

Changing Places

A Guide to Your Place Studies

What are Place Studies?

The **Changing Places** topic is focused around **two contrasting place studies**, making it somewhat different to the other topics in your exam (the term 'place study' just means a case study of a place!). These place studies **embed** the **content** of Changing Places by allowing you to **provide real life examples** of places that demonstrate the **concepts you have studied**. You must create **two place studies**: one for a **local place**, and one for a **distant place**.



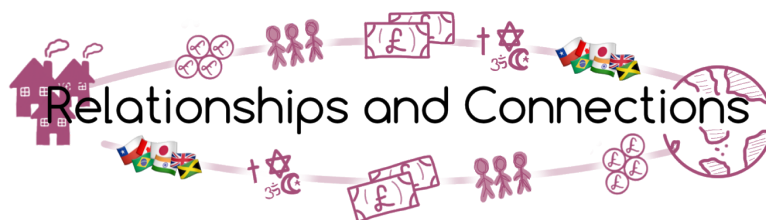
- This place must be **local to your home/ where you study**
- Ensure the place is **small enough** so that you do not **generalise information**, such as a small town, a community, a borough etc.
- The area can be **urban** or **rural**
- Ideally, this place should have **changed over time**, so that you can **analyse** this change
- Ensure you are able to collect **valid quantitative and qualitative data** on the place; it would be helpful if you can **visit the place yourself** to gather your own information, but also consider the amount of information available from other sources. Do not pick an area that is difficult or unsafe to access.



- Your '**distant**' place should **significantly** contrast your local place. It should contrast your local place in **at least** one of the following areas, but ideally it should contrast in multiple ways:
 - Economic development
 - Population density
 - Cultural background
 - Systems of political or economic organisation
- The place may be in the **same** country, or could be in **another country**, as long as it contrasts your local place study
- The same advice applies to your distant place as your local place, i.e. pick an **appropriately sized area**, spot **changes over time**, ensure you can collect **relevant** information.

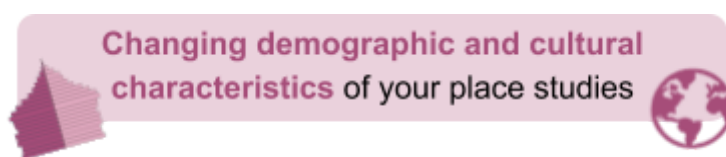
What Content Should I Include in My Place Studies?

Your place studies should focus on the **relationships and connections** concerning your place, as well as **meaning and representation** of your place. You should also consider how these aspects have caused **change (or continuity)** in your places, and the effect of these aspects on **people**.

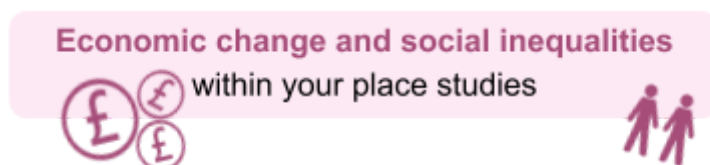


In both case studies, you should consider how **relationships and connections** affect both **your place**, and **the people living in it**.

Choose whether you want to focus on **either**:

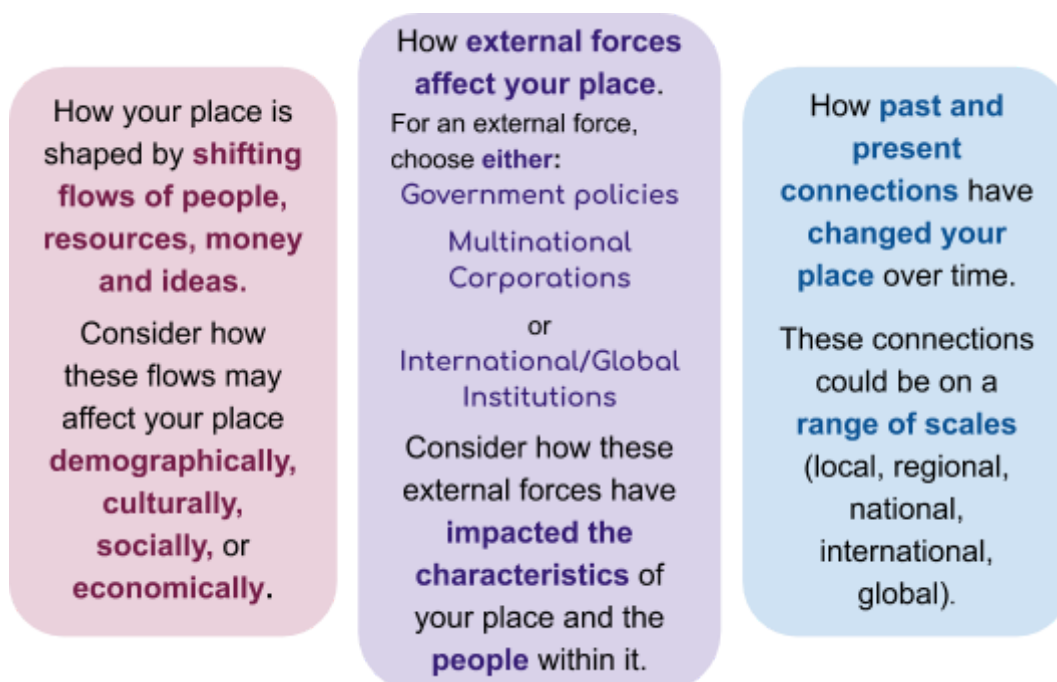


OR



Only choose what is **relevant to your place studies**, for example if there has been a **significant economic change** rather than demographic, focus on this!

There are **3 main ideas** you should address in your place studies when considering the relationships and connections it has. When considering these 3 main ideas, remember to always link them back to **either changing demographic and cultural characteristics OR economic change and social inequalities**. You must do this for **both** of your place studies.



Meaning and Representation

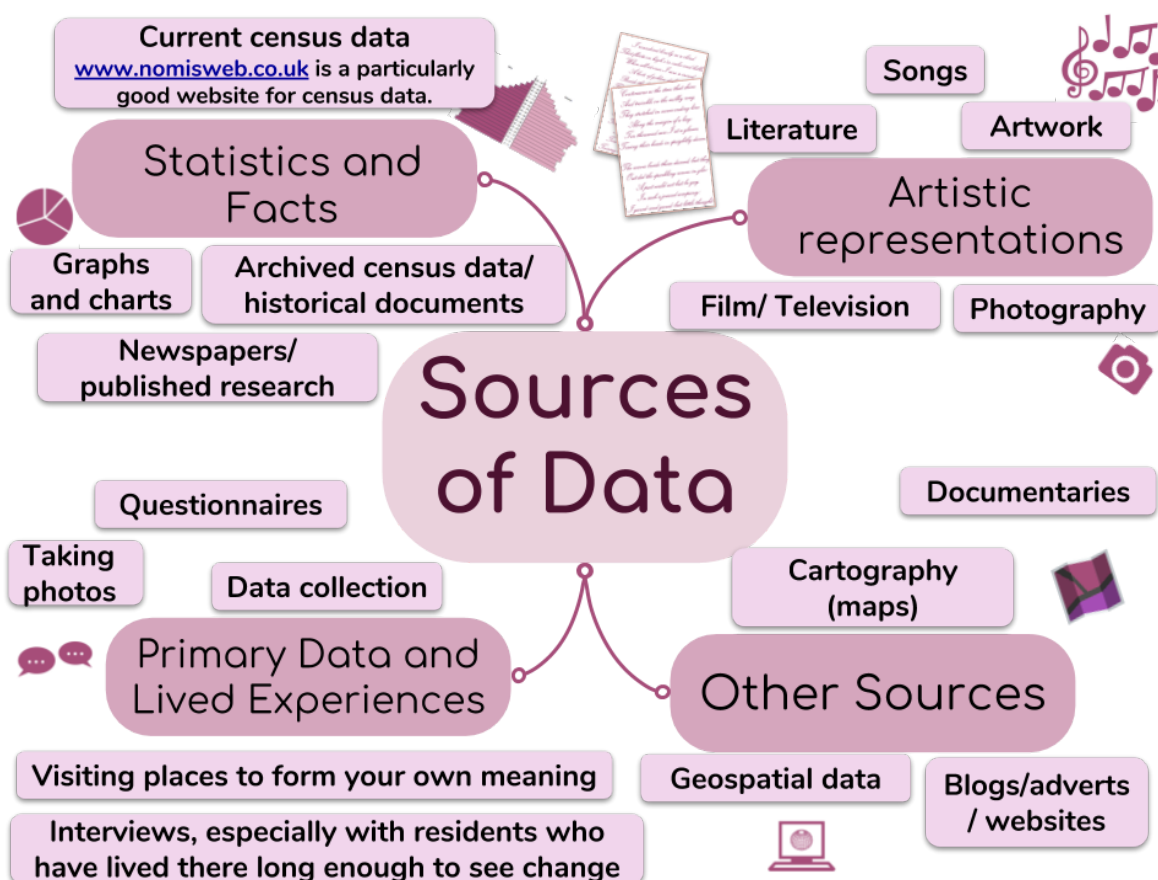
You should also consider what your places **mean to people**, and how they are **represented in different forms**. You should focus on people's **lived experiences**, and the meanings/representations of your places in both **past** and **present**, considering how they may have **changed** and why.

In particular, focus on:

- How **external agencies** may have attempted to shape **a place's representation**, therefore **influencing the decisions** of others. For example, a local government could **market** their place as a location **good for business**, to encourage **companies to invest**.
- How your place is **presented** in different forms, such as through **media** or through **statistics/cartography**. Consider how these representations often contrast each other, e.g. a painting may present an area as **attractive and quaint** when in reality it may be **overpopulated and crowded**.
- How **processes of development** have affected a place's **economic** and **social** characteristics, both in the past and presently. Consider how these developments may create **more meaning** in a place, e.g. the de-industrialisation and regeneration of the Liverpool Docks has caused the area to **mean** different things to different people.

Where Can I Find Information?

You should aim to gather information from a **wide range of sources**.



Example of a Place Study

This guide will offer an example of a **local place study**, so that you are aware of **how you should apply the specification points to your place studies**. The place study will be **broken down** and explained so that you may follow a similar structure in your place studies.

This case study will focus on both **economic change and social inequalities**, rather than the **changing demographic and cultural characteristics** (remember you only need to choose one of these focus points).

You are strongly advised to **create your own place studies** rather than **using this case study**, as everyone's place studies will be specific to their local area, and another area that contrasts their local study. This example is also brief and only provides basic information and a template, whereas you should thoroughly research your place studies and have an **abundance of information**.

The place study will be annotated with speech bubbles, which will provide guidance and the rationale behind the information in the study.



Keswick: Local Place Study



(Source: <https://www.visitcumbria.com/kes/keswick/>)

Background Information

Background information:

- Historic Market town in the **Lake District National Park**, Cumbria (NW England)
- Part of a **UNESCO World Heritage Site**
- Area famous for inspiring **the arts**, such as the **Romantic poets** (Wordsworth, Coleridge)
- **Tourist destination** with many leisure activities, especially watersports on the nearby lake, Derwentwater.
- History in **mining**, which affects its sense of place (e.g. the Derwent Pencil Museum)
- Keswick is in a **glaciated valley**, surrounded by mountains such as Skiddaw, Blencathra, and Grasmoor.
- Strong links to **agriculture**. The area is known for **Herdwick** sheep, which are unique to the Lake District.

Aim to have some background information on both of your places to give you a firm understanding, and to ensure your chosen place studies contrast significantly. Familiarise yourself with the **geographical location, topography, environment, and the surrounding area.**

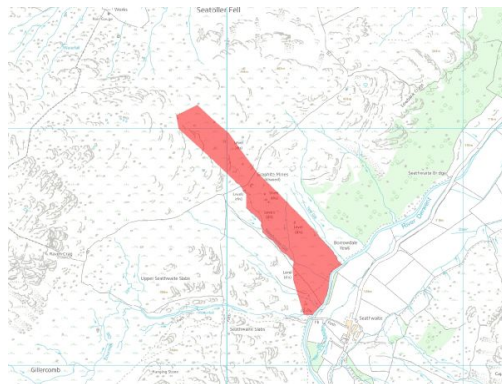


The Importance of Mining

- Mining was important to Keswick's economy from the **16th century** onwards, especially the **extraction of graphite**.
- It was originally used for lubricating machinery, and lining cannonball moulds, but was predominantly used for making **pencils by the second half of the 18th century**.
- This **industry** grew significantly over time with demand - this eventually **made Keswick famous for its pencil industry**. The first factory opened in **1832**, the second was completed in the **1950s**.
- **Mid-19th century**: Pencil industry was **Keswick's most important industry**. Many people's **lived experiences** were influenced by either directly working in the industry or its economic benefits on Keswick.
- The industry **connected** Keswick to other places by selling pencils and by making the area well known for the industry.

The Shift from Mining to Tourism

- **20th century: Tourism** became Keswick's biggest industry (there are many reasons for this: its changing representations in media, better transport links, and societally an increased ability to go on holiday with a disposable income). Consequently, **pencil making became less important to Keswick's economy**.
- **2006**: Derwent pencil factory moved to a nearby town, Workington, due to the old factory not being able to support **modern manufacturing**.
- Although this industry is **no longer present in Keswick** like it once was, the **Derwent Pencil Museum** in Keswick **commemorates** the importance of pencil making in the area.



Map of the Borrowdale Graphite Mines, South of Keswick. (Source: mapservices.historicengland.org.uk/)

Keswick's relationship with **The Derwent Cumberland Pencil Company** made Keswick well known at a **national scale** for pencil making.

The **relationships and connections** of places can help to embed these places at different scales (regional/national/global).

Processes of development influencing the social and economic characteristics of Keswick:

- o Past developments in **machinery** allowed **pencil industry** to grow
- o Developments allowed **tourist industry to grow** (e.g. **transport**), changing the character of Keswick
- o **Industrial development in other locations** led to the relocation of the pencil industry. Keswick could not keep up with demand, causing the **economy** to be heavily reliant on tourism.

- **Some past lived experiences** would associate Keswick with this industry, as many locals were **employed** by the company and it was a major industry in Keswick.
- The industry is less prominent in most **people's lived experiences currently**. However, it is still a **big part of Keswick's heritage** and creates **meaning** in Keswick.



World's largest coloured pencil in the Derwent Pencil Museum, Keswick. Source: Trip Advisor

Shifting flows of investment (investments used to be made into Keswick, but shifted to Workington factory) changed Keswick's **socio-economic characteristics**. Have shifting flows in your place influenced its characteristics?

The **museum** is a prime example of how **past meanings of places** are influential and important to meanings/representations in the **present**.

Housing Issues in Keswick

- **Second homes** have become a problem in Keswick. Its popularity as a **holiday destination** has led to an increased number of housing being taken off the market for use as **holiday homes**.
- **In 2001, 15% of homes in Keswick were second homes** - this is estimated to be higher now.
- Keswick's **National Park status and popularity** is the reason for there being high housing demand. Similar housing is sold for much more in Keswick than in surrounding areas.

Keswick's **connections** to the rest of the world (through **tourism**) have caused **economic change** in the area. This has caused **social inequalities** also. You should consider how your place's **connections and relationships** have caused different changes in your place.

A local estate agent says:

"I SELL THREE-BEDROOM SEMI-DETACHED HOUSES IN KESWICK FROM £350,000 TO £450,000 BUT IN COCKERMOUTH I WILL SELL THEM FROM £250,000 TO £350,000, EVEN THOUGH THE TWO TOWNS ARE ONLY 12 MILES APART."

(www.express.co.uk/life-style/property/849518/property-prices-lake-district-Unesco-World-Heritage-Site)

Social Inequalities for Locals

- In the central Lake District area, **house price to income ratios are 12.1 to 1**. A large number of people are employed in **low paid seasonal hospitality and retail jobs** (like in hotels, cafes, gift shops etc.) meaning they cannot afford the high house prices.
- **Rents are also too high** for many young people as they are catered towards **short-term rents for those on holiday**
- Locals believe demographic is '**skewed to rich retired people**' as other demographics cannot afford to live there (the average age is 47 in Keswick, whereas in England the average age is estimated at around 40). This has negatively affected people's **lived experiences**, as Keswick has become less of an age diverse area, limiting opportunities for the area
- **Keswick's National Park status** means building is heavily restricted by the **National Park authority**, and houses must meet strict guidelines. Therefore, the housing demand is unlikely to be met as new housing is not built often.

This part of the case study relates to **relationships and connections** affecting **social inequalities** in places. Shifting flows of **investment into Keswick's tourism sector** rather than **other sectors** has caused **job prospects in Keswick to be limited for young people**, causing inequalities as they cannot afford to get on the property ladder.

Another example of shifting flows affecting a place, but this focuses on a **changing demographic**. Although you are only required to focus on **either** changing demographic & culture **or** economic change & social inequalities, it is important to have an awareness of the changing characteristics in your place, as they may be relevant for another question.

The decisions of **external forces** (in this case, the National Park authority) exacerbate **social inequalities**.

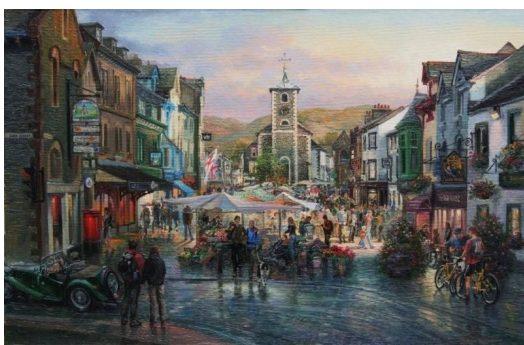


Keswick and The Arts

- The majority of Keswick's (and the Lake District's) current **popularity** derives from its **artistic representations**.
- Keswick and the Lake District have been represented **artistically** for hundreds of years, creating strong meanings and driving the tourist industry.

Art

- Keswick's artistic representations often focus on the **mountainous landscape** surrounding the area, as well as its old fashioned **built environment and its markets**.



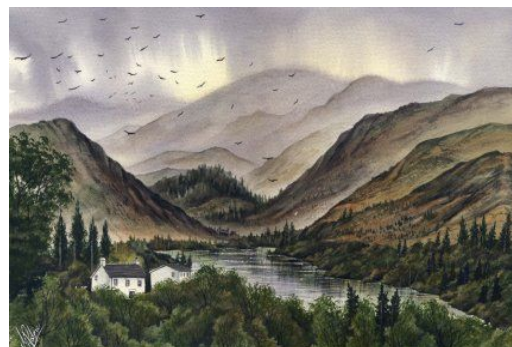
(www.grahamtwyford.com/work/gallery/Wetstreets/Keswick/)



(artuk.org/discover/artworks/keswick-main-street-143477#)

- Notice how the fells are still noticeable in the background of the paintings to highlight their size, showing the **importance of the area's topography on Keswick's representation**.
- Many paintings of Keswick are focused around the surrounding mountains. The Lake District's topography adds great meaning to Keswick.
- Artistic representations usually **romanticise the rural nature of Keswick**, but often ignore several socio-economic issues in Keswick, such as:

- Lack of housing
- High proportion of 'tourist' based shops and buildings
- Overcrowding issues, e.g. litter and footpath erosion
- Flood damage from several major floods that have hit Keswick.



(www.watercolour.tv/gallery/landscapes/view-over-keswick-cumbria)

It is important to consider how the **representations** of your places create meanings. Keswick is heavily **represented through the arts**, which has not only reinforced the ideas of **natural beauty** in Keswick's sense of place, but also created **cultural heritage** in Keswick.

You should consider how your places' **media representations contrast statistical or cartographical data**. The contrasts mentioned here are brief. In your case studies, aim to have **detailed examples** of where media representations are different to other, more **factual** representations.



Artistic representations usually contrast to other media representations of Keswick. For example, there is great contrast between this picture of the 2015 floods and the artwork above.

Poetry & Literature

- Early representations of Keswick in literature started in the 1700s, through John Dalton and John Brown praising the area.
- The Lake District was well known amongst many **Romantic Poets**, who became known as the 'Lake Poets'.
- The Romantic Poets often wrote about the area **positively**, putting heavy emphasis on the **natural landscape** and the concept of the area being '**sublime**'. Many writers created **tour guides** of the area, which attracted tourists.
- Some of the Lake Poets **moved to Keswick** (Samuel Taylor Coleridge and Robert Southey moved to Greta Hall in Keswick, and Shelley also lived in Keswick for a short period of time). Their guides and descriptions of Keswick drove the tourist industry.
- These **positive representations** concerning the natural landscape did not translate into the **real lived experiences** for some, e.g. Shelley moved to Keswick after the Lake Poets' representations of the area, but found it was ruined by 'the manufacturers' (possibly referring to the pencil industry).

The Romantic movement is deeply **embedded** within Keswick's sense of place. This has affected people's **lived experiences** in the past and in the present, as the Romantic movement has driven **tourism** in the area, bringing both the benefits and the disadvantages (outlined throughout the place study)

Processes of development affecting sense of place, and artistic representations **contrasting** with the factual lived experiences of the area.



UNESCO World Heritage Site

- Keswick is part of the Lake District, which is not only a **National Park**, but a **World Heritage Site**. The Lake District gained **UNESCO World Heritage** status in 2017. This decision was made by the **UNESCO committee** (The United Nations Educational, Scientific and Cultural Organisation).
- After decades of bidding for National Park status (with no success), the **Lake District National Park Partnership (LDNPP)** put in a new bid to argue the National Park's suitability for World Heritage status due to the Lake District's following aspects:
 - Its glacial landscape and agro-pastoral landscape
 - The fact it has inspired artistic and literary movements
 - Its conservation efforts being a 'catalyst' for national international landscape protection.
- After the LDNPP submitted their justification, the **International Council on Monuments and Sites (ICOMOS)** created a report to analyse their bid. The ICOMOS report was used by the **World Heritage Committee** to make their decision.
- The National Park Authority wanted to achieve UNESCO World Heritage site status in order to gain **international recognition** to put it on the global tourist map, but also because the status acts as an **economic driver**, inviting more **investments** into the area.
- In March 2018, The Prince of Wales unveiled the **UNESCO World Heritage plaque** at the National Trust's Crow Park in Keswick.



(Source: www.unesco.org.uk/news/royal-welcome-at-lake-district-world-heritage-celebration/)

External agencies (those in the LDNPP) have made attempts to **present Keswick** (and the Lake District) as a culturally significant site in order to **influence** UNESCO to award World Heritage Site status.

Keswick's connection with the **global institution** UNESCO will greatly affect the place. The connection has also influenced how Keswick is represented **globally**. Consider how your place's **connections with external agencies** have affected the place.

- Since achieving UNESCO World Heritage site status, there have been several changes in Keswick and the surrounding area:
 - **Funding** for the World Heritage Lake District Arts project (£3.29mil)
 - Grant scheme for **historic farm building restoration**, available for farmers and landowners
 - Access to the UK Government's **£40mil Discover England Fund**, through the **Northern World Heritage Collection**, a scheme to attract **international** tourists to World Heritage Sites in Northern England.
 - **1/3 of tourism businesses** say World Heritage status has had an effect on business already, and **2/3 of businesses** think it will have a positive effect in the future.
 - **50% of businesses plan to use the World Heritage Site status** to attract visitors.



Rail and Roads

- Keswick became an **accessible area** from the 18th-19th century, when major roads in Cumberland were greatly improved. This meant **wealthier people could visit the area** by horse and carriage. Public carriages were eventually also available.
- A **railway** was built in the mid-19th century in order to transport materials for the steel industry. However, it **carried passengers by 1864**, developing the connections between local towns Cockermouth and Penrith.
- The **A66 was built in 1965**, allowing more traffic to flow through Keswick. The **A66 and A591** are two major roads that connect Keswick to the rest of the country (increasing tourism).
- The railway fully closed in 1972, limiting the connections between local towns. This means Keswick is now **only accessible by roads**.
- These connections to other places have **exemplified** social inequalities caused by tourism, as well as the economic change in Keswick caused by tourism.

The impacts of external agencies on **different scales**. UNESCO World Heritage Status affects the local businesses and individuals of Keswick as well as the whole of the Lake District and beyond. Consider how agencies in your place impact **different scales**.

The **National Park Authority** aims to use the World Heritage Site status in their **marketing** for the area. Local businesses are also permitted to use the status in their marketing, in fact they are encouraged to do so. This is an example of how **external agencies attempt to shape a place's representation**.

Lived experiences have changed in Keswick as connections have grown. In the past, locals would not have **connected** with outsiders. Now, Keswick thrives off its national **connections**, through the tourists that visit and contribute to the economy.

Connections to other places via roads have changed the **socio-economics** of Keswick. These connections have **changed over time**, becoming more connected to the rest of the UK, but possibly less connected to **neighbouring towns** due to the railway closing.



The Influence of Tourism on Locals

- Keswick has had to **cater for its tourists** by creating attractions and shops to boost income.
- The official Visit Keswick 2019 brochure outlines the different types of break a tourist can have at Keswick, including:
 - An **adventure** holiday
 - **Culture** and heritage
 - Romantic getaway
 - A **'foodie'** break
 - **Relaxing** break
 - Experiencing **nature**



An advertisement in the Visit Keswick 2019 guide. Notice how it is advertised as a family friendly 'amusement park', contrasting from how it is stereotypically perceived (an idyllic, historic market town). (Source: carrierdirectmarketing.co.uk/digital-brochures/keswick/2019/)

- Keswick markets itself as an **adventure holiday destination** among other things. The nearby mountains attract walkers, bikers, climbers and ghyll scramblers. Derwentwater, situated immediately south of Keswick town allows for watersports and boating.
- Keswick's adventure tourism has led to Keswick **catering for these tourists**, through shops and attractions. An estimated 10% of all shops in Keswick are outdoor clothes shops, which is a very high proportion.
- Around 10% of shops are cafes and restaurants, and 8% are gift shops.
- Locals **lived experiences** are affected by the tourist shops and attractions, as these shops and attractions are not useful or necessary for the majority of locals.

External agencies (The Keswick Tourism Association) attempting to influence individuals who want a family or adventure holiday to visit Keswick.

Lived experiences of Keswick in the present contrast from the past, as the **community** feel pushed out by the **tourist industry**, and less included in decisions.

Consider how **lived experiences in your places** have been influenced by a variety of factors.