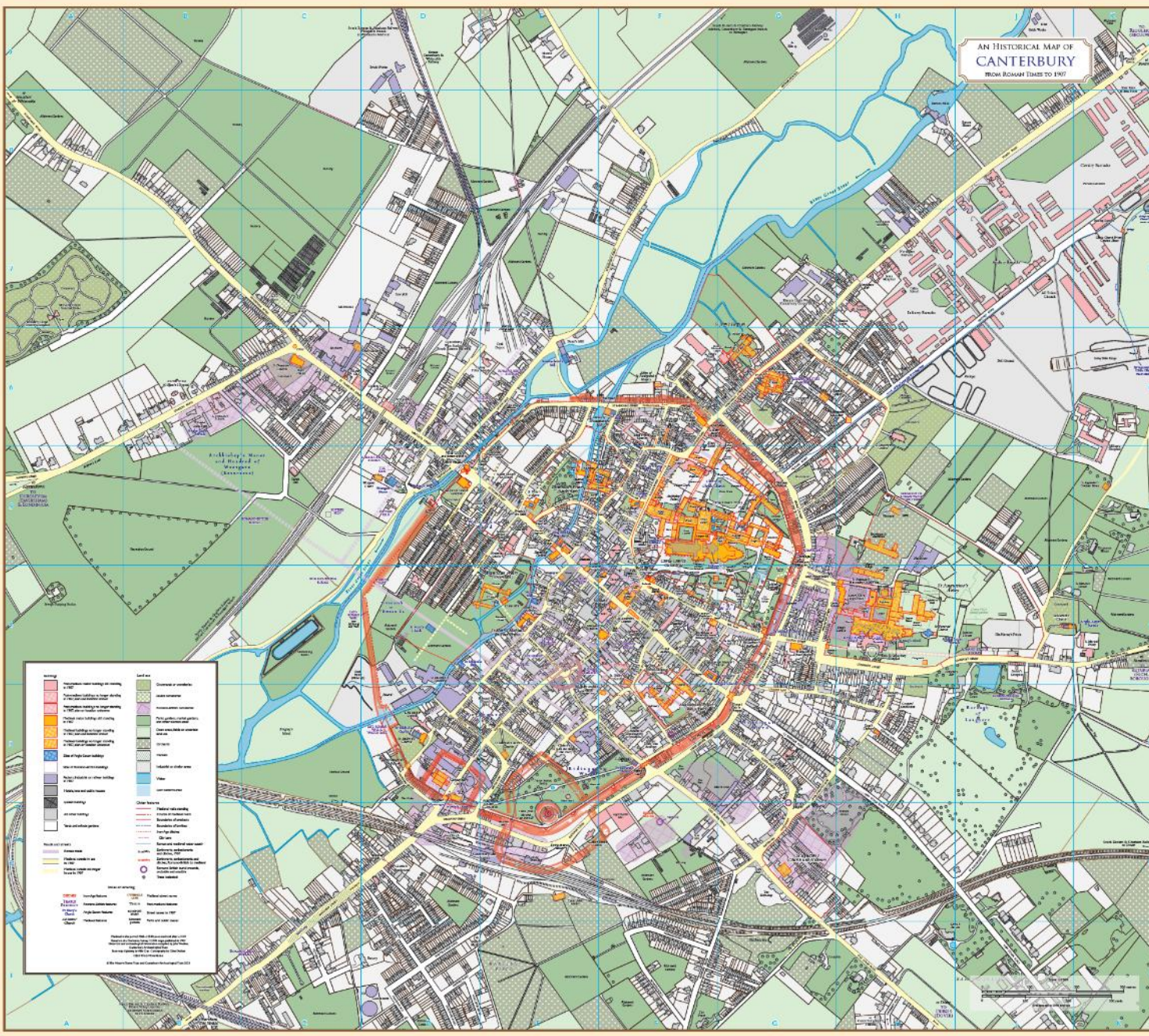
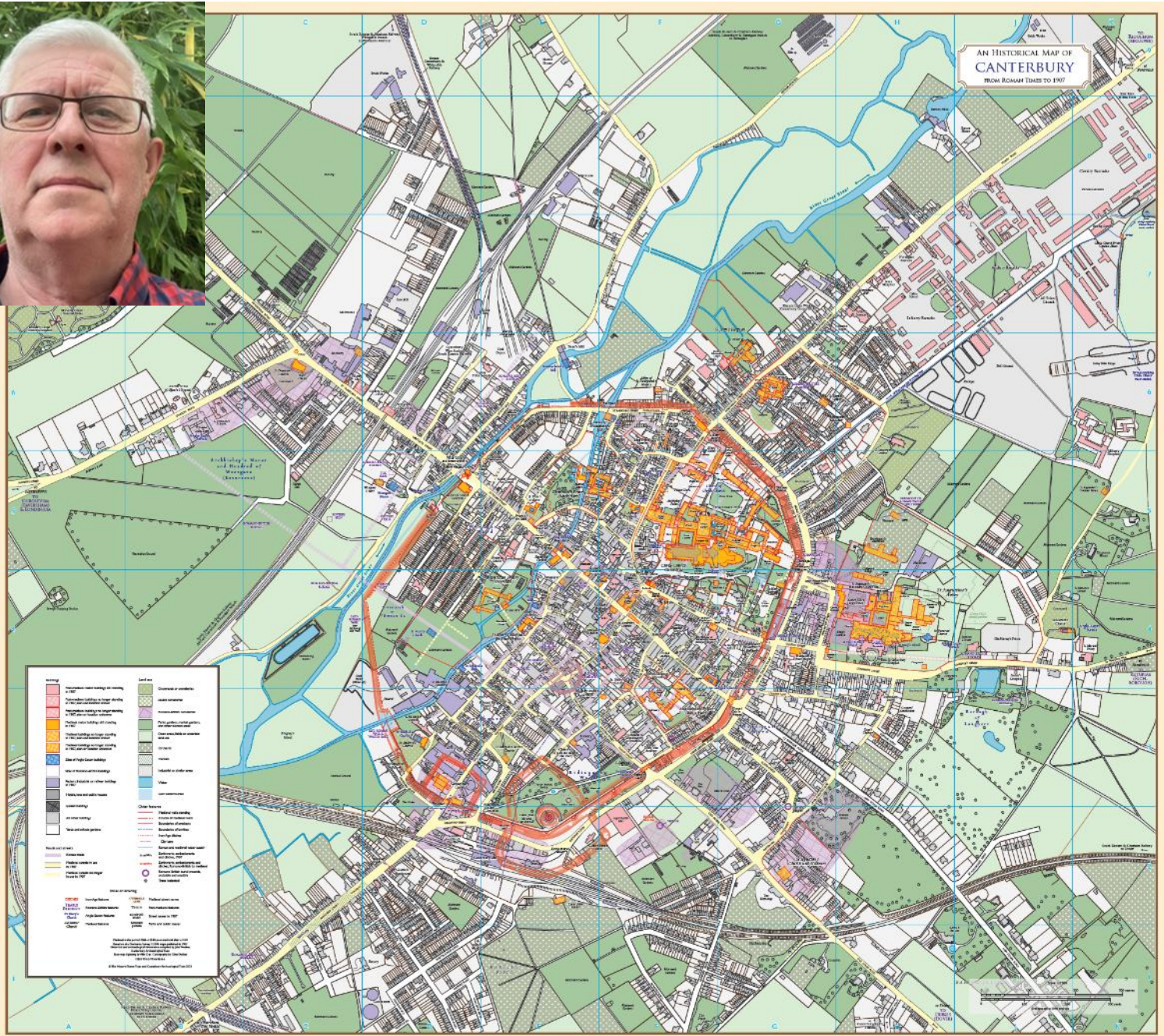


‘Mapping our Future’ – inclusive learning about place

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**Peter Vujakovic, Emeritus Professor of
Geography, CCCU**





Mapping our Future project

Participatory Research Challenge (Research England funded)

Canterbury Christ Church University (CCCU)

Peter Vujakovic

Paula Owens

Alex Kent/Stephen Scoffham

Primary Partners

Historic Towns Trust

Giles Darkes

British Cartographic Society

Peter Vujakovic/Alex Kent

Canterbury Archaeological Trust (CAT)

Partners in Research: Curriculum making



Mapping our Future - valuing place & environment



Up and down the generations and ages, we are losing sight of the species with which we share our everyday lives, just as we are losing them from the landscape itself (Macfarlane 2018)

2016 - Between 1970 and 2013, 56% of UK species declined.
(State of Nature Report)

2017 - Wildlife Trusts survey: a third of adults unable to identify a barn owl, three-quarters unable to identify an ash tree – and two-thirds feeling that they had ‘lost touch with nature’.
(Wildlife Trust)

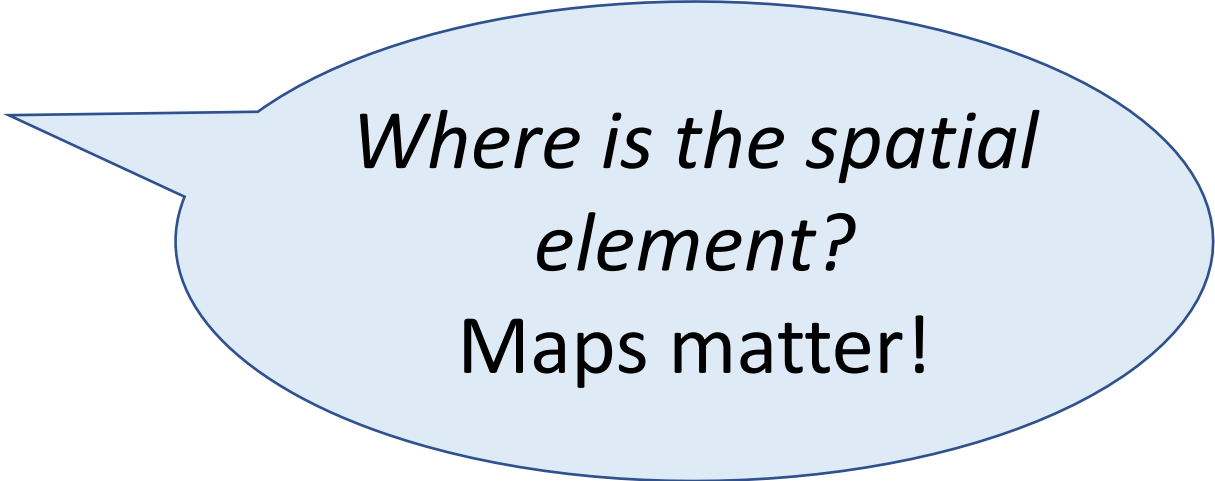
2019 - More than a quarter of mammals in Britain are facing extinction. (State of Nature Report)

2022 Globally, a 69% decrease in monitored wildlife populations since 1970 (WWF 2022)

Maps Matter: a stepping stone to the world?

‘...on understanding the rich and diverse natural world. Through observational study and investigation, natural history seeks to understand the variety and the complexities of life on Earth. It looks at how plants, animals and humans are linked, and the contrasting places where plants and animals live. Natural history explores how our natural world has been shaped, and how it continues to change, both by natural processes and through actions by humans.’

(OCR, 2020 p.7)



*Where is the spatial
element?*
Maps matter!

Places matter to people for different reasons

Vujakovic et al (2018)

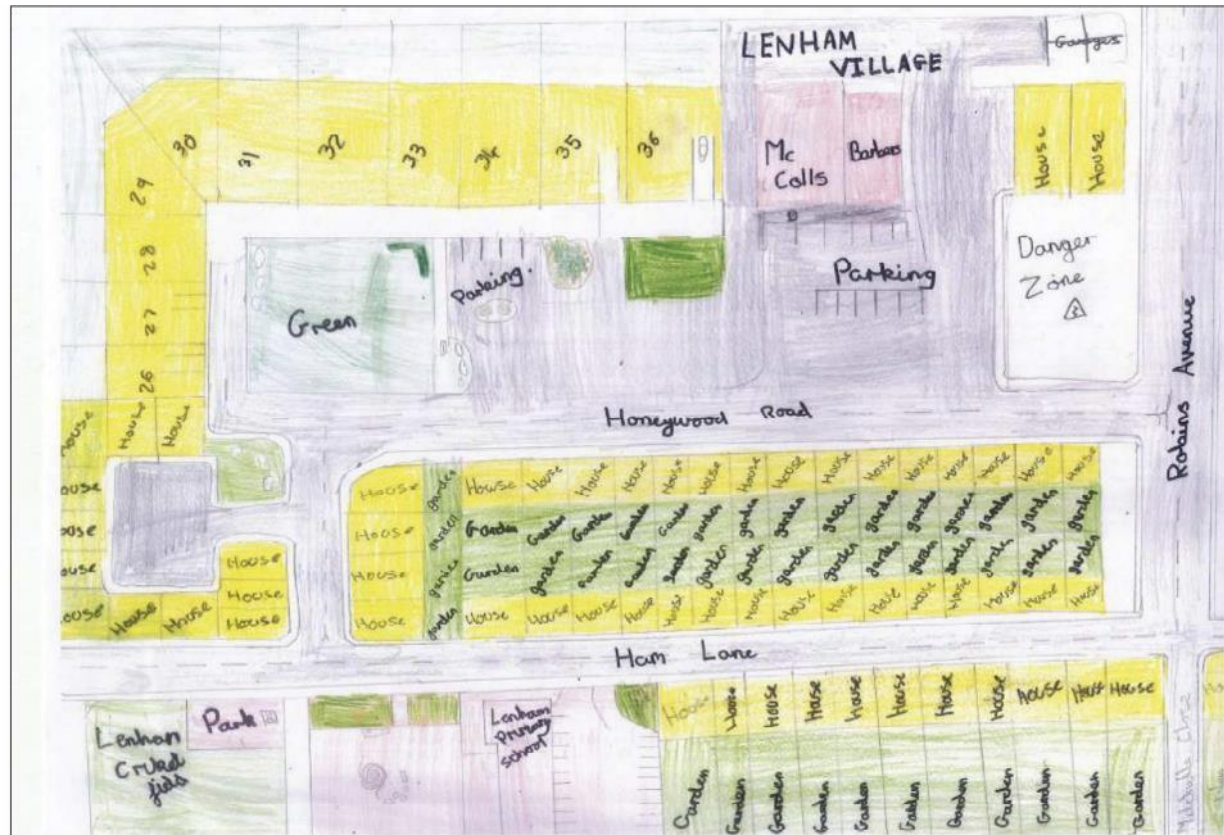


Figure 2: Lenham Village as densely built-up area, girl aged 10



Figure 3: Lenham Village, rich in natural elements, girl aged 9

Meaningful Maps Project

Why 'knowing place' matters: children as map makers

I drew my house
because it is very
special to me,
because there are
lots of memories

I decided to show these places
because they mean something
to me, I grew up here.

....I love my
local area

Comments from children on their *Meaningful Maps*

‘What we do not love we will not save.’ (McFarlane 2017)

Early childhood experiences matter for later pro–environmental
behaviours (Catling et al 2010).

Mapping our Future: How can historic and historical maps help children think about futures and sustainability?

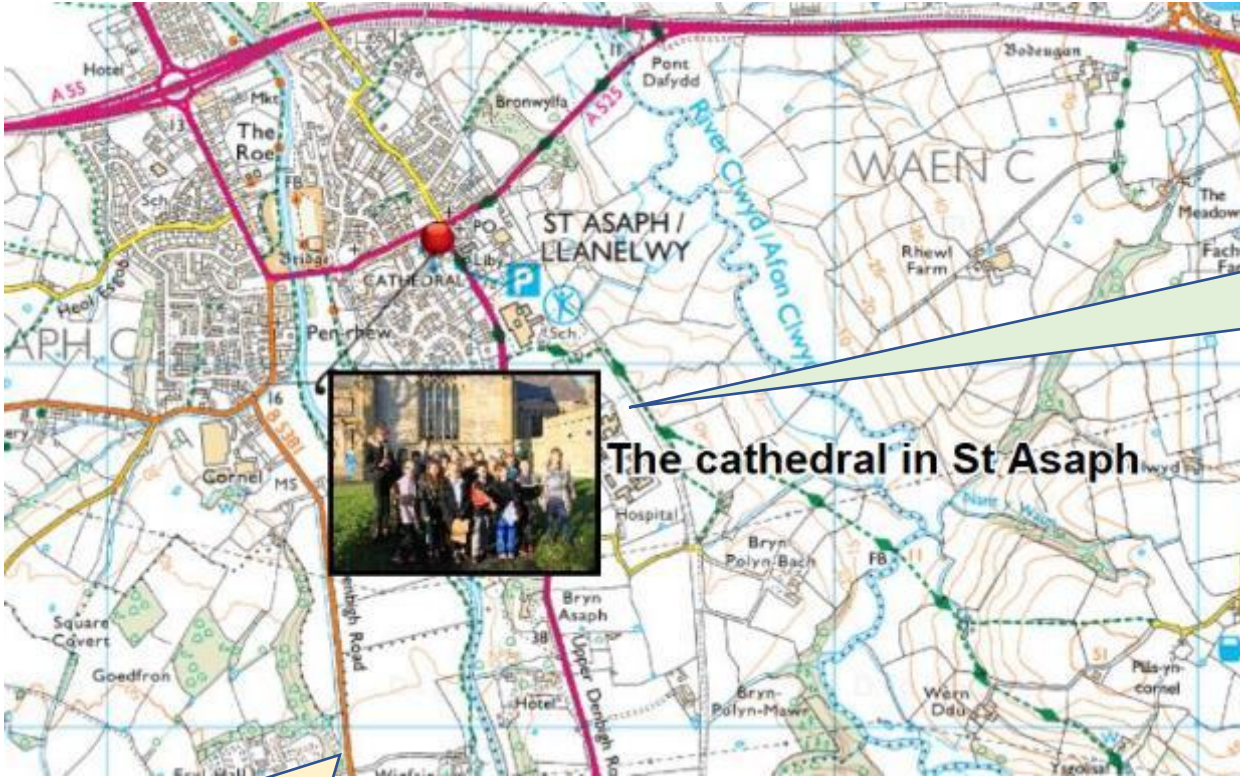
- How and why change happens?
- How and why places are valued over time?
- How can we be more 'rooted' in, and attached to, places we live in?



What is a landmark?

ACCEPTED LOCAL LANDMARK

We showed the Cathedral on our drawn maps. It's a special landmark in our town. (Y5)



A special tree where I play with my friends.

Child's comment

LANDMARK KNOWN TO A FEW

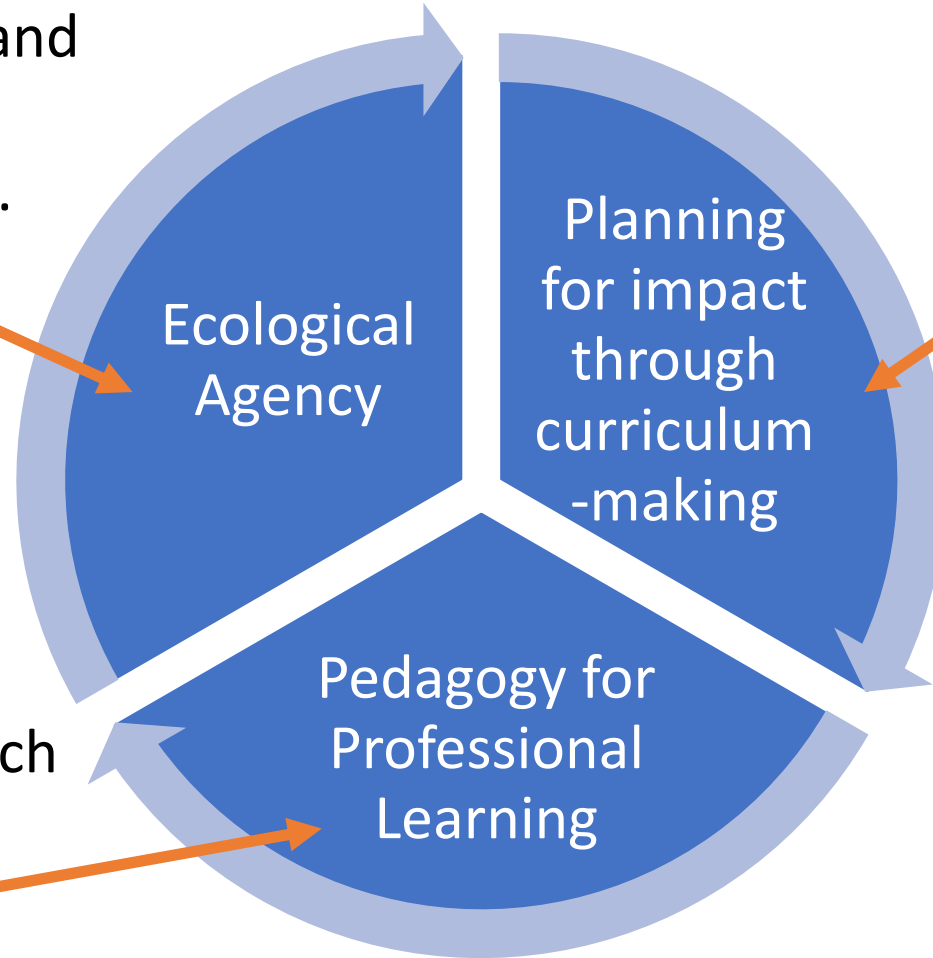
NATIONAL LANDMARK

Canterbury Cathedral in Canterbury, Kent, is one of the oldest and most famous Christian structures in England. It forms part of a World Heritage Site

Sense of place describes the emotional connection between a person and a landscape or locality.

(Vujakovic et al 2018 p. 9)

Teachers engage critically and creatively with problematic situations and envision alternative futures in their practice.
Priestly (2015)



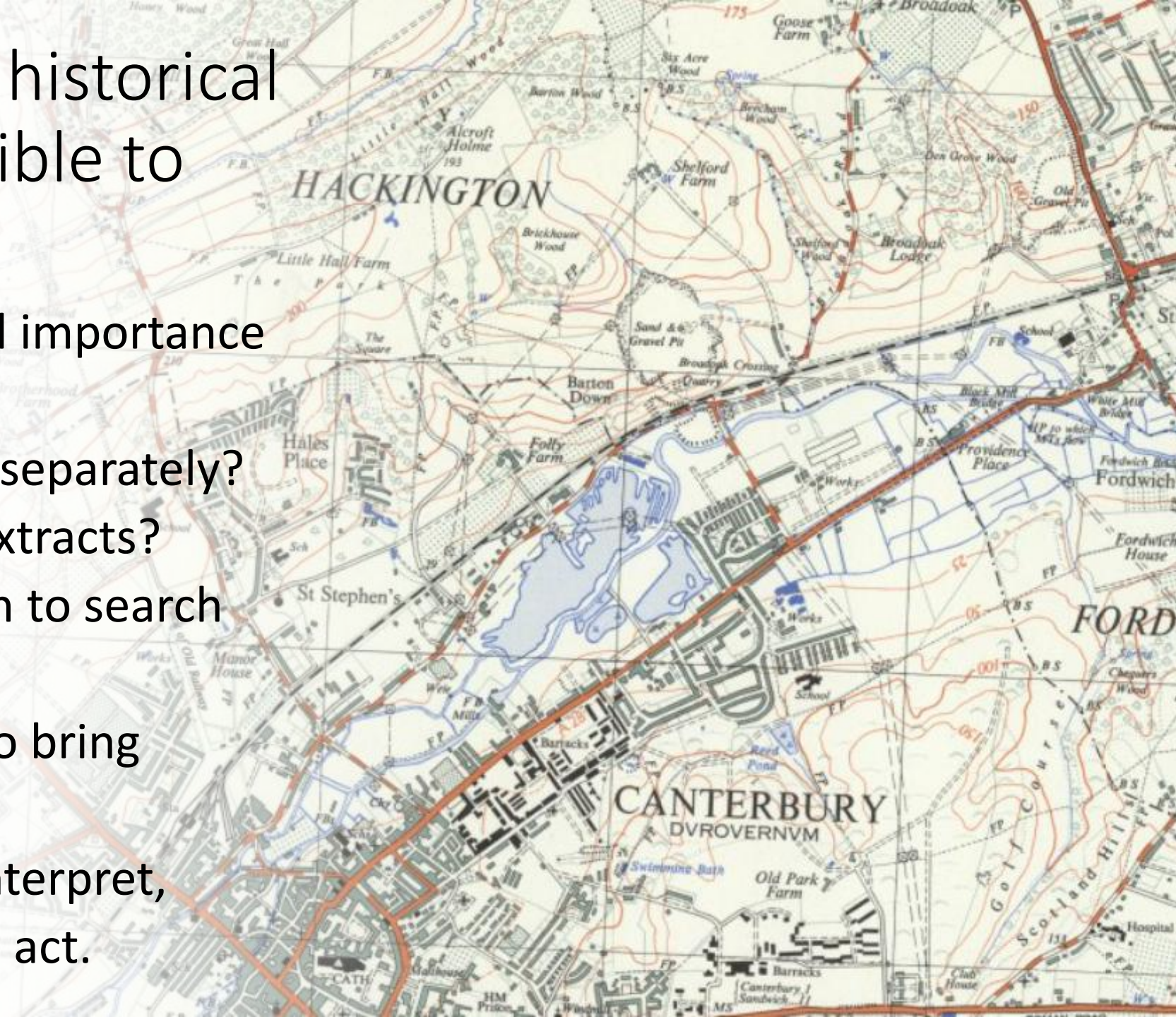
- Teachers interpreting the curriculum
- Children having a voice
- Translating it into practice
- Taking responsibility

Mapping our Future project: Participatory Action Research and CPD

- Collaboration
- Use of data and research evidence
- Reflective practice
- Coaching and mentoring
- Pugh et al (2018)

How can we make historical maps more accessible to young children?

- Chronology and locational importance (*site and situation*)?
- Look at layers of the map separately?
- Investigate smaller map extracts?
- Use a 'detective' approach to search using prompts?
- Combine with fieldwork to bring the map alive?
- Enquiry skills: question, interpret, analyse, reflect, think and act.



Key Concept – Site and Situation



Blean
Woods

Great
Stour

Situation: extrinsic
factors, e.g. arable land
and pasture, quarries,
transport corridors

Site: intrinsic factors, e.g.
access to water, defensibility,
flat-land

Downland



Maps courtesy [Digimap for Schools](https://www.digimap.co.uk/)

SE England, access via Great Stour from the continent across the channel and from the North Sea. On the route to London.

The North Downs Way (Roman Road)

Significant people, events and places have a location



‘The early public buildings ... and early streets, lay on alignments that undoubtedly accorded with the topography of the late Iron-Age settlement which, in turn, reflected the contours of the flood plain and river valley.

Jake Weekes (CAT)

Map courtesy [Digimap for Schools](#)

A river runs through it: River Stour

Ancient woodlands

Linking maps to children's experience of place and to valued landscapes is critical. Mapping and fieldwork must have a purpose that children can recognise

Vujakovic and Finn (forthcoming)

Ancient Woodland

Heritage asset...or more?

Direct & indirect use value (carbon sink)

Ecological value (biodiversity)

Bequest/option value

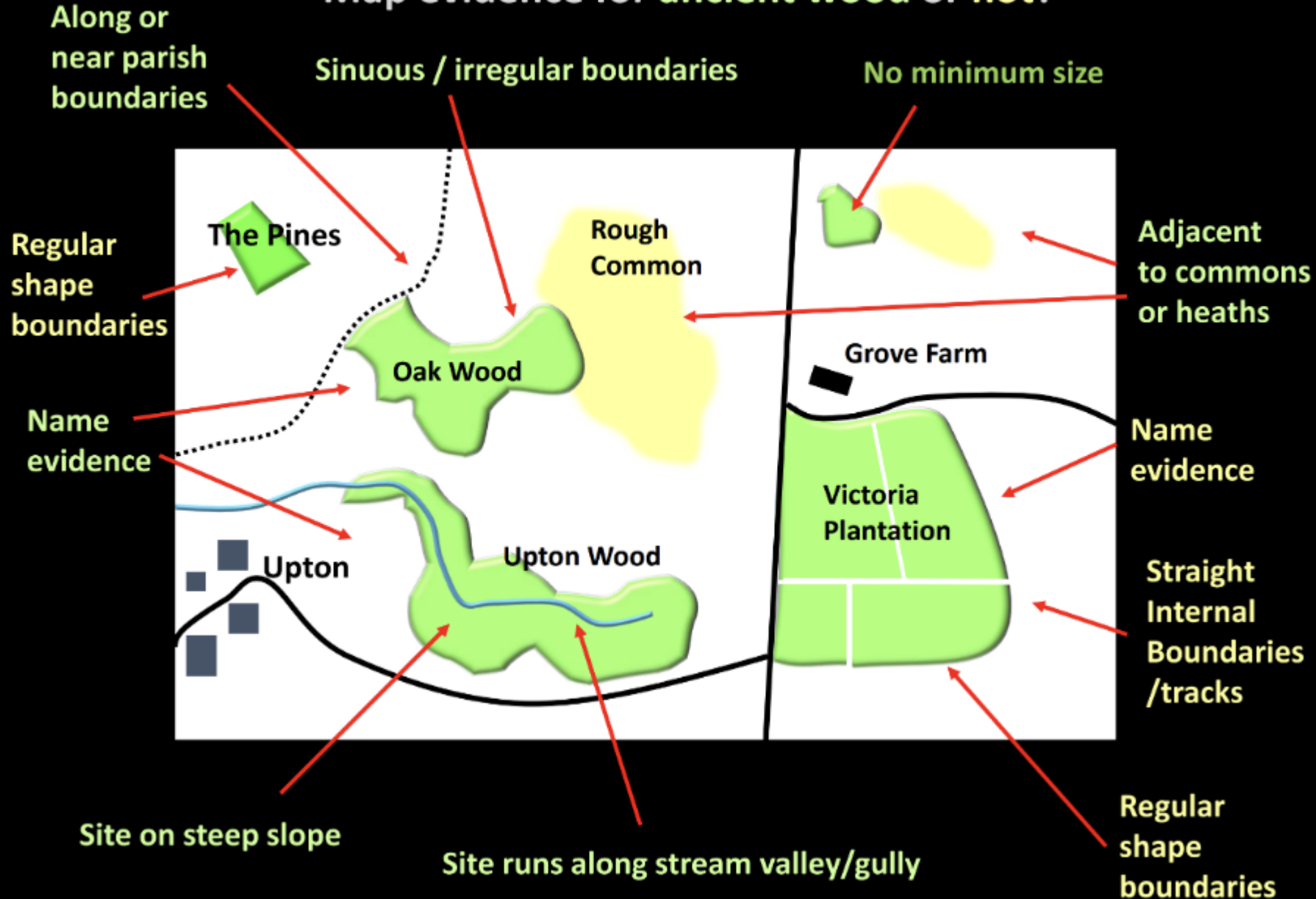
Symbolic and social value

Amenity and welfare value



Extrinsic resources

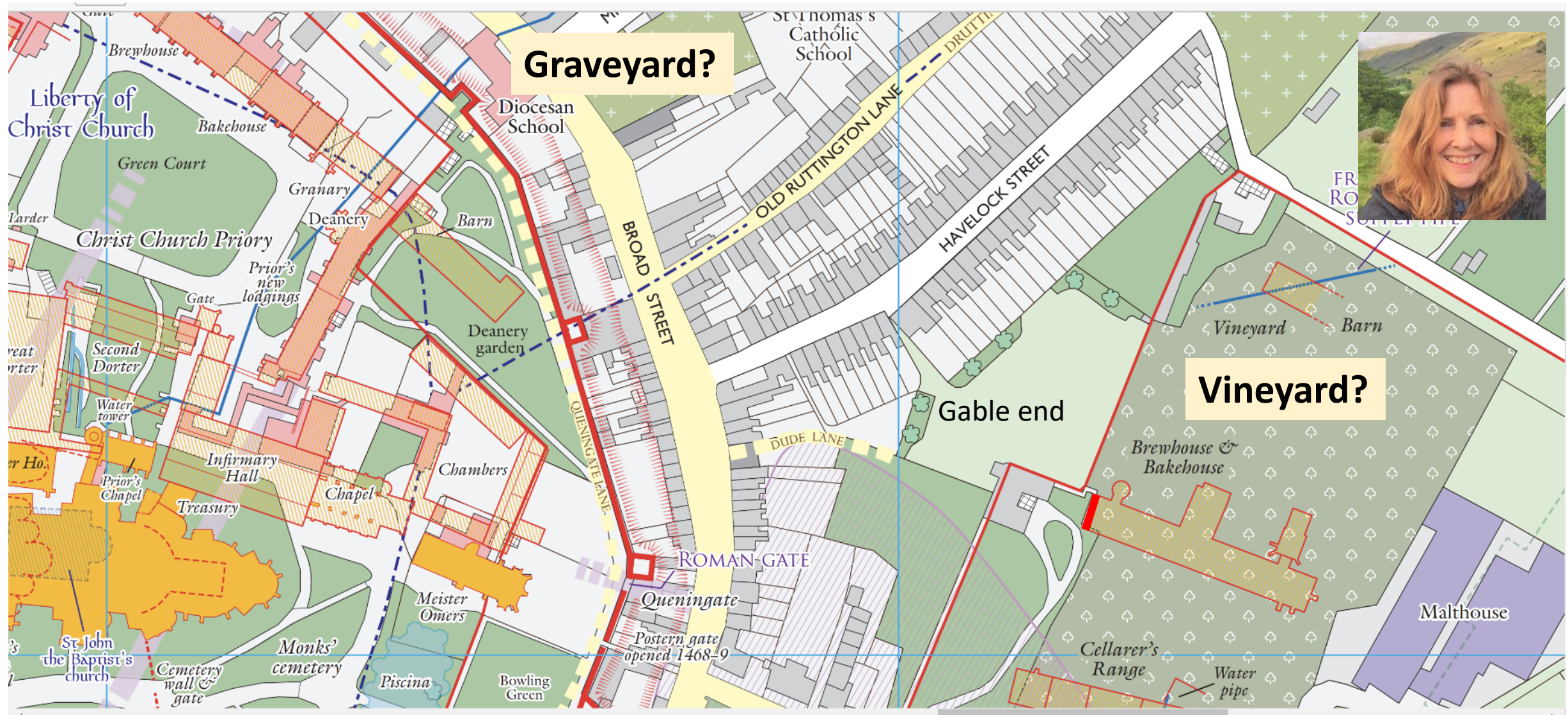
Map evidence for ancient wood or not?



Landscape
detectives...

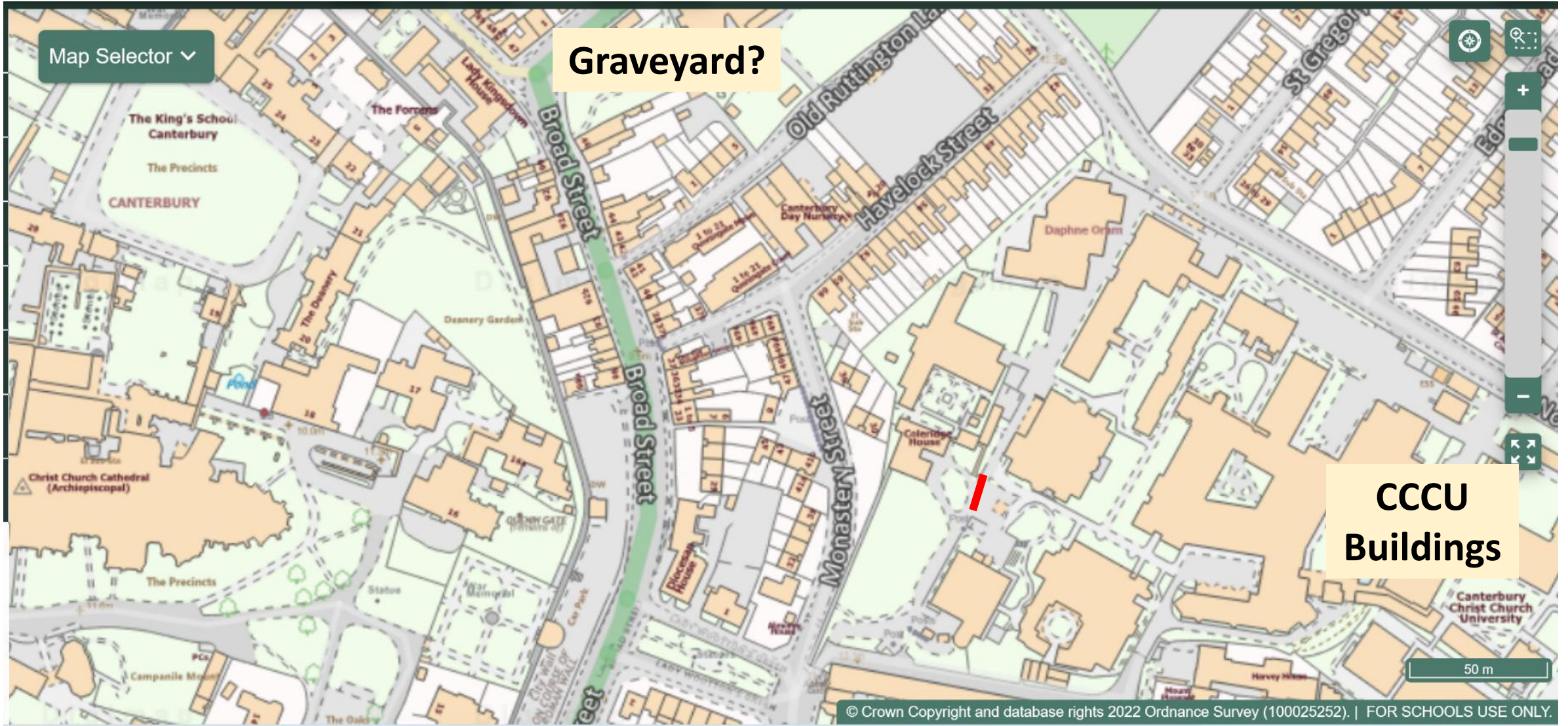
Ancient
woodlands
on the map

Site: how were places and spaces used historically?



Map courtesy HTT / CAT

Which spaces endure and why?



Map courtesy [Digimap for Schools](#)

Whose Place? Who decides?



Google Maps Street View

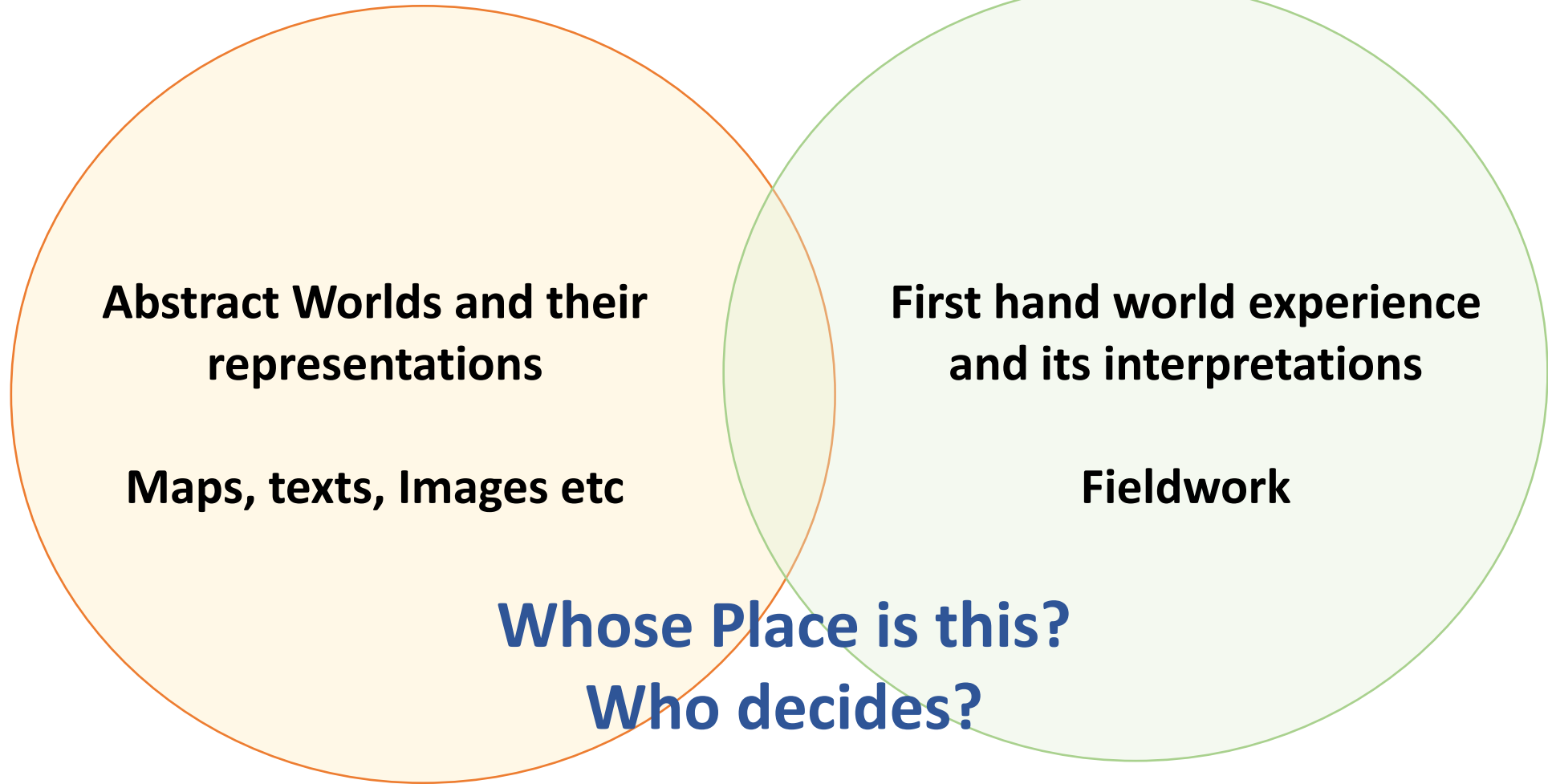
The ancient site as 'space' has been preserved but overlaid with modern perceptions.

Whose place is this?
Fieldwork allows us to ask and answer questions about relational encounters with place.

Conclusion: Toward Inclusive Learning

How do I understand this information?

What does my own experience tell me?



Who created it and why?

What do others think?

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