

## Meaningful Learning Experiences

Strategic Commitment	✓	Part of a pilot supported by a large academy trust
Curriculum Provision	✓	Geography GCSE – Sustainable Development
Employer Partnerships	✓	With expert feedback from the City’s planning team
Reflective Young People	✓	Particularly developing ‘Presenting’ and ‘Problem Solving’
Informed Career Choices	✓	Raising awareness about careers involving Geography

### GCSE Geography project helps to encourage the next generation of city planners

The specification for GCSE Geography studied at The Rawlett School in Tamworth requires students to investigate how a city in an advanced country. Initial proposals suggested providing, ‘... *students with the Birmingham City Plan, asking them to look particularly at the sections on Sustainability, Connectivity and Walkability and then propose to the council their bright idea for an initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.*’

An approach to the council’s planning team resulted in a package of up-to-date information, including The Big City Plan, Birmingham Development Plan, draft Birmingham Transport Plan, Birmingham Walking and Cycling Strategy and details about the ‘Brum Breathes’ clean air zone.

Introducing the curriculum project coincided with the Covid-19 health crisis, which resulted in both students and council staff working from home. The Development Planning Manager for the City Centre Team recorded a short video message for the students, encouraging them about the project and promising to provide feedback on their work.

Students submitted work in a variety of formats, including an animated video with voiceover and a display board, photographed on the living room carpet. The teacher described this as a, ‘*VERY high standard of work - for all abilities and gender*’. Expert feedback involved a panel of the city planners who provided detailed video comments about individual pieces of work, recorded on their mobile phones while working from home.

### Benefits for the Students

The achievement I am most proud of as a result of this experience is:

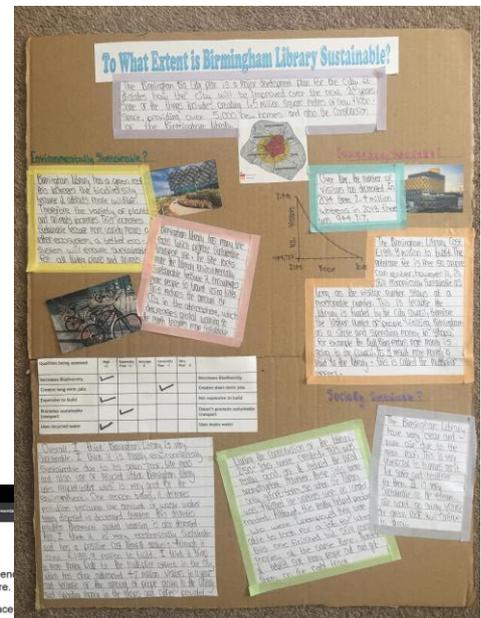
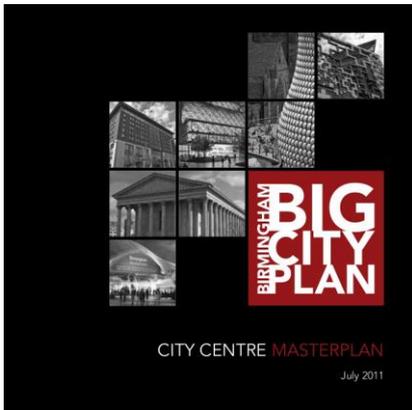
- ‘*Gaining a greater understanding of what is expected of a worker in this industry.*’
- ‘*To know more about Birmingham and what it offers.*’
- ‘*I have cultivated a high-quality presentation which has met the expectations of three professional Birmingham City planners.*’
- ‘*Managing my time and being organised.*’
- ‘*I am happy that they liked my layout and I’m proud my links to sustainability were successful and I now know how to improve from the advice I was given.*’

**Benefits for the School**

- *'This sounds great. We look at the Birmingham Library as part of this also (on field trip). This can link in challenges and solutions including ageing and migration. We look at Birmingham as an economic hub too, so again links. BRILL!'*
- *'...We were very proud of the work. Gave purpose to the content that the Geography students were learning - application in a real-life context. Deepened the knowledge and understanding of sustainability and evaluation skills ...'*

**Benefits for the Employer**

- *'You will find that some of the documents are in draft format and currently under consultation. This will give the students an insight into the Council's future plans regarding those areas. We are happy to assess the students' output and offer any feedback.'*
- *'We've really enjoyed looking at your work and it's been a real pleasure to get involved in this and to hopefully help the next generation of town planners to come about.'*



Using real information from Birmingham's city planning team, students completed a Geography project to evaluate the sustainability of Birmingham Library. A panel from the planning team provided detailed feedback and encouragement.

