>
<i>"can play football with lots of friends"</i>	<i>(terrace back alley) Ravenswood boy</i>
<i>"I always play football"</i>	<i>(field next to school) West Denton boy</i>

This shift towards more independent selection of buildings and spaces they use may have reduced the size of their spatial footprints.

3 Research engagement

This part of the report reviews how far the research strategy succeeded in engaging the sampled young children in the research process.

The issues addressed in this part of the report are not concerned with what the young children said but about the value of the various approaches taken by the research to get young children thinking about their environment. All the approaches taken were delivered by teachers, which means that whether any particular method can be considered a success depends not only on whether the young children responded effectively but also on whether teachers found it practical and useful. These questions are addressed here, with each of the following sections considering one element of the research strategy.

- The questionnaire
- The geo-tagged photographs
- The classroom discussion

3.1 The questionnaire

This study has significantly simplified the survey of young people's sense of place and what buildings, monuments and spaces they like and dislike. In general it seems that the changes to the questionnaire were successful. The language used in the questionnaire was simplified and the number of questions reduced. It was also found valuable to elicit responses by using 'smiley faces' instead of likert scale wording.

It is agreed with participating schools that the Year 1 pupils would complete the questionnaire with a member of the class teaching team. Year 5 pupils with any Special Educational Need were also given close support. Teachers and teaching assistants providing support were advised on the importance of avoiding any influence over the choice of buildings selected. Both year groups needed further input even after an initial class discussion. In particular many of the young children found it difficult to grasp the idea of buildings and places they disliked.

At the same time, refinements to the questionnaire improved data quality in relation to buildings and spaces that children dislike, as compared to that gained from 14-15 year olds, because a higher proportion of young children than teenagers provided responses to this question.

The overall assessment of the innovative approach of setting the questionnaire within a full lesson plan is that it was useful for teachers. The lesson plan and overall research framework is thought generally to be better suited for Key Stage 2 (7-11).

Year 1 pupils worked individually with teaching assistants, who asked the questions and then wrote down verbatim the answers they were given. In contrast the Year 5s were expected to fill out their own questionnaires independently within the classroom. These were then checked through by the teacher. Some of the older children with Special Educational Needs were given support in writing down their answers, although some gaps in responses remained.

The geo-tagged photographs

The use of GPS cameras for research of this kind of research worked had well with 14-15 year olds but their use by the younger children here was innovative so there was a degree of uncertainty about getting participants to:

- capture high quality images
- successfully geo-tag the images
- describe fully the reasons for the choice of image/selection of building/space.

The processes of handing out cameras, of the children taking the photographs and then returning the cameras, and of the downloading of the photographs proved easier to manage than it had with teenagers. Regular face to face contact between teachers and adults responsible for young children is thought to have helped with the return of cameras. The schools adopted their own strategies, which included:

- a meeting with parents to explain the study and the use of cameras (nb. this was poorly attended)
- a briefing letter to parents
- emphasising to the children the importance of looking after cameras
- direct handover of the equipment from the teacher to the parent
- reminder telephone calls to ensure the return of cameras.

All the cameras were returned and none were damaged. Other studies involving young people taking photographs placed less trust in the participating young people: Morrow (2000) for example said “disposable cameras are not expensive...[and so] did not seem to be a huge loss if cameras went missing (some, of course, did).” Comparison can be made with this study where one Headteacher reported that the children in his school “enjoyed most the responsibility” of being loaned a camera. (This echoes feedback from a Pupil Referral Unit involved in the study of teenagers.)

To maximise the number of images returned and the proportion that were geo-tagged the children practiced using the cameras outside in the playground to familiarise themselves with activating geo-tagging. In the case of West Denton some of Year 5 pupils helped with demonstrations to the younger children.

The schools advised parents/carers that all young children should be accompanied by a responsible adult when taking photographs. No parents prevented their child from taking photos due to safety concerns. One of the West Denton Year 1 teachers received anecdotal feedback that the cost of travel and time constraints on the availability of a responsible adult will have limited the coverage of some buildings.

In common with other GPS devices, there is a short delay after the cameras are switched on before they identify their location, with the process also depending upon a clear line of sight with satellites. The cameras used for the study are now more than two year old, during which time technology has developed considerably so that a higher geo-tagging success rate could be expected at lower cost per camera with newer devices. Despite these actual or potential difficulties, the study has generated a database of 541 photographs, with the majority geo-tagged or post coded.

Feedback from teachers strongly indicated that the young children generally enjoyed taking photographs of their selection of the buildings, monuments and spaces they liked and disliked. Although this component of the research was found to be enjoyed by most of the participants and deliverable it was not without considerable effort:

- some parents transported children to chosen sites; this may be a barrier for some children in taking photos of buildings and spaces they had selected
- the teaching staff and school management had to transfer cameras and download and transfer images, which was a significant task
- assisting with the transfer of images, identifying the location of unsuccessfully geo-tagged images and analysing results needed major research team effort.

The taking of photographs does seem to successfully engage even young children with issues of their built environment. Based on the experience of working with teenagers a dataset of approaching 400 photographs was hoped for. In fact the study exceeded this target with more than 500 photos of which almost a third were also successfully geo-tagged.

Some of the younger children in particular had difficulties remembering all the names of places they had photographed. Both schools did their best to try to get clear locational descriptions from the children and, in some cases, added a post code. Since both schools were selected from the North East the research team could use local knowledge to locate some of those not geo-tagged.

		All photos	% geo-tagged	% post coded	% located
Ravenswood	Year 1	134	52.2%	29.1%	81.3%
	Year 5	123	31.7%	42.3%	74.0%

	All	257	42.4%	35.4%	77.8%
West Denton	Year 1	132	19.7%	20.5%	40.2%
	Year 5	152	27.0%	27.0%	53.9%
	All	284	23.6%	23.9%	47.5%
Both schools	Year 1	266	36.1%	24.8%	60.9%
	Year 5	275	29.1%	33.8%	62.9%
	All	541	32.5%	29.4%	61.9%

Classroom discussions

The year 5 classes from both schools discussed why buildings/sites that were liked may be important. Discussions centred on buildings/sites which at least two children from that school had 'liked' on their questionnaires. Classes discussed each building in turn and then used a show of hands to (dis)agree whether that building or site was important for a stated reason. Most of the children within the year 5 class groups were drawn from a relatively small local area and so there numerous frequently liked buildings and a reasonably good level of shared familiarity with the buildings and places that others had liked.

Some of the children with less well developed skills for thinking independently found it difficult to articulate why buildings are important. Year 5 pupils at Ravenswood found it difficult to concentrate because the discussions took place on the very last day of term before Christmas.

Overview of engagement methods

By working in close partnership with schools the study gained the advantages of:

- a high response rate, ensuring a very broad cross section of each age group
- very cost effective collation of data.

This reliance on specific teachers who were responsible for the research could result in uneven success between schools/classes in implementing all aspects of the study.

A more widespread study – leading inevitably to less intensive involvement of the research team with schools – would be helped considerably by focussing on the questionnaire for data collection. The questionnaire could be readily embedded into key stage 2 lesson plans.

Other components of the study could be mentioned as optional elements at the discretion of the school. It might be suggested that participating children collate images of buildings, monuments and spaces they liked and disliked to aid a class

level discussion. Local brochures and internet searches would contribute to their learning while reducing considerably the cost per participant and the workload for teachers associated with the study.

As well as developing sense of place and geographical skills, the study can fit with other parts of the curriculum. West Denton recently completed a topic with Year 5s about how we see the world around us (Art focus) and the project formed a good lead into this. Encouragingly both schools felt that they would have participated in the project even without the gift of two cameras. The schools also stated their willingness to participate in a similar study in the future.

Both schools stated a preference for involving Key Stage 2 children (Years 3 – 6). They felt that the Year 5s had developed

- a greater awareness of their local environment
- a greater sense of place.

4 Review and recommendations

Seen essentially as a pilot study, based on a modestly sized sample of young children living in just one city, the research can only provide fairly tentative findings about the attitudes of children. Yet the study does offer strong evidence that the research strategy can work with younger children than had previously been studied.

Review of research process

The most confident conclusion that can be drawn from this research is that it was successful as a pilot for a larger future study. Implementing a very similar research process with a robust national sample could be cost effective, especially with a few adjustments based on the experience of this study. It could yield robust results giving important insights for a range of audiences including academics, educationalists and historic built environment managers and policy makers.

Evaluating the research process here helps flesh out a future strategy. For example, the teaching materials will need to be further developed and adapted to suit different year groups, giving additional support to teachers in helping children to understand the questions being asked. This should reduce inconsistency in the way in which the study is introduced, limiting the influence teachers can have on the answers given, and so improving the comparability of responses. An ideal approach for a national study could be to use a web-based tool, with participating young children completing the questionnaire online.

The use of GPS-enabled cameras for research of this kind with young children was innovative and seen at the outset as experimental. The key finding is that involving young children in the taking of photographs was successful, with no cameras lost and the study generating a large dataset of photographs (most of which were geo-tagged or post coded). Yet this component of the research involves significant costs per child and similar benefits may be obtained using an alternative and much simpler process. Participating children could gather images of local buildings and places from any available source, with these illustrations playing only a secondary role in the research whose focus would be directly on the data collected by questionnaire.

To roll out the research nationally it would be cost effective to develop a web-based questionnaire form linked to software that would automate data collation processes. Tables and graphics of the school's responses could be generated, with these set against the benchmark of results from all the surveyed schools nationally to date.

Working with partners such as geographical associations, teaching and learning advisors and heritage bodies, the pilot teaching resources and lesson plans of this study could be developed further. Effective communication of these should also enable the teachers implementing the research to feed back their experience and advice on potential further developments.

Wider implications of the findings

It has already been emphasised that what appear to be interesting findings from this pilot study should not be over-interpreted. All the same, findings from the responses by the young children in these two schools are of interest, even if they raise at least as many questions as they answer.

It had been found in the study of teenagers that historic buildings are by no means 'top of their agenda' when they think about their local area, but it seems that for these young children in Newcastle historic buildings are even less likely still to come to their minds when they fill in these questionnaires. This was especially true of the young children from more deprived areas. Here though it is important to remember the specifics of this study, with few young children from the more deprived areas living near many historic buildings or near the listed parks in Jesmond Dene.

The results from this pilot study did replicate those from the research with teenagers in that when asked what made them like buildings and places the children described what they had done there. These activities were largely as would be unexpected, featuring opportunities for play or fun types of learning (eg. dressing up), along with plenty of eating, and especially sweets for these younger children.

Young children were even less likely than teenagers to say the buildings and spaces they liked were historic or attractive. These more adult ideas, like being special to the area or being valued by the community (eg. for religious purposes) might arise within a classroom discussion. Young children probably have a latent interest in the history of their areas and its buildings, but it needs to be stimulated. The evidence from this study emphasises the role of memorable experiences for children. This leads to the need to attract family groups by providing events and activities involving play and learning opportunities – as well as plenty of fun eating – all linked to the history of the building, monument or space that is the key attraction.

Annex 1 Overview of survey process and sampling strategy

In outline the survey approach involved three elements.

- Completion of questionnaire (see Annex 2)
- Photographs of selected buildings (see Annex 4)
- Class based discussion (see Annex 5)

In the case of Ravenswood it was possible to arrange a set up meeting with both the class teachers and the head teacher with sufficient time (40 minutes) to:

- clarify research aims and requirements
- explain the use of the cameras and familiarisation of parents and young children with the use of the cameras and in particular the activation of the Geo-tagging capability
- discuss arrangements for the hand over and return of camera equipment to children and their responsible adult
- requirements for the unique referencing of photographs and the return of data in batches, and a deadline for all data to be collated

In the case of West Denton the communication was more fragmented.

Both participating schools were able to provide the necessary support for the young children to complete all the tasks required for the study. The support that schools could provide varied, as did the ability and willingness of parents to ensure their child was able to take a photo of each of their selected buildings.

Schools transferred data to the study team in different ways.

- The very first questionnaires were faxed or collected by hand from the schools
- The majority of digital images were sent electronically to the University's 'dropbox facility' (which allows the secure electronic transfer of large files).
- Some of the digital images were downloaded directly from the cameras by the research team to reduce the administrative burden for the teaching staff in one of the schools

Both schools were asked to ensure that at least one whole Year 1 and 1 year 5 class completed the survey. Within participating classes a small minority of the pupils were not included in the study due to absence. Each participating school was expected to collate a minimum of 50 completed sets of data or 25 from each participating class. Our previous study involving year 10 students was hampered within some of the participating schools due to problems with hand-over of camera equipment – this issue was believed to have been greatly exacerbated by in some cases infrequent contact between teacher and pupil. In contrast the participating primary school teachers were generally in **daily contact with their pupils**.

In the case of the class which had two part time teachers that only met briefly in the middle of each week uncertainties over transfer and collation of equipment delayed the progress of the project. In general participating children (together with a responsible adult) were loaned the cameras on a Thursday or Friday and then required to return the camera after the weekend. In a minority of cases delayed returns meant that cameras could not be handed over to the next child the following week. Short term pupil absence due to illness from school was cited as a key factor behind such delays.

Key tasks included:

- Familiarisation
- Testing of camera equipment and downloading of photos
- Briefing pupils
- Transfer and collation of camera equipment
- Down loading of photos onto pupil specific worksheets
- Electronic transfer of photographs
- Collation of student specific worksheets.

The two participating schools were each allowed to retain two cameras, one camera for each participating class as a lasting resource.

With a total of just 10 cameras available for the research, one school started the research in early September and was due to complete by 15 October. A slight delay in the start of the project and then delays in the collation of cameras from year 1 children delayed completion until late October and the second school had use of the cameras for the 6 weeks following the October half term.

The approach relied on working in partnership with schools. This has a number of advantages over other approaches:

- A high response rate
- Responses from a **very broad cross section** of 10-11 and 5-6 year olds
- Support from teachers to achieve cost effective collation of data
- Potential long term embedding of the research within school curriculum

Annex 2 Questionnaire



School Student Questionnaire

1. What buildings or places (*buildings, monuments, parks and other spaces*) do you like ?

(Where do you feel happy)

PROMPT FOR buildings, monuments and spaces OTHER THAN the houses and friends and relatives houses

What are the names of these places?

Place (<i>Building/space</i>) Name	Reason(s) why you like it/them
.....
.....
.....
.....
.....

Which do you like most

Place (*Building/space*) Name?

2. If somebody visited you where would you like to show them?

AGAIN PROMPT FOR buildings, monuments and spaces other than the houses and friends and relatives houses (The buildings/places can be the same as the answers to question 1)

Place (Building/space) Name Reason(s) why you would want to show them

.....
.....
.....

Which would you most like to show to them?

3 Are there any buildings, monuments or spaces in your area you dislike?

Yes No

If Yes then which buildings, monuments or spaces in your area that you dislike and why?

PROMPT FOR buildings, monuments and spaces others than the houses and friends and relatives houses

Place (Building/space) Name Reason(s) why dislike?

.....
.....
.....

Which do you dislike most?

6 Which smiley face best describes your answer to these questions?

Place a tick in ONE box on EACH row

			
I like the area where I live			
I would rather live somewhere else			
I am proud of where I live			
This is a friendly place to live			

7. What do you call the area where you live?

Name of area

WRITE DOWN

8. Roughly how many years have you lived in this area?

9. Apart from the people you live with, which relatives that you feel close to, can you walk to? *(live within a 15–20 minute walk)*

WRITE DOWN

10. Which of your close friends can you walk to? *(live within a 15–20 minute walk)*

WRITE DOWN

11. What languages do you speak at home?

OFFICE USE

1. Boy

Girl

2. Post Code e.g.(NE65 0NG).....

Annex 3 **Draft letter from Newcastle University to parents**



Centre for Urban & Regional
Development Studies
(CURDS)

Newcastle University
Claremont Bridge
Newcastle upon Tyne
NE1 7RU

Dear Parent/Guardian

My Newcastle - Assessing the importance and value of buildings and spaces to young children

This letter requests your child's involvement in a new research project being carried out by the Centre for Urban & Regional Development Studies (CURDS) at Newcastle University. The Centre has been supported by the Catherine Cookson Foundation to improve the understanding of what buildings and spaces young people like.

Each pupil participating in the study will be assisted in completing a questionnaire relating to what buildings and spaces they like and dislike. They will then EACH take photos of 5 buildings (excluding their house and friends and relatives houses) that are important to them in their area and 3 photos of buildings or spaces they dislike. The photos will be taken with a digital camera supplied by Newcastle University. Please help as far as possible to ensure that your child is supported in capturing the places they want to photo.

Each school will get to keep two of the GPS enabled digital cameras. We would expect your child to take care to minimise the risk of loss or damage to the camera in order that other pupils can be involved in the research and that the school can have a lasting resource to benefit students in the future. Pupils should for example:

- Avoid taking photos where those present might pose a risk to either their safety or that of the camera
- Be accompanied by a parent/guardian or responsible individual when taking photographs
- Take photos from well lit positions and only during daylight hours

The safety of participating pupils is however of paramount importance to and in the unlikely event of someone attempting to steal the camera pupils or those with them should not endanger their own safety in order to protect the camera.

A file of the photos taken by each pupil then would be sent by the participating schools to Newcastle University with their home post code as the reference for the file. Once the data has been analysed all individual questionnaires will be destroyed. All analysis will be summarised and Newcastle University will ensure that is not possible at any stage for any individual child to be identified. The Catherine Cookson Foundation and the participating schools will be given the digital archive of photographs which they may choose to exhibit.

We very much hope that your child will be able to contribute to this important piece of research which we hope will provide the pilot for a much larger national research project. If you have any queries about the research please raise these in the first instance with your child's form teacher.

Thank you for your co-operation.

Yours sincerely

David Bradley

Principal Research Associate
Centre for Urban & Regional Development Studies
Newcastle University

Tel: 0191 222 8037
e-mail: d.p.bradley@ncl.ac.uk
<http://www.ncl.ac.uk/curds/>

Annex 4 Supporting Notes for Teachers

Guidance for Participating Schools

It is anticipated that the study will be introduced to pupils, they will then all complete the questionnaire and **then all** photograph buildings that they like (5 different buildings) and photograph buildings that they dislike (3 different buildings)

The questionnaire will help to get pupils to think carefully about the buildings and spaces they like and dislike as a result they should have a plan of the buildings they want to photograph and why.

It may be helpful for students to be able to take plan home with them – for example liked and disliked buildings forms.

Introducing the Project

What places make us feel happy?

Buildings, monuments and spaces like parks and fields, may make us feel happy or unhappy for lots of different reasons.

Without prompting try to get the class to come up with some ideas.

Then help them by making some suggestions from the list below:

We may think they are

- Pretty
- Big
- Strange
- Interesting
- Fun
- Useful
- Special

They may remind us of our past

- Our lives
- Our families lives

They bring back memories

- Important events or occasions
- Enjoyable days
- Sad days

They may:

- Help us feel we like where we live
- Or make us dislike where we live
- Make us feel proud of where we live
- Make us want to stay in our area
- Make our area special

Implementation of Desk/Classroom based Questionnaire

Each questionnaire should be filled in as far as possible under 'test' conditions – i.e. we don't want all the answers to be the same because they have conferred with each other.

We anticipate that many pupils will need support filling in the questionnaire.

It is important not to suggest types of building but a list of factors that might be relevant to their selection in order to help to get them to think carefully about their choice.

For Year 1 pupils (and possibly year 5s as well) the most practical way of completing the questionnaire may be for a member of the class teaching team to interview the pupil and fill out the questionnaire on their behalf, for example at the end of individual reading sessions? For consistency it would be preferable if the same member of the class teaching team worked through the questionnaire with all the pupils in the class.

We would ideally likely to work through the questionnaire with the class teaching team and answer any queries prior to the start of the study.

Accurate **full Postcode** data for **each participant** is **critical** in order to link the responses with particular types of local area. We anticipate that many pupils will not know their full post code – it would be very helpful if the teachers have access to postcode data for their students to help those who don't know by telling them their postcode, or alternatively if the teacher could add them to the relevant forms after completion.

Please try to ensure consistency in how questionnaires are marked up in particular the placing of ticks in boxes and not a mix of ticks and crosses.

We would like the area where the students live to be defined by them. Please try to avoid any prompting. If some students have a more localised view than others this is interesting for us and thus not a problem.

As this is the pilot we wanted to avoid being over prescriptive, but

PLEASE NOTE DOWN FOR DISCUSSION OR IN AN E-MAIL HOW THE STUDY WAS INTRODUCED TO THE CLASS. ALSO NOTE ANY PROMPTING OR ADVICE AND GUIDANCE YOU HAD TO PROVIDE SO WE CAN PROVIDE MORE DETAILED INSTRUCTION FOR THE MAIN SURVEY TO MAXIMISE CONSISTENCY

ALSO PLEASE NOTE DOWN ANY QUESTIONS WHICH PROVE DIFFICULT FOR PUPILS TO UNDERSTAND SO THEY CAN BE REFINED

Samsung ST1000 cameras

Their use is very intuitive and it was found that older students did not need much in the way of instruction

The images will only be geo-tagged if the GPS symbol on the camera screen turns from red and black to **bright green**.

Explain to pupils that the camera needs to search for the satellites in the sky and select those that are in line of sight so the camera can find out where it is. The cameras find it difficult to find out where they are.

In order for the GPS to work the children will need to hold the camera still with the top of the camera facing the sky for up to a couple of minutes until the GPS symbol on the screen turns green. The GPS function of the camera needs to search for the satellites in the sky and select those that are in line of sight and pick the three that will give the most accurate positioning. It is important **if the GPS symbol is black and red that photos are not taken**. We will only get a grid reference/GPS record of where the photo was taken if the symbol was **green** when the picture was taken. Some classes of year 10 students achieved very high success rates in other cases however the proportion of photos that were successfully geo-tagged was patchy.

If after waiting patiently in a location with open views of the sky the icon still does not turn green might be necessary to reset the GPS. This involves pressing on the GPS icon and then responding yes to the questions.

It is VERY IMPORTANT for the main study that that they come in a separate file for each student. The name for each file should be the post code of the student that has taken the photos.

If the images are geo-tagged this will be very helpful to our analysis and they can all be displayed on Google Earth. From the time the camera is switched on to the point

at which the camera is able to find out where it is takes up to two minutes – which will seem like ages to the children. PUPILS MUST CHECK THE GPS SYMBOL IS GREEN IF NOT THEN THEY MUST WAIT until it does. If after several minutes the camera is unable to find where it is it might be necessary to reset the GPS.

The cameras have a touch sensitive screen and glass lens which could be damaged if dropped or pressed against a sharp object.

Photographs of Buildings, Monuments and Spaces that Young people like and dislike

Pupils can take more than one photo of each building and then decide which one they want to keep. **Importantly we want just one photo of each of the eight selected buildings/spaces.**

It is also important to note that the cameras have limited memory and can only store a limited number of images (about 20).

We want the images to show clearly what the overall building looks like but we are also we are also happy for the image to focus on the aspect(s) of the building that the students consider important.

The GPS will normally only work outdoors so unless there is a **green symbol** for the GPS showing and the photo captures well what the building is then all photos should be taken of the outside of buildings.

It should be emphasised to students that students should not enter private property in order to take photographs without prior permission from the owners.

Should pupil absences or timetabling constraints result in some students taking photos before they complete the questionnaire it is important that they plan/think carefully about which building/monument/space they want to photograph.

Before they take a photo they should think about the aspects of the building they like or dislike and how best to capture this in the image taken.

Please also ensure that those borrowing the cameras are provided with advice to help ensure their safety. Placing the cameras in a suitably sized jiffy envelop may help to protect the camera.

It is important to emphasise to students that we want their individual views and that they should not be influenced by friends, classmates, parents, teaching or

classroom assistants. If it is found that the buildings/monuments/spaces selected in the images are distinctly different from those listed in the questionnaires it may be important to remind both pupils and parents that we want the young people choose the buildings to photo and the images they like.

The cameras are touch screen and can be used intuitively. Please however spent time yourself to familiarise yourself with how they work. Fingers should be pressed gently on the icons **use of any sharp objects including finger nails will damage the screen.**

Please try to send photos – in files marked with the home post code of the student that has taken the photos via <https://dropoff.ncl.ac.uk/>

The recipient should be me

david.bradley@ncl.ac.uk

Alternatively as both schools are local the data could be collected weekly on a memory stick or CD.

Please try to send ALL of the photos that the students have taken (in files marked with the home post code of the student). Photos that have not been geo tagged are still useful for some of the analysis. At this pilot stage it is very useful for us to see if some students have been able to achieve a full set of geo tagged photos.

Summary

Each participant will produce at least two sets of data

- 1 questionnaire
- 8 photographs

Each set of data supplied by the participants on so the sets of data can be combined (questionnaire and photo file).

Annex 5 Class discussions of liked buildings and places

The year 5 classes from both schools discussed why buildings/sites they 'liked' may be important.

Once all of the questionnaires had been collated and analysed from each class the year 5 classes were sent back a list of the buildings and places that most children included in their list of 5 liked buildings and places. In addition we summed the number of children that wrote down that they liked the building or space and added this in the frequency like column of a table we sent to the year 5 teachers. We also summed the number of children that chose that building or space as the one they would most like to show others and added this in the frequency most like to show column.

Both classes discussed each building in turn and then used a show of hands to (dis)agree whether a building/site was important for a stated reason. Both Year 5 classes produced a collective view on what buildings and places were most important was very different indeed from the list of buildings and places that were most frequently liked by members of the same class.

West Denton class discussion of the importance of buildings the class liked

	Frequency Like	Frequency most like to show	Historic	Famous	Unique / very special	Attractive	Landmark	Memories	Meeting place with friends	Religious or Cultural significance	Personal use	Wider community use	TOTAL SCORE	CLASS ADJUSTED RANK
Angel of the North	1	2	0	11	4	0	3	2	0	0	0	0	20	1
St James Park	4	1	0	11	0	0	1	4	1	0	0	0	17	2
West Denton Primary school	6	0	0	0	0	0	0	5	12	0	6	0	23	3
Metro Centre	4	2	0	2	0	0	4	0	9	0	3	0	18	4
West Denton Swimming pool	4	0	0	0	0	0	0	7	2	0	10	0	19	5
The beach, South Shields	2	2	0	0	0	0	0	12	0	0	0	0	12	6
Town (Newcastle City centre)	2	1	0	0	0	2	0	0	10	0	6	0	18	6
Skate Park NE5 1DN	2	1	0	0	0	0	0	1	17	0	0	0	18	7
West Denton Park	4	1	0	0	0	0	0	1	14	0	0	0	15	8
Morrisons, Denton Park Shopping Centre	6	1	0	0	0	0	0	0	4	0	19	0	23	9
Old Tree	2	1	0	0	0	0	0	1	2	0	0	0	3	10

Ravenswood Y5 class discussion of importance of buildings the class liked

	Frequency Like	Frequency most like to show	Historic	Famous	Unique / very special	Attractive	Landmark	Memories	Meeting place with friends	Religious or Cultural significance	Personal use	Wider community use	TOTAL SCORE	CLASS ADJUSTED RANK
St James' Park	3	3	1	1	1	1	1	1	0	0	1	1	8	1
Newcastle-Gateshead Quayside	2	0	1	1	1	1	1	1	0	0	1	1	8	1
Jesmond Dene	3	3	1	0	1	1	0	1	1	0	1	1	7	2
Heaton Park	8	4	1	0	1	1	0	1	1	0	0	1	6	3
Cloughs Sweet shop	7	2	1	0	1	1	0	1	0	0	1	1	6	3
Paddy Freemans Cafe	7	1	0	0	1	1	0	0	1	0	1	1	5	3
Ravenswood School	12	0	0	0	1	0	0	1	1	0	1	1	5	4
Greys Monument	2	0	1	1	1	1	1	0	0	0	0	0	5	4
Bessie Surtees House	1	0	1	1	1	0	0	0	0	1	0	1	5	4
St Gabriels Church	4	0	1	0	1	0	0	0	0	1	0	1	4	5
Iris Brickfield park	2	1	0	0	1	0	0	0	1	0	1	1	4	5
East End Pool	3	0	0	0	0	0	0	0	1	0	1	1	3	6

Heritage Assets are shaded green in addition Newcastle- Gateshead Quayside is made up of a mix of listed and non-listed properties. For the different potential dimensions of why a building might be important 1=class agreed 0= class disagreed.

Ravenswood's class discussions took place on the last day of term amongst Christmas activities. Levels of excitement can be expected to have been at an abnormal level and it was the Headteacher's view that the quality of response wasn't the best from the pupils. The children were able to engage sufficiently however in order to be able to discuss and comprehend that some places have different reasons for being important.

Annex 6 Camera Equipment used: Samsung ST1000 Digital Camera

The Samsung ST1000 camera is enabled with GPS, Bluetooth and Wi-fi
10 of these cameras would be loaned by CURDS to the participating schools
On completion of the work both schools would be donated 2 cameras.

Features	
Megapixel	12
Lens	Schneider Lens
Optical zoom	5 x
Maximum f/number	f 35mm ~ 175mm
Compatible memory cards	SD/ SDHC
Battery Type	Li-Ion
ISO sensitivity	Auto 80 100 200 400 800 1600 3200
Modes	Smart Recognition Auto Program Dual IS Scene : Portrait Children Landscape Text Close-up Sunset Beauty Shot Night Dawn Backlight Fireworks Beach & Snow Frame Guide
Built-in flash	Auto & Red-eye reduction Fill-in flash Slow sync Flash off Red eye fix
Image Stabilization	Dual
Face Detection	yes
LCD Screen Size	3.5
White balance	Auto Daylight Cloudy Fluorescent_H Fluorescent_L Tungsten Custom
Interface	USB 2.0
Dimensions W x D x H	99.8 X 60.8 X 18.9 mm
Weight	156 g
Warranty	1 year

- **Geo-tagging**

Where in the world are you? (built-in GPS allows the location where each photo is taken from to be pinpointed; the camera does however take some time to work out where it is)

Annex 7 Risk Log

No.	Description	Probability	Impact	Counter measures	Estimated time/cost	Owner
1	Targeted schools unwilling to participate	medium	very low	Identification of alternative 'matching' schools	time spent identifying and briefing alternative schools	Project manager
2	GPS cameras lost, stolen or broken	medium	medium	letters to parents; signing out of school equipment procedures;	management time supporting school level solutions	Project manager
3	Young people unable to use equipment	low	very low	briefing of schools re instruction guides and helpline numbers;	management time supporting school level solutions	Project manager
4	Difficulty in downloading and sending photographs	medium	very low	technical support from Digi-hub team; explanation on use of Dropbox; school visits if required to demonstrate use of Dropbox or to collect files	no additional cost to project - bonus in kind contribution	Project manager
5	Recognition of home post codes	medium	low	briefing of schools re instruction guides and reminder regarding importance; request for schools to cross reference child response with school held data		Project manager
6	Young people unable to fill out questionnaires	medium	low	Careful questionnaire design; discuss with schools potential need for support for students with SEN		Project manager

7	Young people in targeted schools unwilling to participate; parents unwilling to let child participate	low	low	Letters to parents to explain confidentiality and value to pupils included in the sample (anticipated that pupils will be very keen to participate)		Project manager
8	Fieldwork is delayed; time to produce data becomes extended	medium	low	Weekly monitoring of progress with schools to identify issues and suggest solutions to combat delays; if necessary push back overall delivery timescale by a few days		Project manager



**Centre for Urban & Regional Development Studies (CURDS),
School of Geography, Politics and Sociology,
Claremont Bridge,
Newcastle University
NE1 7RU**

Tel: 0191 208 7691

Fax: 0191 208 7741

www.ncl.ac.uk/curds/

www.ncl.ac.uk/gps/geography/