Let's go shopping!

The big picture

These are the key ideas behind this chapter.

- We can divide the things we buy into two kinds: convenience goods (low-cost, we buy them often, and are happy to buy in any convenient place) and comparison goods (more expensive, we buy less often, and we like to shop around for them).
- Shops sell goods and services, to make a profit. So they must be located where enough customers can reach them easily.
- The more customers the better. So the bigger a settlement, the bigger the range of shops you’ll find there, attracted by the customer base.
- In other words, there is a strong link between shopping and settlement size.
- Shops keep changing; to meet people’s needs, and increase profits. The shops themselves change, and what they sell, where they are located, and who owns them. (The development of internet shopping is an example of change.)
- Change usually means that some people benefit – but others may lose out.

A pupils’ version of this big picture is given in the chapter opener, to give pupils a mental roadmap for the chapter.

The chapter outline

Use this, and their chapter opener, to give pupils a mental roadmap for the chapter.

4 Let’s go shopping  As the pupils’ chapter opener, this unit is an important part of the chapter; see page 11 for notes about using chapter openers

4.1 Shopping around  Introduces convenience and comparison goods, and explores the links between shopping and settlement size

4.2 Out-of-town shopping: Bluewater  A case study of the Bluewater shopping centre in Kent: what it’s like, and its impact on the surrounding area

4.3 Shopping on the internet  How internet shopping works, its impact, and the benefits for different groups of shoppers

Objectives and outcomes for this chapter

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Most pupils will understand:</td>
<td>Most pupils will be able to:</td>
</tr>
<tr>
<td>- what convenience and comparison goods are</td>
<td>- explain that some places are too small to support a shop; and that the bigger the settlement, the bigger the range of shops you’ll find there</td>
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<tr>
<td>- that there is a link between shopping and the size of settlements</td>
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<tr>
<td>- what out-of-town shopping centres are, and why they were set up</td>
<td>- describe the Bluewater shopping centre and give at least two reasons to explain its location</td>
</tr>
<tr>
<td>- how internet shopping works</td>
<td>- give the steps in internet shopping</td>
</tr>
<tr>
<td>- that shopping has changed over the years, and is still changing</td>
<td>- give out-of-town shopping and internet shopping as examples of changes</td>
</tr>
<tr>
<td>- that the changes may benefit some groups more than others</td>
<td>- give examples of groups who benefit, and suffer, as a result of out-of-town and internet shopping</td>
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</tbody>
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These lie in with ‘Your goals for this chapter’ in the pupils’ chapter opener, and with the opening lines in each unit, which give the purpose of the unit in a pupil-friendly style.

Opportunities for assessment

See the formal assessment materials for this chapter on geog.1 assessment file & OxBox CD-ROM. They include a level-marked assessment with success criteria and a feedback form, interactive assessments, a scored test, and a self-assessment form.

There are other opportunities for assessment too. For example, you could use some of the more extended ‘Your turn’ questions in the students’ book, worksheets or longer learning activities from geog.1 resources and planning OxBox CD-ROM, or some of the ‘further suggestions for class and homework’ at the end of this chapter.

Getting ready for this chapter

Some of the starters and plenaries suggested for this chapter may need resources prepared in advance. Check out the Resources section on the ‘Help at a glance’ pages that follow.

geog.1 resources & planning OxBox CD-ROM has all the photos and diagrams from the chapter, for whiteboard display, plus movies and interactive materials. You will find these very useful for devising your own starters and plenaries. In addition, geog.world CD-ROM is a rich source of further materials, including interactive webbies and skills lessons.

Note that further information about Bluewater can be obtained at www.bluewater.co.uk.

About the chapter starter

The upper photo on page 52 of geog.1 students’ book was taken in Glasgow, in the 1890s. (Exact date unknown.) No self-service then, and few off-the peg clothes. Factory-made clothing did not become widespread until the 1920s, so you were likely to buy cloth, and have a tailor or dressmaker sew it up for you. Shops were family owned, and chain stores were only starting to appear. (In England, Jesse Boots, the Nottingham pharmacist, had over 30 stores by then.) This shopkeeper would probably have given you credit, and sent the bill round later. And there’d be time for a chat!

The lower photo was taken in Oxford. The French Connection chain is part of the French Connection Group plc (which includes French Connection, Nicole Farhi, Great Plains and Toast). It operates in the UK, Europe, North America, the Middle East, Asia and Australia.

See suggestions 1–3, on page 82 of this book, for further activities related to this chapter starter.
Shopping around

4.1

About this unit
This unit introduces some basic shopping theory. Then in 'Your turn', pupils draw up their own shopping list, and explore the shopping hierarchy on a simple map.

Key ideas
- Convenience goods are low-cost goods that we buy often (eg milk, newspapers). We are prepared to buy them in the nearest convenient place, such as a corner store.
- Comparison goods are more expensive goods that we buy less often, and where choice is more important. We like to compare styles, prices, etc. before we buy. So we’re prepared to travel further for them.
- Shops have to make a profit. So they must set up where they’ll get enough customers.
- The larger the settlement, the more shops it has, attracted by all those customers.
- As a consequence large settlements have a large sphere of influence. They draw in shoppers from a large area, for comparison goods, because they offer a good choice.

Key vocabulary
convenience goods, comparison goods, profit, sphere of influence

Skills practised in 'Your turn'
- Geography skills: measuring distances on a map; drawing conclusions from information on a map
- Numeracy skills: recording costs; drawing a scattergram (scattergraph)
- Thinking skills: creating a shopping list that meets certain criteria; sorting goods into convenience and comparison goods; making shopping decisions

Unit outcomes
By the end of this unit, most pupils should be able to:
- explain the terms given in ‘Key vocabulary’ above
- give examples of convenience and comparison goods
- describe and explain the link between the range of shops in a place and the size of its population

Resources
For starter 1: a packet of crisps; pictures of comparison and convenience goods
For starter 3: labelled flash cards; Monopoly money (or similar)

Ideas for a starter
1 Say: You want to buy some new clothes. Will you go to (a local village) or (a larger settlement)? Why? And will you always buy in the first clothes shop you come to? Elicit the ideas that the larger the settlement, the better the choice – and that we like to compare clothes in different shops before we buy. Hence ‘comparison goods’. Now hold up a packet of crisps. Ask: Would you want to compare these in different shops? Would you want to compare these in different shops? Lead on to the idea of convenience goods. Finally hold up a series of pictures of goods cut from magazines and ask the class to say whether they are comparison or convenience goods.
2 There’s no video rental store in (a local village). Why not?
3 Give two pupils flash cards labelled clothing factory and clothing shop to hold up. Give cards labelled customer, and some Monopoly money, to several other pupils. The pupils act out transactions to show what profit means, and that more customers means more profit. (For example a customer spends £10, the shop pays the factory £5, and holds up the money that’s left.) This could be developed further.

Ideas for plenaries
Plan plenaries for strategic points throughout the lesson, as well as at the end.
1 Work with a partner. Make a list of local settlements and rank them in order of how good they are for shopping, for your age group, with the best first. Now arrange the same settlements in order of size, largest first. What do you notice? Write it down.
2 Here are some answers to questions. But what were the questions? (Sensible ones, related to what you learned today!)
   a) There were not enough customers in the village to make it profitable.
   b) Bread, milk, sweets and newspapers are examples.
   c) It gives shoppers plenty of choice.
   d) What you charge your customers for the goods, minus what you paid for them.
   e) People are willing to travel further to buy that type of goods.
   f) The area around it, that’s affected by it.
   g) London.
   h) A jewellery shop.
3 A mystery; you often find shoe shops close together. Why? Does it help customers? Are there any advantages for the shoe shops? Do you think there are any disadvantages? (This could be something for pupils to ponder for homework – see suggestion 11 on page 82 of this book.)
4 Tell me two new things you have learned today.

Further class and homework activities
Shopping survey on geog.1 resources and planning OxBox CD-ROM
How to draw a scattergraph in geog aid on geogworld CD-ROM
Worksheets 4A and 4B on geog.1 resources and planning OxBox CD-ROM

Answers to ‘Your turn’
The answers for 1–4 will vary from student to student.
For question 1, make sure pupils include a range of items from low-cost to more expensive, in their list. For example, relatively expensive items could include a mobile phone or other electronic product.
In question 3b, pupils can measure distance using a strip of paper or a piece of thread or fine string to find the length, and then a centimetre ruler as scale. You could point them to page 26 of the student’s book.
If pupils have a problem with question 4, they might like them to work through the lesson How to draw a scattergraph in geog aid on geogworld CD-ROM.
5a Dalton does not enough people to support a supermarket. People will travel to Clinton, Willower or Lipton.
   b For the same reason – a video rental shop needs a larger population than that of a small village, to stay in business.
   c It is a large town surrounded by smaller settlements. Between them, Lipton and the surrounding settlements will provide enough shoppers to keep a wide range of shops busy.
   d Answers should be along these lines:
      a) The larger a place is, the more shops it will have, and the wider the range of shops, and goods, there will be.
   e) All of them.
   f) Empties, when people need to go to the post office or are in a hurry for some sweets or basic groceries.
Out-of-town shopping: Bluewater

About this unit
This unit introduces Bluewater, a large out-of-town shopping centre in Kent.

Your turn explores the reasons for building Bluewater in that location, and its impact on the surrounding area.

Key ideas
- Bluewater in Kent is one of the UK’s 11 shopping mega-centres. It provides a shopping ‘day out’, with catering, entertainment and leisure facilities as well as a wide range of shops.
- It is a brownfield development (on an old chalk quarry) built by developers.
- The government is concerned about the effect of such centres on the local economy, and the transport network, and may not allow more to be built.

Key vocabulary
out-of-town shopping centre, developer

Skills practised in ‘Your turn’
- Geography skills: analysing maps and photos
- Literacy skills: writing a publicity leaflet; writing a speech
- Thinking skills: giving reasons; drawing conclusions about the likely impact of Bluewater; thinking up ways to help a local town attract its customers back

Unit outcomes
By the end of this unit, most pupils should be able to:
- explain the terms given in ‘Key vocabulary’ above
- give a reason for the development of out-of-town shopping
- describe at least four features of the Bluewater shopping centre
- give at least two reasons for the choice of location for Bluewater
- describe at least two negative impacts of out-of-town shopping

Resources
For starters 1 and 2, and plenaries 1–3: these materials are on geog.1 resources and planning OdBox CD-ROM
For starter 4: photos of different types of shop (market stall, corner shop, shopping parade, shopping plaza, chain stores, department store) on paper or in digital form

Ideas for a starter
1. With books shut, display the main photo of Bluewater, from page 56 of the students’ book, on the whiteboard. Ask: What do you think it is? Allow pupils to guess, without giving feedback. Then show the boating lake photo from page 57. Any closer? And finally show the inside shot from page 56. Why would people build this kind of place in that spot? Show the main photo again, and discuss the roads and car parks.
2. Show the Shops movie as a starter.
3. Students call out all the different kinds of shopping areas they can think of. For example shopping streets in the centre of town, shopping parades, open air markets. Write these on the board and then focus on out-of-town shopping and launch the lesson.
4. Like 3 but this time you pass round (or display on whiteboard) photos of different types of shop. Ask pupils to name each type. Discuss the idea of different types of shop in different locations. Then move on to Bluewater.

Ideas for plenaries
Plan plenaries for strategic points throughout the lesson, as well as at the end.

1. What are the main differences between Bluewater, and the shopping streets in the middle of a town or city? (You could display the main Bluewater photo.)
2. What would it be like, if the government allowed dozens more out-of-town shopping centres to be built? (You could display the main Bluewater photo.) A good thing or a bad thing? Hold a quick debate.
3. One pair of pupils gives all the pros for out-of-town shopping centres like Bluewater, then another pair gives all the cons. (You could display the main Bluewater photo.) The class takes a vote.
4. Choose a pupil to read out his or her speech for question 5b of ‘Your turn’. The rest of the class becomes the Chamber of Commerce and asks questions, and takes a vote on the suggestions.
5. Create a slogan or eye-catching line for a newspaper ad about Bluewater, and the wide range of things you can buy or do there, or the wide range of people it caters for. It must be an acrostic based on Bluewater! For example: Boots jamps umbrellas … Students could work in pairs, or this could be a whole-class activity (or carried on as homework).

Further class and homework activities
Shops movie on geog.1 resources and planning OdBox CD-ROM, if not used as a starter
Worksheets 4C and 4D on geog.1 resources and planning OdBox CD-ROM
Suggestions 23 – 26 on page 83 of this book

Answers to ‘Your turn’
2. Developers buy and develop (or redevelop) land and then usually rent out the buildings they put up.
3. Close to London with its large population; close to the M25 ring road which means it is accessible from all directions; the site was probably fairly cheap and easy to get planning permission for (since it was an old quarry).
4. Land is expensive in London; difficult to get a large enough site in the city; difficult to get planning permission.
5. The dress shop will probably have lost customers.
6. Shops in central London may have lost some customers, as Bluewater is easy to get to from London and has lots of space and a good choice of shops.
7. It is very likely to have had a negative effect on Lakeside (which is older), since the two shopping centres are so close.
8. It may have helped the coffee shop since many shoppers will come by train, and have a coffee while they wait for a train home.
9. The newspaper’s is not likely to be affected – newspapers are convenience goods. People buy them in the nearest convenient place. So people from Dartford won’t go to Bluewater for them.
10. Traffic will be worse, since most shoppers will drive to Bluewater, and frequent bus services have been laid on. (The centre has 15 000 car parking spaces!)

Suggestions
2a Students could include these ideas: the old quarry was a waste of land and an eyesore; the lakes and parks have improved the environment; there are lots of jobs for local people; now local people have a great choice of shops, restaurants and cinemas right on their doorstep; there are lots of other activities laid on.
2b Some suggestions:
- Provide different types of shopping from that at Bluewater, eg specialised food shops (delicatessens), farmers’ market, organic goods.
- Offer specialised services for shoppers, eg personal attention for clothes shopping.
- Ensure that access to the town is easy, and that moving around within the town is easy and comfortable (good roads, plenty of parking, free bus from station, pedestrianised areas, areas with outdoor seating, public toilets).
- Highlight any special features in the town, eg historic buildings, or any special cultural activities associated with it.
- Make the town look more attractive, eg clean and litter-free, well-maintained, create planted areas, plant more trees.
- Promote local community activities throughout the year, eg street markets and fairs, craft markets, bands in the bandstand.
Shopping on the internet

About this unit
This unit explains how internet shopping works. In ‘Your turn’ pupils explore how well it suits different kinds of purchases, its impact, and its benefits for different groups of people.

Key ideas
◆ The internet is a network of millions of computers, linked together worldwide.
◆ You can buy almost anything from anywhere over the internet – so an internet shop can have an enormous sphere of influence. (Amazon.com is a good example.)
◆ Internet shopping brings benefits – but it also has some negative effects.

Key vocabulary
internet, sphere of influence, website, service provider

Skills practised in ‘Your turn’
◆ Literacy skills: explaining in your own words; using the glossary
◆ Thinking skills: identifying key differences; assessing the suitability of different items for purchase over the internet; comparing an internet shop and an actual shop from the seller’s point of view; assessing the impact and benefits of internet shopping

Unit outcomes
By the end of this unit, most pupils should be able to:
◆ explain the terms given in ‘Key vocabulary’ above
◆ explain in their own words how internet shopping works
◆ recognise that internet shopping brings benefits, but also has some negative effects
◆ give at least three examples of groups of people it could benefit, and three examples of negative effects

Resources
For starter 1: an internet shopping site to explore online, in class (for example Nike’s site, or Amazon.co.uk, or a site that sells music – or ask the class to suggest one)

Ideas for a starter
1 Enter the online shop, discussing it as you go. In what ways is it different from a ‘real’ shop? Where is it located? What’s its address? Where are the goods kept? Who serves you? Who works there? How do you pay? Do you have to queue? What about opening hours? What can go wrong? Talk pupils through the buying process.
2 What is the internet? Write up ideas on the board and reach an agreed definition. (This would replace question 1 of ‘Your turn.’)
3 Have you or anyone in your house bought anything on the internet? What? From where? How was it delivered?
4 Who can give me examples of:
   ◆ shops where you can both visit the shop and buy from it over the internet?
   ◆ shops where you can shop only online?
   ◆ shops that don’t have a website (yet)?
   ◆ shops that will probably never have a website?

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