

Rationale

The use of planning as a context for Citizenship within Geography has many strengths. The planning process is unique in that public engagement is a statutory requirement and any citizen has a right to express a view on any development.

How much stronger these discussions will be if they are informed by a critique of geographical information and thinking. The Royal Town Planning Institute goes on to state “When preparing plans, local authorities actively encourage public participation and involvement.” How much richer we will all be if these discussions include reasoned and rational judgements presented by young people.

Geography classrooms can help prepare students for such public engagement, and demonstrate their current and potential role in informing (and being) decision takers. The RTPI conclude, “Most planning decisions are made by local councillors elected through the democratic process, making planning an ideal vehicle to illustrate citizenship.” The greater the involvement, the closer we are to democratic decisions.

Lesson 1: Where shall I live?

Geography: 1a, 1f, 2a, 6i, 6j, 6k

- Engage in geographical conversations and reflections about the variety of views that are held by the class on housing market issues and needs.
- Engage in critical thinking about their own role as decision takers on recycling.
- To be able to reflect on their own views in a reasoned, thoughtful way.

Citizenship: 1c, 2a, 2b, 2c

- This activity involves students in critical reflection on their own views. This is significant, since throughout the unit they will be analyzing the views of others. They will also be encouraged to think about whether or not their own views change during the unit. This is important, recognizing that experiences and information can influence the way that people both think and behave.
- If the students have not been provided with many opportunities to engage in discussion then the teacher may need to rehearse with the class agreed ground rules.

Lesson 2: What are ‘Future Geographical Imaginations’?

Geography: 1a, 1d, 1e, 1f, 2a, 2c, 2d, 3d, 5b

- A futures frame to illustrate their geographical imaginations relating to the UK’s housing market
- A shared summary of some views and perspectives on sustainability describing and explaining what sustainability could mean.

Citizenship: 1g, 2a, 2b, 2c, 3a

- You may wish to create ground rules for discussion if they class is not used to learning in this way.
- It is probably important to emphasise that to make the learning meaningful the students should continue to feature real situations and case studies in their presentation.

Lesson 3: Where shall I live in 2021?

Geography: 2a, 2c, 2d, 2e, 2f, 5b, 6i, 6j, 6k

- Select, describe and explain some perspectives on housing issues through an individual presentation
- Reflect on how this unit of work has supported them in critically evaluating their own initial geographical thinking on housing market issues and needs

Citizenship: 1b, 1c, 1f, 1g, 2c, 3b

- You may wish to refer back to the ground rules for discussion rehearsed at the start of this unit.
- It is probably important to emphasise that to make the learning meaningful the students should continue to feature real situations and case studies in their presentation