

## Embedding fieldwork into the curriculum

Through studying the geography of crime, pupils are able to look at different environments in detail, through a topic that enthuses pupils of all abilities. Crime is a topic which occurs on many scales and in different locations. Through studying this in the field pupils will be able to explore not only where crimes occur (or are likely to occur) but also what can be done in an environment to make it feel safer or to reduce crime.

This study is able to draw together a range of topics and skills which include:

### Topics

- Looking at the quality of an environment – does this relate to the occurrence of crime and the type of crime?
- Investigating patterns and possible clustering of crime in an area
- Understanding characteristics of different environments
- Settlement patterns of an area from a different perspective
- The geographies of crime – relationships with age and gender, location, environments, what's reported.

### Skills

- Mapwork – through annotation and locating crimes
- Asking geographical questions through an enquiry approach.
- Collecting evidence through both primary and secondary data.
- Evaluating the reliability of secondary data.
- How to quantify / measure impressions of areas

### Cross curricular / Other Units in Geography NC.

- Unit 24 "Passport to the world"
- Unit 3 "People everywhere"
- PSHE – responsibility, crime in a neighbourhood
- RE – Looking at fears and prejudice
- Citizenship – What the responsibilities are as a citizen. What is the legal framework? Reporting crimes.
- ICT – Use of digital photography and internet research

QCA unit schemes available to download for:

Geography [http://www.standards.dfes.gov.uk/schemes2/secondary\\_geography/?view=get](http://www.standards.dfes.gov.uk/schemes2/secondary_geography/?view=get)

Citizenship <http://www.standards.dfes.gov.uk/schemes2/citizenship/?view=get>

## Accompanying scheme of work

The full scheme of work can be viewed on

[http://www.standards.dfes.gov.uk/schemes2/secondary\\_geography/geo15/?view=get](http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo15/?view=get)

Extracts from this along with an outline for the work is below:

Topic	Key Questions	Objectives	Activity surrounding fieldwork day	Activity within fieldwork day	Possible Outcomes	Resources
Crime	What do we know about crime? Is all crime recorded?	<p>What the pupils know about crime already.</p> <p>To assess and evaluate secondary data through looking at what is and isn't reported.</p> <p>To understand key terms connected with crime: including target hardening, victim, crime, criminal,...</p>	<p>Ask pupils for a definition of crime, eg an act punishable by law, an offence. Ask them to make a list of the types of crime (through a brainstorming activity) and to attempt to put them into categories. Discuss with pupils why these crimes are usually considered to be offences against other people and society/community. Discuss with them why not all crime is recorded. Use local news articles and websites to compile a table of recent crimes – location, age and gender of people involved, type of crime.</p>	<p>Through carrying out a combination of questionnaires (to other students, local people, local policemen etc), view scores and annotated sketches pupils can collect evidence about certain types of crime.</p>	<p>To produce an incident board (a large map is stuck up on a wall) which records reported crime (on cards developed through research of secondary data) and records evidence of crime (see crime cards). Pupils can work on their incident boards in groups. Some pupils might construct an individual report on which crimes cannot be measured through data collection on the field.</p>	<p>OS map (explorer 155) Local newspaper reports / websites Crime cards</p>
	What do we feel about the different types of crime? Is there a fear of crime?	<p>To identify attitudes towards and values attached to different types of crime</p> <p>To collect, record and present evidence</p> <p>To analyse and evaluate evidence and draw conclusions</p>	<p>Help pupils to read newspaper reports on crime events in the locality (or possibly view videotaped local news). Ask pupils to rate on a scale (1–5) the effect the story had on them. Do some</p>	<p>Through the questionnaire and the pupils own semantic chart pupils can assess their and other people's feelings about crime.</p>	<p>Pupils can draw an image of an area which they feel is "my safest type of place" They are to annotate it with the evidence collected from the fieldwork as to what a safe area may look</p>	

			<p>crimes have less of an effect on the individual than others?          Discuss with them whether people think that some crimes can be justified and whether some crimes are less 'wrong' than others. Ensure pupils understand that breaking the law is wrong, and why.</p>		<p>like.          Bar charts and other graphical representations can also be made from questionnaire data</p>	
<p>Are there areas of the locality where we expect more or less crime?</p>	<p>About a technique to help them consider their feelings about images of urban areas, <i>eg semantic differential exercise</i></p>	<p>Provide pupils with 10 contrasting images of urban areas. Give pupils semantic differential charts (like/dislike) about how they feel about these areas. Ask them to identify characteristics of the areas they most like and most dislike. Ask them to make judgements about the likelihood of crime in each of the photos. Burglary and car crime can also be scored on a five-point scale. Compare results with per 100,000 statistics.</p>	<p>Carry out view scores and annotated sketches of each area.</p>	<p>To produce a choropleth map from the scores given on the fieldwork day.</p>	<p>Base map of study area.</p>	
<p>Is it possible to map certain crimes in our</p>	<p>how to take and interpret photographs or draw sketches</p>	<p>Secondary data of other crimes, <i>eg burglary</i>, collected from</p>	<p>Complete view scores and sketches plotting evidence on</p>	<p>To produce a map onto which a patrol route is marked.</p>	<p>Base map of areas studied. Website links to</p>	

	locality?	to identify physical and human features of areas where crime is most prevalent	local newspaper reports, may be plotted on the same map used on the fieldwork day in a different colour.	where crime occurs.	Areas are identified as crime hotspots. This is to be fully justified in a report styled to be presented to the local police board.	local police forces.
	Would a better understanding of the geography of crime help people reduce its occurrence?	that certain crimes could be reduced by improvements in the design of buildings and street layout how to write and present a formal report	Provide the pupils with crime occurrence data and ask them to plot it on a map of appropriate scale. Using scale helps pupils to calculate density and to draw choropleth maps. Ask pupils to study their drawn maps in groups. Ask them to describe the patterns shown and to try to explain them, drawing on what they have learnt so far. Then ask pupils to suggest ways in which certain criminal incidents, eg pick-pocketing, mugging, theft from cars, can be reduced, eg CCTV in town centres, redesign of streets and buildings, lighting, changing vegetation types.	Complete cost benefit analysis.	Ask pupils to imagine that they are a member of the local council with a particular interest in crime prevention and to write a report to present at a future meeting about 'Crime occurrence in the local community and how it might be prevented'.	

## Potential fieldwork locations

There are numerous locations that can be used in Bristol. Interesting results are generated from groups which are able to study an area of shops and residential area close by. In selecting the southern end of "Gloucester Road" in the transect, the spine of shops can be surveyed along with residential areas just behind. In selecting any location consideration should always be given to how and where pupils can cross roads, and the safety of pupils in that environment.

**Example of Transect** (Stopping off at various intervals along route)

Redland Road - Zetland Road – Cheltenham road – (*Stokes Croft – Jamaica Street – Dykes Street – Meet at Bus Station (?)* Areas in italics must be carefully supervised as on the edge of the inner city fringe.)

Example of areas to investigate (Drop off around locations then to meet at common location)

North Bristol:

Redland Station and surrounds  
High Kingsdown Estate and line of shops  
Clifton Down station and surrounding residences  
Queens Road and surrounding residences (to Brandon Hill)

South Bristol:

In and around North Street in Bedminster (Meeting point – Car Park by Tobacco Factory / Aldi)

**Other areas that have been used by local teachers:**

Thornbury High Street for 'fear of crime' survey  
Brandon Hill so students can overlook settlement from Hill and suggest where certain crimes are taking place and why.

## Fieldwork activities

### **Questionnaire**

#### *Method*

Pupils to devise a questionnaire which asks data on:

1. To gauge how safe people feel during the day or the night at point x.
2. To focus on the location and types of crimes that people have witnessed / been involved with.
3. To determine whether people are more fearful of certain crimes
4. To investigate how people's perception of crime has changed over the years.

#### *Extension / Support materials*

Support: Provide pupils with digital photo / outline sketch on centre of blank paper on which to make notes.

Extension:

On the field: record the key features of the area through a sketch or digital photo. Note what makes the pupil feel safe. Are they fixed objects (Lights / wide pavements etc) or Population / Cars.

Back in the classroom: How reliable is it collecting this type of data through a questionnaire. Investigate whether there is a correlation between what people say they have witnessed and what is reported to the police. What are the differences? Why?

### **View score (Environmental assessment)**

#### *Method*

Pupils note down prior to fieldwork a list that they would look for to cover:

Evidence of Crime

(eg Graffiti, Vandalism, Broken Glass...)

Potential for crime:

(Dark Spaces

Spaces not overlooked

Easy access to property)

Evidence of Target Hardening

(eg CCTV cameras, shutters for shops, burglar alarms)

Devise statements against which they give a score of 1-5 showing the extent to which they agree with the statements.

At selected locations they are to carry out a bipolar analysis.

#### *Extension / Support materials*

Support: Statements already devised.

Extension: Should each statement be on a 1-5 scale. Which statements should be 1-10 scale? (weighted more) Why.

Location:  
 Date:  
 Weather:  
 Observations:

	-2	-1	0	+1	+2	
Ordinary						Distinctive
Cramped						Spacious
Dirty						Clean
Ugly						Beautiful
Noisy						Quiet
Boring						Interesting
Untidy						Tidy
Unattractive						Attractive
Unpleasant						Pleasant
Badly kept						Well kept
Dangerous						Safe
Unfriendly						Friendly
Monotonous						Varied
Polluted air						Fresh air
Total score						

### **Sketch (Or digital photo for later analysis)**

#### *Method*

On a sketch they draw at each location, pupils are to annotate where there is :  
 Evidence of crime  
 Potential for crime  
 Evidence of target hardening

#### *Extension / Support materials*

Support: Part Sketches drawn up already. Statements pre written which need to be added  
 Extension: What evidence could you not collect from a sketch map of crime that has gone on?  
 In a different colour, annotate the sketch with improvements that could be made to the area to reduce crime.

### **Semantic differential charts (Bi polar analysis)**

#### *Method*

Give pupils charts on which to write what they like / don't like about each area they go to. They can come up with criteria / words they wish to use.

#### *Extension / Support materials*

Extension: Is the fear of crime / the opinion about areas selective to a group of people? Compare answers that different groups came up with for each location. Were opinions different between boys and girls?

### **Cost – benefit analysis for putting in target hardening**

#### *Method*

For one area, draw up a cost benefit analysis for putting in the measures which would reduce crime.

**Example questions for Questionnaire:**

*For first part of the questionnaire:*

Are you from Bristol?

If yes – which area? (Ward or postcode given)

In general are you concerned about your personal safety during

a) the daylight? Yes / No

b) after dark Yes / No

On a scale of 1-10, 10 being very fearful 1 feeling very safe

How do you feel about the area where we are stood now?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How would you feel about this area if the time was 10pm?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

How would you feel about the area if the time was 7am?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Have you seen police officers patrolling / present here?

Please choose from this list what is important to you about an area for you to feel safe (Tick the top three)

Well lit	
Knowledge of the area	
Close to main road	
Alarms	
Monitored by police	
Pleasant environment	
Gardens and open space	
Others nearby	

*For second part of the questionnaire:*

Have you ever experienced / witnessed a crime?

If yes –

What type of crime was it?

Where did it take place?

What time of day was it?



Was it reported to the police?

What were the ages and gender of those involved?

*For the third part of the questionnaire:*

On a scale of 1- 5 1 feeling safe 5 feeling very fearful, score how you feel about certain types of crime:

Type of crime	Very Safe				Very Fearful
Mugging	1	2	3	4	5
Burglary	1	2	3	4	5
Assault	1	2	3	4	5

Pupils can choose others...

After the questionnaire is complete the pupil should make a note of the respondents' approx age and gender.

**Example tables for View score:**

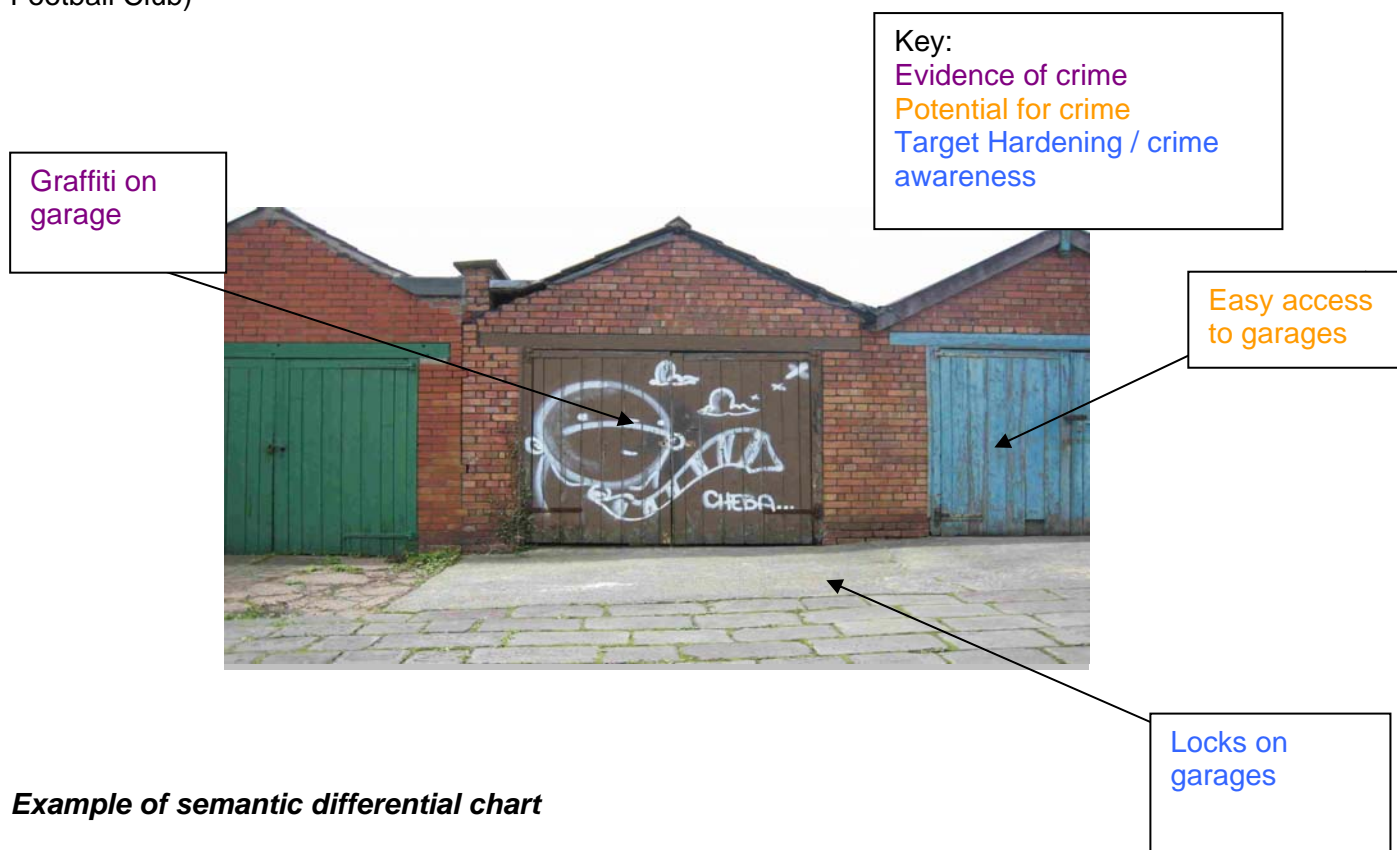
Category	Evidence of crime				
	No evidence				Much evidence
Graffiti	1	2	3	4	5
Vandalism	1	2	3	4	5
Litter	1	2	3	4	5
Broken glass	1	2	3	4	5
Etc					
	Total score for area one:				

Category	Potential for crime				
	Little potential				Much potential
Not Overlooked	1	2	3	4	5
No street lighting	1	2	3	4	5
Pedestrians for pickpocketing / mugging	1	2	3	4	5
Entrance to properties directly on street	1	2	3	4	5
Dark spaces to hide	1	2	3	4	5
Etc	1	2	3	4	5
	Total score for area one:				

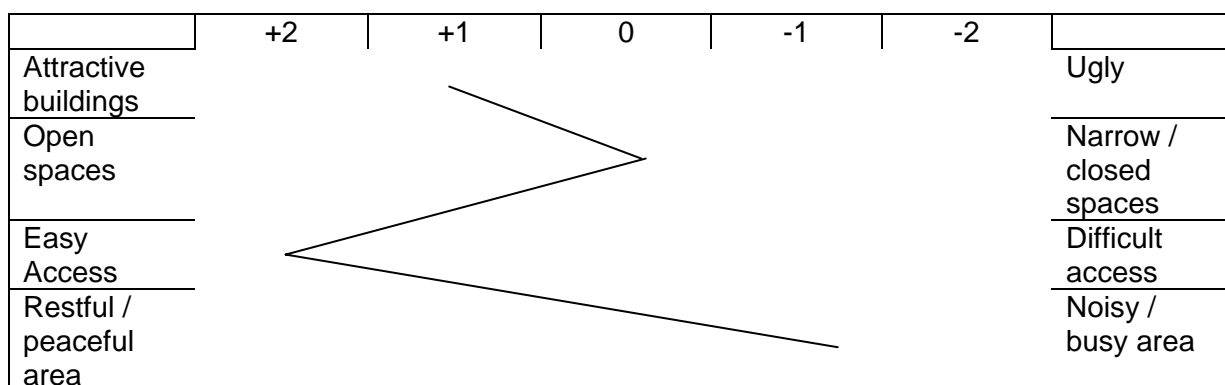
Category	Evidence of crime prevention / target hardening				
	No evidence				Much evidence
CCTV	1	2	3	4	5
Shutters / barriers to property	1	2	3	4	5
Alarms	1	2	3	4	5
Etc	1	2	3	4	5
Total score for area one:					

**Example of annotated sketch**

(Picture shows garages in Horfield, near Bristol Rovers Football Club)



**Example of semantic differential chart**



## Things to think about

- Fieldwork safety: Pupils must remain in groups of 3 with the means and knowledge of how to contact the staff member in charge.
- There are crime hotspots which present a significant risk for pupils to investigate. For this reason areas should be visited by the staff prior to running the fieldtrip, and local information and advice sought.
- PLEASE NOTE, **Broadmead** is currently undergoing a massive redevelopment programme and so locations and transects which would be included are now not advisable currently} – would otherwise include it as a potential location.

# Adding value to your fieldwork with additional data

From “Catching in the Rye” the following secondary data can be gained (Extract below):

Summary of Ward Indicators	% Happy with road safety	Incidents: general disturbance	Number of noise complaints	% concerned about personal safety in daylight	% concerned about personal safety after dark	% residents with access to childcare	% happy with academic standard of local schools	% achieving level 4 at key stage 2
Year	2002 - 05	2003	2002 - 03	2002 - 05	2002 - 05	2004	2002 - 05	2003 - 04
Ashley	39	702	174	46	77	75	56	65
Avonmouth	32	796	80	65	85	57	35	75
Bedminster	33	344	73	54	91	46	39	70
Bishopcote	48	157	89	39	71	74	51	91
Bishopsworth	38	651	85	49	81	59	41	61
Brislington East	29	607	80	31	67	60	40	77
Brislington West	38	364	60	37	81	55	43	76
Cabot	44	1007	254	26	64	32	73	76
Clifton	50	174	144	21	68	41	65	86
Clifton East	62	160	17	22	65	47	67	96
Cotham	55	164	155	35	72	69	72	93
Easton	23	524	96	68	86	73	32	66
Eastville	40	439	93	59	86	48	44	71
Filwood	33	1092	75	49	80	55	45	55
Frome Vale	37	403	90	57	92	49	41	69
Hartcliffe	35	886	111	63	80	35	55	57
Henbury	36	844	90	63	76	60	44	75
Hengrove	37	763	68	47	72	45	44	72
Henleaze	48	124	43	41	88	79	54	90
Hillfields	32	547	82	59	84	58	34	76
Horfield	39	491	77	53	81	62	41	79
Kingsweston	37	693	73	54	80	49	42	69
Knowle	32	413	58	49	80	66	42	76
Lawrence Hill	25	1145	167	61	91	61	33	56
Lockleaze	35	779	74	55	73	63	45	60
Redland	50	142	88	31	68	76	71	93
Southmead	25	881	80	62	81	61	30	63
Southville	31	485	119	55	83	57	47	77
St George East	61	506	62	46	74	49	64	80
St George West	52	461	67	59	86	42	43	71
Stokewood	36	396	75	44	80	52	47	83
Stoke Bishop	64	131	48	52	75	57	44	91
Westbury-on-Trym	40	243	64	53	83	80	45	92
Whitohuroh Park	42	892	96	35	66	53	62	67
Windmill Hill	44	736	152	52	72	44	53	73
Ward average	40	547	93	48	78	57	48	75

Summary of Ward Indicators	% who would like to be more involved in local decision making	% yes to voting age should be lowered to 16	Number of offenders 10 - 17 years	Young offenders - Molestation offences	Young offenders - Theft offences	Young offenders - Violence against the person offences	% concerned about the level of crime	% concerned about vandalism
Year	2002 - 06	2002 - 06	2004	2004	2004	2004	2002 - 06	2002 - 06
Ashley	12	44	38	38	6	8	73	75
Avonmouth	45	47	49	67	7	11	82	76
Bedminster	16	34	17	10	4	18	75	84
Bishopcote	12	34	11	9	1	6	63	77
Bishopsworth	33	40	28	26	7	3	71	78
Brislington East	8	26	26	26	3	10	57	74
Brislington West	11	40	21	6	11	5	70	66
Cabot	15	51	7	6	4	0	62	63
Clifton	50	56	5	1	0	1	58	53
Clifton East	20	39	1	2	0	0	46	52
Cotham	22	40	4	0	1	2	69	67
Easton	27	46	38	56	18	14	89	82
Eastville	27	40	21	10	10	4	70	73
Horfield	6	26	74	172	22	23	85	87
Frome Vale	26	37	20	16	2	7	76	74
Hartcliffe	16	36	36	51	10	12	75	73
Henbury	29	26	30	14	15	7	77	71
Hengrove	14	26	26	14	3	10	66	79
Henleaze	34	56	8	2	3	2	67	73
Hillfields	26	46	48	33	12	26	75	69
Horfield	21	50	22	7	6	13	74	81
Kingsweston	23	36	47	37	18	14	80	85
Knowle	13	44	26	11	3	11	76	81
Lawrence Hill	16	40	50	48	16	18	90	78
Lockleaze	21	44	53	36	22	20	63	71
Redland	24	50	9	2	1	2	60	70
Southmead	23	33	60	43	24	16	76	75
Southville	31	47	18	29	10	4	81	81
St George East	13	50	11	23	2	1	70	74
St George West	36	33	36	20	11	6	82	90
Stokewood	13	36	20	19	6	11	70	82
Stoke Bishop	36	54	6	5	2	1	62	59
Westbury-on-Trym	32	51	6	5	1	1	78	80
Whitohuroh Park	9	32	50	28	30	16	61	81
Windmill Hill	11	36	29	33	6	13	67	81
Ward average	22	41	27	27	8.0	8.6	72	76

Figure 1<sup>1</sup>

Pupils can identify the wards that they were in using Bristol City Council’s Ward finder:

<http://www.bristol-city.gov.uk/ccm/content/Council-Democracy/Statistics-Census-Information/ward-finder.en>

They can then look at the difference between their results from the questionnaire and the secondary data available on each ward. More able students can look at the hypothesis: “There is no relationship between the fear of crime in daylight and the reported crimes in the ward” (Both Catching in the Rye and Individual ward profiles found within Bristol City Council’s ward finder website need to be used.)

Catching in the Rye 2005 can be found at

[http://www.bristolchildren.org.uk/priorities/needs/pdf/catch\\_rye\\_05.pdf](http://www.bristolchildren.org.uk/priorities/needs/pdf/catch_rye_05.pdf)

It is an assessment of the needs, services and views of young people in Bristol. It is based on the 5 outcomes for the Every Child Matters scheme. Indicators have been spatially, statistically and demographically analysed to help interpret patterns, symptoms and causes of quality of life issues and identify any mismatch of needs and services between wards.

<sup>1</sup> Taken from “Catching in the Rye” Bristol City Council 2005

# 13. Crime and disorder in Cabot

For further information on crime and disorder contact the Safer Bristol Partnership (0117 9142222) who calculate ward figures from Avon and Somerset Police data.

INDICATOR	NUMBER OR %	INDICATOR TREND	DATA SOURCE	COMPARED TO OTHER WARDS
<b>CRIME</b>				
Incidents: Total Crime	13134		Safer Bristol Partnership 2009	Average = 2081
Incidents: Violent crime (excluding domestic violence)	1942		Safer Bristol Partnership 2009	Average = 251
Incidents: Domestic violence	107		Safer Bristol Partnership 2009	Average = 70
Incidents: Vehicle Crime (theft of and from vehicles)	2347		Safer Bristol Partnership 2009	Average = 426
Incidents: Burglary - domestic	310		Safer Bristol Partnership 2009	Average = 163
Incidents: Robbery	407		Safer Bristol Partnership 2009	Average = 62
<b>DISORDER AND FEAR OF CRIME</b>				
Incidents: Abandoned vehicles	245		Safer Bristol Partnership 2009	Average = 267
Incidents: Criminal damage	454		Safer Bristol Partnership 2009	Average = 160
Number of police complaints	250	👍	Police control 2004	Average = 100
<b>GENERAL DISTURBANCE</b>				
Incidents: general disturbance (neighbourhood disputes, disorder, drunkenness and other community disorder - BTORM data)	1007		Safer Bristol Partnership 2009	Average = 547
Racial incidents - 8 age olds	49		Safer Bristol Partnership 2009	Average = 17
% residents who feel safe when outside in their neighbourhood after dark	54 %	👍	QOL questionnaire 2004	Average = 46
% residents who feel safe when outside their neighbourhood during the day	87 %	👍	QOL questionnaire 2004	Average = 82
% who feel crime has got worse over last 8 years	37 %	👎	QOL questionnaire 2004	Average = 37

**INDICATOR TREND**  
(based on the last 4 years)

👍	getting better
👎	no significant change
👎	getting worse

Figure 2 Taken from the Cabot Ward Profile – Bristol City Council

“Catching the Rye” also contains ward maps that pupils can use against their findings (from both their fieldwork and research. For example

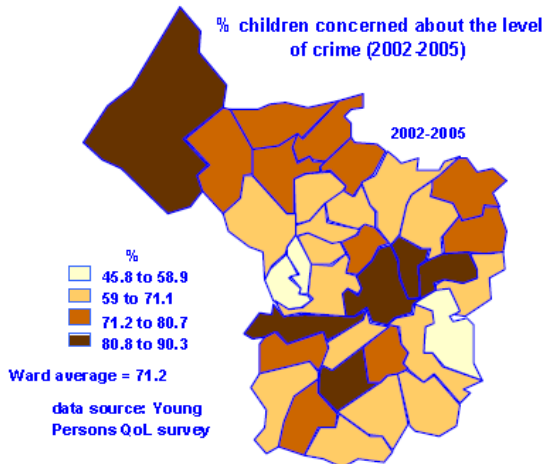


Figure 3 Ward map of Bristol, from p 80 Catching the Rye.

**Reporting Back:** On large map of transect / area label key findings. Do this by a formal group report orally and using crime cards stuck on map (Post it notes or cards temporarily stuck on map).

**Example of crime card**

Location:		Chief investigators*:	
Ward:			
Total score for evidence of crime:		Rank**:	
Total score for potential for crime:		Rank**:	
Total score for crime prevention:		Rank**:	

\*Names of pupils constructing card  
 \*\*Rank compared with other locations studied

Pupils can collate these details and draw up a choropleth map based on total scores for each location.

To analyse the data pupils can describe and explain what the data shows about the potential for crime being committed.

The results from the day can be compared with:

Areas which are identified in the local news (paper cuttings or the internet (<http://www.bbc.co.uk/bristol/>)) – are the types of crime identified the same? If not, why not? Do all types of crime get reported by the news? Get reported to the police? They can use evidence from their questionnaires and internet sources.

They could also compare the area they have investigated with internet sites which are in more detail about the area:

Up my street (<http://www.upmystreet.co.uk>)  
 Neighbourhood Statistics (<http://neighbourhood.statistics.gov.uk/> )

After the fieldwork, pupils can look into the detail they are able to gain from the secondary data resources and compare them with American websites

**Individual report:** Pupils have to plan out and justify a patrol route for the police based on their evidence (Works better if more than one transect was used).

**Web links**

Avon and Somerset Police  
<http://www.avonandsomerset.police.uk/>

Find your local police force  
<http://www.police.uk/forces/default.asp>

Ward (local area) finder  
<http://www.bristol-city.gov.uk/ccm/content/Council-Democracy/Statistics-Census-Information/ward-finder.en>

Neighbourhood Watch:  
<http://neighbourhoodwatch.net/nwlocal/>

Neighbourhood Statistics

<http://neighbourhood.statistics.gov.uk/dissemination/>

Visiting Bristol? ... you might also want to look at:

Create Centre

[http://www.bristol-city.gov.uk/ccm/cms-service/download/asset/?asset\\_id=10008035](http://www.bristol-city.gov.uk/ccm/cms-service/download/asset/?asset_id=10008035)

<http://www.bristol-city.gov.uk/ccm/content/Environment-Planning/sustainability/create-centre.en.jsessionid=46E94E063432AB6AE44B65E951AF82B5?#internalSection1>

@Bristol

<http://www.at-bristol.org.uk/Default.htm>