5395 Assessing the importance and value of historic buildings to young people

Final Report to English Heritage

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Authors:	Dr David Bradley Principal Research Associate Centre for Urban & Regional Development Studies, Newcastle University Tel: 0191 222 8037 Fax: 0191 232 9259 http://www.ncl.ac.uk/curds/ Prof Mike Coombes Principal Research Associate Centre for Urban & Regional Development Studies, Newcastle University Jane Bradley Partner Bradley Research and Consulting Lincoln Hill, Hexham Dr Emmanouil Tranos Research Associate Newcastle University
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Contact:	David Bradley Principal Research Associate Centre for Urban & Regional Development Studies Newcastle University Tel: 0191 222 8037 Fax: 0191 232 9259 http://www.ncl.ac.uk/curds/

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Executive Summary

This is the report from a study to identify the importance and value of the historic environment to young people aged 14-16 (referred to here as "teenagers"). It responds to a need to develop the interest in heritage among all children and young people. The study built upon innovative research in 2009 on links between teenagers' sense of place and the historic environment.

Buildings, monuments and spaces that are **important** to young people in their local area include historic buildings. The majority of young people (58%) cited at least one listed building among the local buildings, monuments and places which they said were important to them.

Historic buildings and monuments form an important part of those buildings, monuments and spaces in the local area which:
- teenagers think are **distinctive or special**
- make teenagers **proud** of where they live
- make teenagers feel **attached** to where they live.

Most of the buildings, monuments and spaces that are important to young people are relatively close to where they live. The average distance to important buildings was just over two miles (3.4km). For teenagers living in more historic areas, this distance was lower on average. It was also lower for those living in more deprived neighbourhoods. That said, the size of these spatial 'footprints' vary greatly between individuals.

In general, it was found that teenagers who live in more deprived neighbourhoods:
- have a lower sense of place
- are less likely to be proud of a listed building
- are less likely to consider a listed building to be distinctive or special
- have less listed buildings in the area where they live
- are less likely to have visited a historic building, whether as part of a school trip or not.

Thus a reduced level of engagement with the historic built environment is linked with the basic issue of relative poverty; teenagers from ethnic minorities were not found to be substantially less engaged with the historic environment than white British teenagers in similar neighbourhoods.

The research methodology tested four ways of involving young people in considering their built environment and considering what is important to them and why.

The sample teenagers generally enjoyed going out and taking photos and this was widely regarded by supervising teachers as the most rewarding aspect of the work with pupils in many cases increasing their awareness of surroundings and their knowledge of the history of the local area. Participating schools were given one GPS enabled camera for every ten teenagers. This meant that the exercise had to be implemented over several weeks, with considerable workload for the teachers in handing out the cameras to the various participating pupils and then collating images.

The study involved over 900 young people attending 21 state maintained schools along with 54 young people attending 7 Pupil Referral Units (PRUs). The schools and PRUs were carefully selected to ensure they were in areas with different catchment area characteristics and across different parts of England.

1   Research Strategy

Among the key conclusions of the report by the House of Commons Committee of Public Accounts "Promoting Participation with the Historic Environment" was that building public participation will depend upon taking an **inclusive** approach to what constitutes our heritage and, in particular, developing an **interest in heritage among all children of all backgrounds**. A very specific recommendation to the Dept. of Culture, Media and Sport and English Heritage was to carry out research on "how people interact with the historic environment" (p. 5), so that policy could more effectively foster a wide interest in heritage.

This study sought to provide the necessary understanding of how young people from different backgrounds react to the built environment, and the level of importance that they attach to historic buildings, monuments and spaces. Young people were the focus because it is recognised that little is known of what they think of the historic built environment. A principal starting-point was the previous study[1] for English Heritage by CURDS and Bradley Research in which 750 13/14 year olds were surveyed. An extensive literature review[2] carried out in consort with that study found there was virtually no earlier work on the views of young people on their local environment. Of the earlier research, the key points of interest to this study were:

- a lack of evidence on teenagers' attitudes to the historic environment hindered policy making
- robust evidence was needed on the link between the built environment and sense of place
- teenagers with more interest in their local built environment had a stronger sense of place
- young people were just as likely as adults to cite a local building as 'special' but also
- compared to adults, the special buildings of teenagers were less likely to be historic.

This study examines the importance of the historic environment to young people who are aged 14/15 (referred to in this report as 'teenagers')[3]. The study built on the 2009 research in several ways in order to provide the information needed to develop policy aimed at widening participation in the historic built environment. A larger sample than that of the 2009 survey has been covered. Within this, over-sampling teenagers from groups understood to be less likely to participate has been achieved, with the sample including several schools from more deprived areas, and also several where a high proportion of the intake is from ethnic minority groups. One key feature of the new survey is its coverage of several Pupil Referral Units[4] (PRUs). A further development was surveying teenagers a year older than those covered in the 2009 research, based on the understanding that it is older teenagers who are among the least likely to voluntarily engage with the historic built environment. Annex 1 provides further details of the sampling strategy.

Covering a slightly older set of teenagers allowed the research to be more ambitious in its aims and methods. The questionnaire survey extended the 2009 research into links between teenagers'

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[1] Bradley *et al* (2009) *Sense of Place and Social Capital and the Historic Built Environment* English Heritage, London
[2] Graham *et al* (2009) *Literature Review: Historic Environment, Sense of Place, and Social Capital* English Heritage, London
[3] The choice between working with Year 9 or Year 10 followed discussion with potential pilot schools
[4] PRUs take young people unable to attend a mainstream school for reasons such as illness or exclusion

sense of place, their interest in the historic built environment, and their home areas (see Annex 2). In particular, this study went beyond the 2009 research in asking about teenagers' satisfaction with the areas where they live and also seeking to identify:

- what local buildings, monuments and spaces[5] are **important** to teenagers
- which are **distinctive or special** to teenagers
- which make teenagers **proud** of where they live
- which make teenagers feel **attached** to where they live, and also
- which local buildings, monuments and spaces teenagers **dislike.**

Understanding the answers to these questions then leads the research to investigate:

- why the cited buildings were said to be important or valued by the teenagers
- which groups of teenagers choose which types of building, monument or space
- where these buildings, monuments and spaces are relative to where the teenagers live (allowing an estimate of the spatial 'footprints' of teenagers).

A final project aim was to reflect on the survey findings so as to make any clear recommendations on how to increase the engagement and interest of teenagers with the historic environment.

In order to meet the research aims, up to three sets of data were sought from teenagers:

- a desk based self-completion questionnaire, developed from that used in 2009
- a form identifying up to five buildings that are important to them (shown in Annex 3)
- and up to five geo-tagged photographs (Annex 4 describes this innovative research).

Some of these materials were used in a sample of class discussions (as described in Annex 5). The dataset derived from answers to the questionnaire was processed – as Annex 6 summarises – so that the research could begin by testing the model developed by the 2009 to explore variations in the strength of teenagers' sense of place.

In addition, follow-up visits were made to ten schools (as described in Annex 7). These involved:

- face to face discussions with the a sample of respondents to try to gain richer insights
- feed-back discussions with teachers.

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[5] Spaces were defined to include open areas with public access managed as a public amenity: examples include Country Parks, sports pitches, pleasure parks, play areas and cemeteries

2   Key Findings

This part of the report summarises the key empirical results from new survey research. The next 8 sections each addresses one of the questions which the study set itself.

- ➢ Is the historic built environment important to the level of teenagers' **sense of place**?
- ➢ Does it affect the level of teenagers' **satisfaction with the local area** where they live?
- ➢ What local buildings, monuments and spaces are **important** to teenagers, and why?
- ➢ Which make teenagers **proud** of where they live, and for what reason?
- ➢ Which are **distinctive or special** to teenagers, and why?
- ➢ Which make teenagers feel **attached** to where they live, and for what reason?
- ➢ Which local buildings, monuments and spaces do teenagers **dislike** and why?
- ➢ How far away from their homes are the buildings of particular interest to teenagers?

For the last of these questions especially, it is important to consider how the results vary between teenagers from different types of area. In practice, this issue of the possible variation between the responses from teenagers in different types of areas is also addressed where appropriate in all sections of the report, and is also summarised in the final section of this part of the report which reflects on the implications of the findings for widening engagement.

2.1   The role of the historic built environment in teenagers' sense of place

This study has refreshed and extended the 2009 study of the strength of teenagers' sense of place and the importance of the historic built environment in understanding variation in the level of sense of place among teenagers. The findings are based on analysing the responses to a questionnaire (Annex 2), which was a development of the one used in 2009.

The strength of each teenager's sense of place was measured by analysing their responses (positive or negative) to the same seven statements that were in the survey last year.

> The area where I live means a lot to me
> I could be equally happy living somewhere else
> I really feel I belong to my area
> I would rather live somewhere else
> I am proud of where I live
> I am interested in the history of my area
> I care about what my area looks like

The teenagers were asked whether they:

   strongly agreed / agreed / neither agreed nor disagreed / disagreed / strongly disagreed
with each of the seven statements.

The overall pattern of the results is very similar to that from the previous year's survey and this helps boost confidence in the survey method. It is also notable that the two surveys yielded very

similar average strength of sense of place, despite the teenagers surveyed by this study being one year older, when it is understood that older teenagers are less likely to have positive views about their areas. Any such effect may have been cancelled out by this year's respondents being partly self-selected in that they had *chosen* to study geography, and so may have more interest in their areas than would a full cross-section of their age group (whereas last year's survey was of the full age group in Year 9).

The analyses in this study include use of advanced geo-statistical techniques to, in particular, produce a historic built environment (HBE) measure for each part of the country (see the 2009 report for a full description of this measure, as well as some of the other data the research uses). Each questionnaire captured the teenager's postcode, and this has been used to link that response to a range of information on the area where they live, as well as to the measure of HBE.

It is important to check some basic patterns in the data on sense of place. Respondents who are living in more deprived areas proved likely to have a lower sense of place, but there was no clear contrast in sense of place between the teenagers living in 'average' and more affluent areas (Table 1).

Table 1

Deprivation band	average strength of the teenagers' sense of place
Upper / High	22.8
Middle / Medium	24.0
Lower / Low	23.9

Turning to the HBE measure of how historic the neighbourhoods are where the teenagers live (Table 2), the evidence suggests that the higher the HBE level of the area, the stronger the likely sense of place. (This tendency was echoed by data on how historic the teenager *thought* that the area was.)

Table 2

HBE band	average strength of the teenagers' sense of place
Upper / High	24.2
Middle / Medium	23.7
Lower / Low	22.7

However there is some danger of over-interpreting this pattern. One key factor is that rural areas generally have higher HBE levels, and teenagers in more rural areas tend to have a stronger sense of place. Associated with this is the fact that teenagers in the most urban region – London – have a lower average strong sense of place, while the teenagers in the more rural parts of the South have the highest average (
Table 3).

Table 3

Region	average strength of the teenagers' sense of place
London	22.8
rest of the South	24.2
Midlands	24.0
North	23.4

A final important insight comes from limiting the analysis to those teenagers who live in the more deprived areas. For them, how historic their local built environment is has no clear 'impact' on the strength of their sense of place. This is potentially valuable information for those seeking to widen engagement because it suggests that their efforts in a more deprived area are as likely to succeed whether or not the area has many listed buildings locally. The fact that how historic the deprived area is does not make much difference to sense of place suggests that that there is no extra hurdle to overcome in engaging those teenagers who not only experience socio-economic deprivation but also have little every day experience of historic buildings.

More generally, the factors likely to influence the strength of a teenager's sense of place (SP) could be expected to interact in some unpredictable ways. It is for this reason that care is needed in interpreting the results of simple tables of the results. It may seem that factor *X* is 'driving' strength of sense of place, but factor *Y* may really be the key driver (if the areas where *Y* is high are also areas where *X* tends to be high).

As the 2009 research showed, the way to separate out the most influential factors is to statistically 'model' the relationship between levels of SP on the one hand and, on the other, the characteristics of the teenagers as individuals, together with features of the areas where they live, such as the local level of poverty.
Figure 1 illustrates how, in analysing the influence on the SP of teenagers, the role of the historic built environment must be seen as part of a complex set of influential factors. The statistical model aims to identify the **level of influence of each of these factors** that affect the strength of the SP of each teenager.

A statistical model takes the data of interest and looks for relationships between the measures ('variables') that make up that dataset. Its particular focus is on the key variable of interest, in this case the SP measure of the strength of the sense of place of each surveyed teenager. The model looks at all the other variables – which are measures of the various factors likely to affect the strength of SP – and finds the ones that seem to account for variations in SP between teenagers. More specifically, it finds a combination of the smallest number of these 'independent variables' which can be combined to predict the level of SP of each teenager. The modelling only includes variables which improve the success of the prediction, at least to the extent that the improvement made by including that variable was unlikely to be the result of pure chance. In lay person terms,

each variable included represents a factor that seems to affect the strength of SP of the
teenagers surveyed.

Figure 1
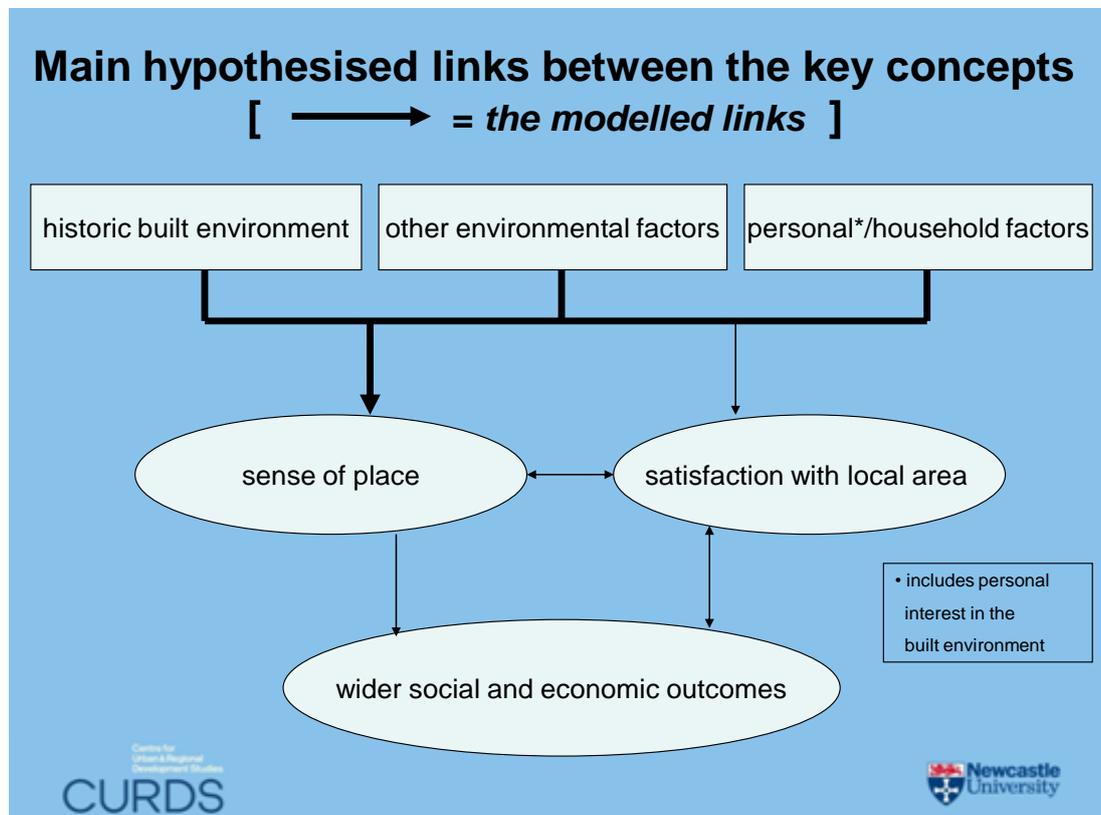
Table 4 summarises the results of the modelling; following the table is a summary of what the
model results mean. The way that the table gives the key results from the models may call for
some explanation, which follows below, but some readers may prefer to simply read the findings
which are on page 13.

- ➢ the columns on the right report results from 3 different models:
    - • the first is the model of teenagers' SP from the 2009 study
    - • the second is the main model here
    - • the third 'tests' the difference it makes if area satisfaction is included as a factor
- ➢ the header row reports the 'strength' of the model ("adjusted R^2")[6]
- ➢ each uncoloured row reports results for one variable (grouped within types of factor)
- ➢ there are four different possible entries in the table, for each variable in each model:
    - • "no" means this variable was not entered into that model (eg. unavailable in 2009)
    - • "0" means this variable was not a significant separate influence on SP in that model
    - • "+" means this variable was a significant positive influence on SP in that model
    - • "-" means this variable was a significant negative influence on SP in that model

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[6] R^2 is the proportion of the variability in the dataset that is accounted for by the model; Adjusted R squared is the
modification of R squared needed due to the number of terms in a model (Adjusted R squared increases only
if the new term improves the model more than would be expected by chance)

> rows that are shown in **bold** are those where there is a "+" or "-" in the second column: this is because the second column is the key set of results here, so these factors are being highlighted as of the most interest (although it is also important to note which factors prove *not* to be significant separate influences).

Table 4

	adjusted R²	*0.11*	**0.18**	*0.44*
level of satisfaction with their area as a place to live		*no*	no	+
personal factors				
Male		*0*	**0**	*0*
white British		*0*	**0**	*0*
how many relatives live near home		*no*	+	+
how far home is from school		*no*	**0**	-
how many friends live near home		*no*	**0**	*0*
did not name any place as their home area		*0*	**0**	*0*
named a rather large place as their home area (eg. a county)		*0*	**0**	*0*
named a very localised place as their home area (eg. a neighbourhood/village)		*0*	**0**	*0*
household factors				
moved into their current home less than 3 years ago		**-**	**-**	**-**
moved into their current home more than 10 years ago		*0*	+	*0*
moved into their home area less than 3 years ago		*0*	**0**	*0*
moved into their home area more than 10 years ago		*+*	**0**	*0*
general environmental factors				
lives in the Midlands		*0*	**0**	*0*
lives in the North		*0*	**0**	*0*
lives in what is officially an "urban" area (settlement over 10,000 residents)		*0*	**0**	-
size of settlement lived in		*0*	**0**	*0*
average commuting distance of employed residents in areas around home		*0*	+	+
level of residential turnover (recent in-migration) in areas around home		*0*	-	-
proportion of residents that white British in areas around home		*0*	-	*0*
level of crime in areas around home		*+*	+	+
level of deprivation in home neighbourhood		**-**	**-**	*0*
level of deprivation in areas around home		*0*	**0**	*0*
historic built environmental factors				
how historic they think their area is		*no*	+	+
relative importance of historic/attractive buildings locally		*0*	+	*0*
recalls recently visiting a historic building, bar school trips		*+*	+	+
cited building(s) making them proud of [or is special/unique to] their area		*+*	+	+
cited one or more building they do NOT like in their local area		*no*	0	*0*
proportion of buildings in areas around home that listed		*0*	0	*0*

In the previous study, just over 10% of the variation in the teenagers' sense of place (SP) could be predicted by the model (a notably lower level than for the adults, but adequate for individual-scale modelling, especially when there was little past research to draw on to guide choices of potential 'predictor' variables for the model). For this study, with some additional variables available, the main model's R^2 value reveals that over 18% of the variation between teenagers in levels of SP can be explained (a higher proportion than is common among analyses of the attitudes of people).

The column on the right-hand side of the table shows that well over 40% of the variation in SP would be explained if the model includes as a potential 'predictor' factor the level of satisfaction with their area as somewhere to live. A model including this variable could be seen as tautologous: teenagers who are satisfied with their area may *inevitably* answer more positively the survey's sense of place questions. As a consequence, this variable is not included in the main results reported below; even so, the table covers the results of this model because it is reassuring to see that most of the variables found to be important for the prediction of SP by the key model here also remain important if the model includes the level of area satisfaction.

The findings of the modelling are quite clear and are now summarised in lay person terms.
Echoing the 2009 model results, few **personal factors** are found to be important in shaping SP. Perhaps surprisingly, the level of teenagers' SP is increased by the number of relatives who live nearby but is not affected by the number of friends. The other variables listed in this upper section of the table confirm that, for example, the teenagers' *ethnicity is not influential once other factors have been taken into account*. (To be clear: modelling of this kind is carried out precisely to allow statements to be made about how influential any one factor is *once other factors have been taken into account*).

A higher proportion of the **household factors** are important in shaping SP and these results too tend to echo those found in 2009. The first two variables under this heading reveal that the longer it is since the teenager moved into their current home, the stronger their sense of place.

Looking at the results related to **general environmental factors** reveals two more parallels with the 2009 research findings. In particular, teenagers have again been found to have higher SP levels if they live in areas with *higher* levels of crime, and also if they live where there are lower deprivation levels generally. In addition, teenagers have higher SP if they live where more people stay longer – ie. lower residential turnover – and where fewer local residents are not white British. Higher levels of SP are also linked with a greater tendency for longer distance commuting locally (which will tend to mean more local people being better paid).

All these factors are identified to make it possible to say *other factors were taken into account* when reporting how far a more **historic built environment** is in fact associated with stronger SP. These results are in the section at the foot of the table and it is remarkable that this section has the highest proportion of its variables that are significantly influencing the SP of teenagers. Thus the sense of place of teenagers tends to be higher if:
~ they <u>think their area was more historic</u> (and this is correlated with the 'true' HBE measure)
~ they <u>put rather more weight on historic/attractive buildings in making areas good</u> to live in
~ they <u>recall recently visiting a historic building</u> (not with school)
~ they had <u>cited 1(+) building/space as 'important'</u> to their local area.
(In the 2009 research, the latter two variables had also been found to be influential.)

In summary then, **the built environment *is* influential in shaping teenagers' sense of place** *even after numerous other factors have been taken into account*. Those who thought more about their local built environment – they valued historic/attractive buildings nearby and/or they had cited

a local building or place they thought was important to the area – had higher SP levels on average. Thinking their area was more historic (and generally this was linked with the HBE measure of how far the area *actually* has more listed buildings) also increased their sense of place. It also emerges that a higher SP is associated with remembering a recent non-school visit to a historic building. These results clearly reinforce the findings of the 2009 study that fostering interest in the historic built environment can enhance the sense of place of teenagers.

2.2 The historic built environment and teenagers' satisfaction with areas

One way in which this study extended the 2009 questionnaire is by including a question on how satisfied teenagers were with their local area as a place to live. As revealed by the modelling results just reported, teenagers' strength of SP is quite closely linked to their level of satisfaction with their areas as places to live. In consequence, the findings about which factors are associated with higher levels of area satisfaction provide strong echoes with the factors producing higher SP.

Looking directly at the HBE measure of how historic the neighbourhoods are where the teenagers live, the evidence suggests that the higher the HBE level of their area, the more likely the teenager is to be satisfied with it as a place to live (Table 5). There were some parallels with the data on how historic the teenager *thought* their area was: the highest area satisfaction was found among those who thought their area "predominantly historic" (the highest category), although there was no clear difference between the other categories (except that those with a "Don't know" response are less satisfied with their areas).

Table 5

HBE band	average of the teenagers' satisfaction with their area
Upper / High	24.2
Middle / Medium	23.7
Lower / Low	22.7

As with the SP values earlier, there is a danger of over-interpreting this pattern, due to the link between HBE values and other factors such as urban/rural and regional contrasts. One point to note is that – as with SP – for teenagers who live in the more deprived areas, whether the local built environment is more historic does not appear to affect how satisfied they are with their area. By contrast, teenagers away from the most deprived areas *do* have lower area satisfaction scores if their local area is less historic. One factor influencing teenagers in our sample living in those deprived areas that have historic buildings is that this historic fabric may be rather 'run down'[7] which means that it is less likely to make the local teenagers satisfied with their area. A simpler explanation would be that the views of teenagers in deprived areas are dominated by their

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[7] For example the North Park Road Conservation Area, Bradford, is among a list of Conservation Areas in England considered to be 'at risk' and is situated close to Challenge College, Bradford

awareness of the relative poverty locally and, as a result, they are less likely to feel satisfied with their area even if it has a more historic built environment.

2.3   Local buildings, monuments and spaces that are <u>important</u> to teenagers

The types of buildings, monuments or spaces seen as important varied between different areas and different teenager characteristics. For this reason, it is important to look at the responses within relevant categories; this helps avoid bias in the findings due to the teenagers who were surveyed inevitably being an imperfect sample of all teenagers across the country. The results here are from the important buildings form (Annex 3), with the responses then analysed to identify nominated listed buildings, SAMs, or historic gardens (termed 'listed sites' here).

Looking first at the sample as a whole, listed sites were found to feature strongly among those that were identified by teenagers as important to them.

- Over half (58%) of respondents identified at least one listed site among their important buildings and places
- Over a fifth (22%)[8] of respondents' cited important buildings monuments or spaces were found to be listed sites
- 9% of named important buildings, monuments or spaces were Grade 1 listed buildings
- A further 13% of citations were of Grade II* or Grade II listed buildings
- Less than 1% identified SAMs within their list
- 59% of buildings or monuments whose age was identifiable[9] were built before 1939
- 30% of buildings were built before 1850

Respondents living in the least historic built environments were considerably less likely than others to name listed sites among their choice of important buildings, monuments and spaces (Table 6).

Table 6

HBE band	% citing one or more listed site
Upper / High	63.6
Middle / Medium	59.2
Lower / Low	39.1

To a lesser degree, respondents living in higher deprivation areas were also less likely to cite listed sites among the buildings or places that were important to them (Table 7). White British teenagers

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[8] The names, addresses and descriptions were in many cases vague, or respondents used the locally known short-hand for the name relating to selected buildings or monuments. As a result, finding whether the selected building was listed was both time consuming and potentially inaccurate and some 23% were unsuccessfully identified as being listed or not. It is anticipated however that the proportion of buildings that we have identified as listed will be an underestimate.

[9] In some cases we were unable to obtain either an image of the selected buildings or monuments or an estimated construction date, so some 22% are excluded from these analyses

were slightly more likely than those from ethnic minority groups to include listed sites among those that were important to them (60.7% compared with 52.4%). This level of difference is less than that between teenagers in more deprived – where many teenagers from ethnic minority groups live – and teenagers elsewhere: this evidence suggests that there is little or no additional 'ethnic effect' on the level of teenagers' interest in historic buildings.

Table 7

Deprivation band	% citing one or more listed site
Upper / High	47.1
Middle / Medium	58.5
Lower / Low	63.5

Boys were less likely than girls to have named listed sites among those that are important to them; there was an even greater significant difference between the boys and girls in how likely they were to include buildings built before 1850 (
Table 8 and 9).

Table 8

	% citing one or more listed site
Male	54.6
Female	62.8

Table 9

	% citing one or more buildings built pre 1850
Male	42.7
Female	55.0

The likelihood of listed sites being among those thought important by teenagers is best understood by reference to the wide range of different types of buildings, monuments and spaces which the respondents nominated. **Error! Reference source not found.** shows that in fact the three most popular categories were shops, schools and leisure facilities: none of these are likely to include very high proportions of listed sites.

The reasons why different types of site were selected varied. For example, shops, leisure facilities and sports venues were mainly chosen for personal use reasons (not least as meeting places), while schools were often chosen for reasons relate to important memories, but cathedrals, castles, stately homes and other historic buildings tended to be seen as important because they were historic or famous.

To illustrate more readily how the mix of reasons for why they thought them important varied by the types of buildings and sites, as well between different groups of teenagers, the reasons teenagers

Figure 2

Buildings, monuments and spaces that are important to respondents

Category	% of responses
shops	13%
school	11%
leisure	10%
open	8%
church (christian)	7%
park	7%
sports	7%
other historic	6%
tower / landmark art/ monument	6%
civic	5%
modern building	3%
transport	3%
cathedral / abbey	2%
beach	2%
non christian religious building	2%
misc	2%
pub	2%
stately home	2%
river	1%
museum	1%
harbour	0%
castle	0%
youth centre	0%

gave have been grouped here into five categories. Table 10 provides several examples of the reasons teenagers gave when citing a building or space as important to them, showing how the five categories of reasons each includes a range of broadly related factors which make a building or site important from the viewpoint of a teenager.

Figure 3 looks at the nine types of building or site most frequently cited as important to teenagers, with each then divided up according to the type of reason given by the teenager for its importance. The first two categories of reason are those of the most direct interest here (ie. "historic/famous" and also "unique/distinctive/attractive/ landmark"). These were the reasons given in nearly half the cases of named Christian churches and civic buildings, as well as other historic buildings and open spaces in general. By contrast, these reasons were much less likely to be given for other the types of building, or parks.

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Table 10

| Categories	Examples
Historic / Famous	"This is where the world's first test tube baby was delivered by Patrick Steptoe. How cool is that and yes it's in Oldham!" "Part of the history of Bibury and a beautiful historic building in keeping with the other picturesque houses". "It represents history and heritage. It's a symbol of Bradford's textile industry" "I love old buildings. This was recently on fire and it broke my heart when they announced that it was going to be demolished"
Unique / Attractive / Landmark / Distinctive	"Magnificent building on the horizon. You can see the whole of Exeter from it" New feature to Exmouth and is a nice eye appealing structure and building" "Unusual, recognisable, makes Gateshead famous" "It's the strangest looking house and its beautiful"
Memories	"it was my primary school where I was very happy" "My dad used to work here and I used to visit him" "I went there nearly every other day when I lived in Hitchin"
Personal use / Religious use / Meeting friends	"Go shopping and a good place to chill" "Bebe nanaki gudwara is important to me is because it is mine and my family's main place of worship" "Meeting place for me and my mates" "I go there when the weather is nice and walk my dog"
Wider community use	"Great place for social events of all ages" "Every village wedding, funeral, christening happens here"

Figure 3

19
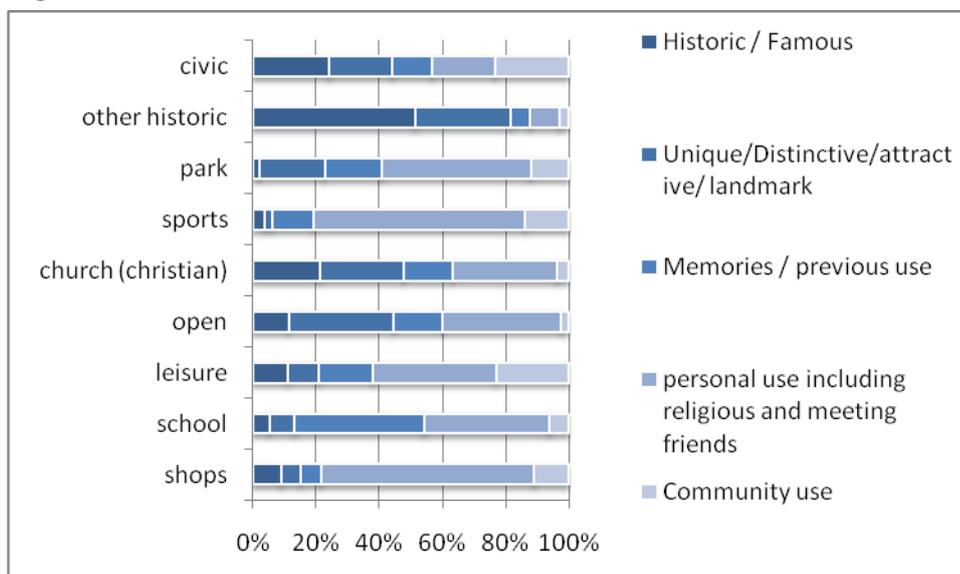
This form of analysis can also be applied to the reasons given by different groups of teenagers (while bearing in mind the different teenagers will have named different types of building or space as important). **Error! Reference source not found.** 4 classifies teenagers by how historic the local environment is where they live: into upper, middle and lower bands of historic built environment. Teenagers living in less historic areas were more likely to cite buildings or places due to their personal use of them, or somewhere to meet their friends, rather than because they were historic, attractive or architecturally distinctive.

Figure 4
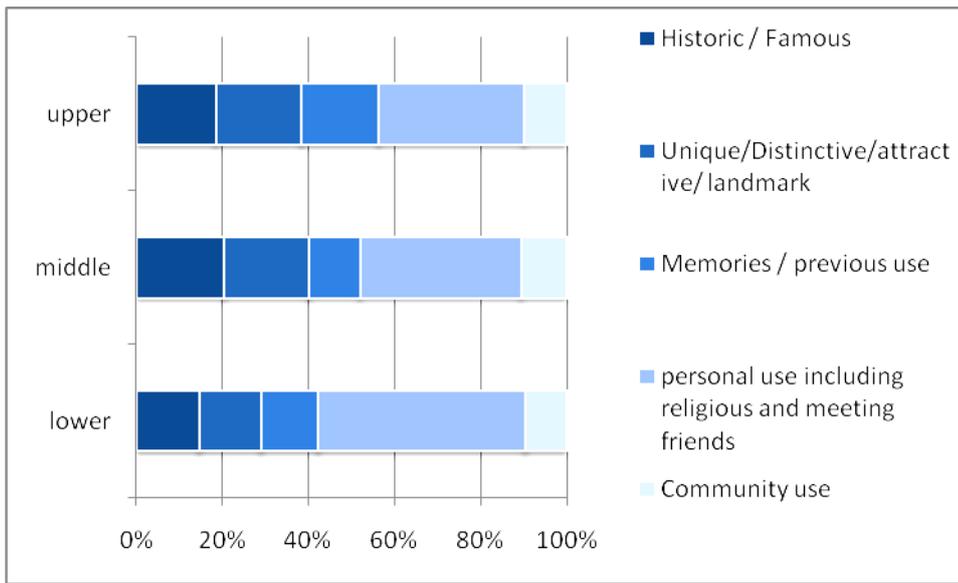
It should be noted that these differences reflect the views of teenagers in general: in one case where the study prompted teachers to focus on local history, teenagers responded by becoming more interested in heritage aspects of their local environment. Figure 5 shows that, more generally, reasons for sites' importance varied little between teenagers living in more or less deprived areas.

Figure 5
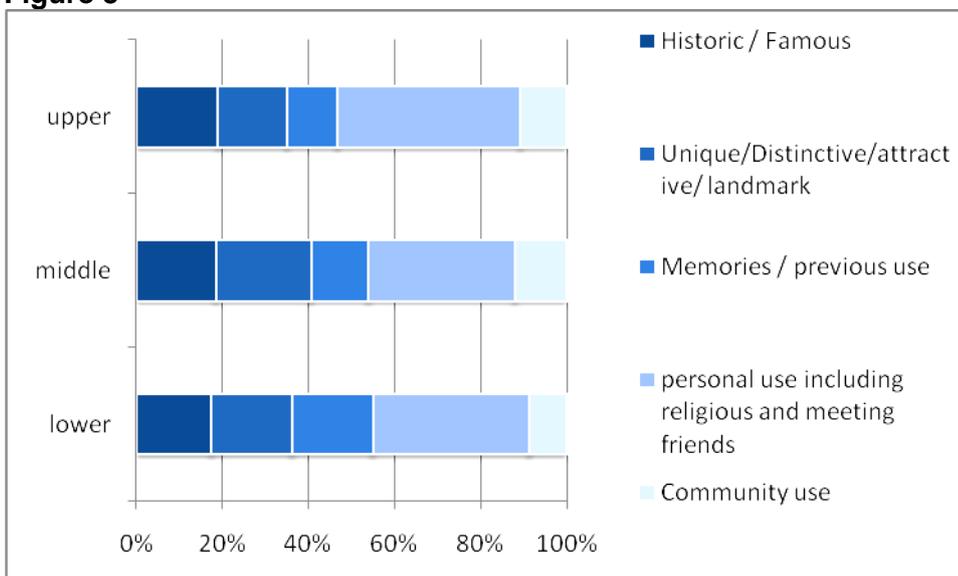
There was also little difference between girls and boys in the reasons for citing buildings or other sites as important, although girls were slightly more likely to focus on unique, distinctive, attractive or landmark sites.

2.4 Buildings, monuments or spaces making teenagers proud of their area

The results in this and the three following sections of this part of the report derive from the questions on the main questionnaire (Annex 2). Over half (58%) of the sample teenagers identified one or more building, monument or space that makes them proud of their local area. Figure 6 shows that the spaces teenagers were proud of included parks, fields, woods, beaches and rivers.

Figure 6
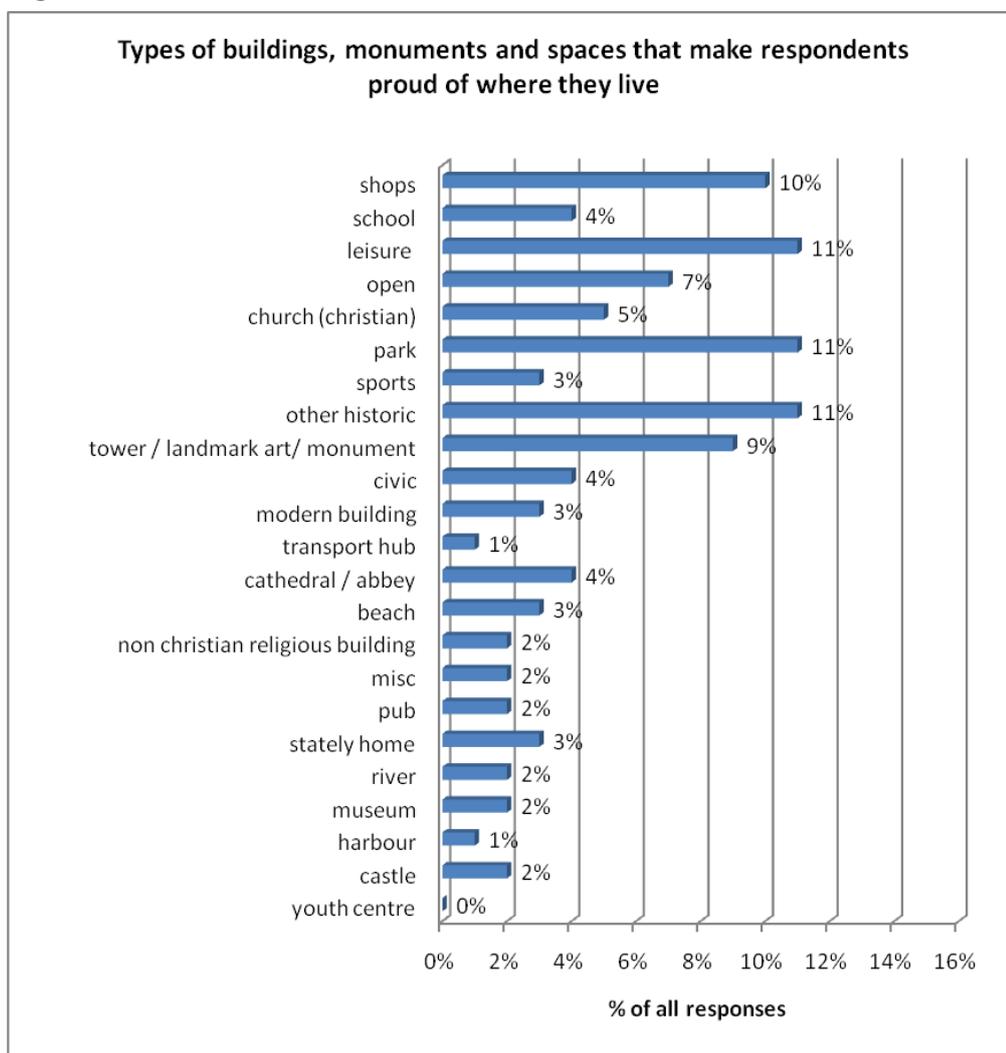
Historic buildings do provide a major contribution to the buildings teenagers are proud of: examples include old houses, halls, mills and factories. In addition, buildings which are famous or important to the history or heritage of the area feature, such as towers, bridges, memorials and monuments which were named, along with castles, libraries, town halls and stately homes. In total, churches, abbeys and cathedrals account for 9% of all the buildings, monuments or spaces that made

respondents proud of where they live. In fact, more than a quarter of the buildings and monuments that teenagers were proud of were found to be listed.

The reason given most frequently by teenagers as to why they were proud of the buildings they cited was personal use (Figure 7); the other very widely stated reasons were historical significance, fame and attractiveness.

Figure 7

Why respondents are proud of buildings and places
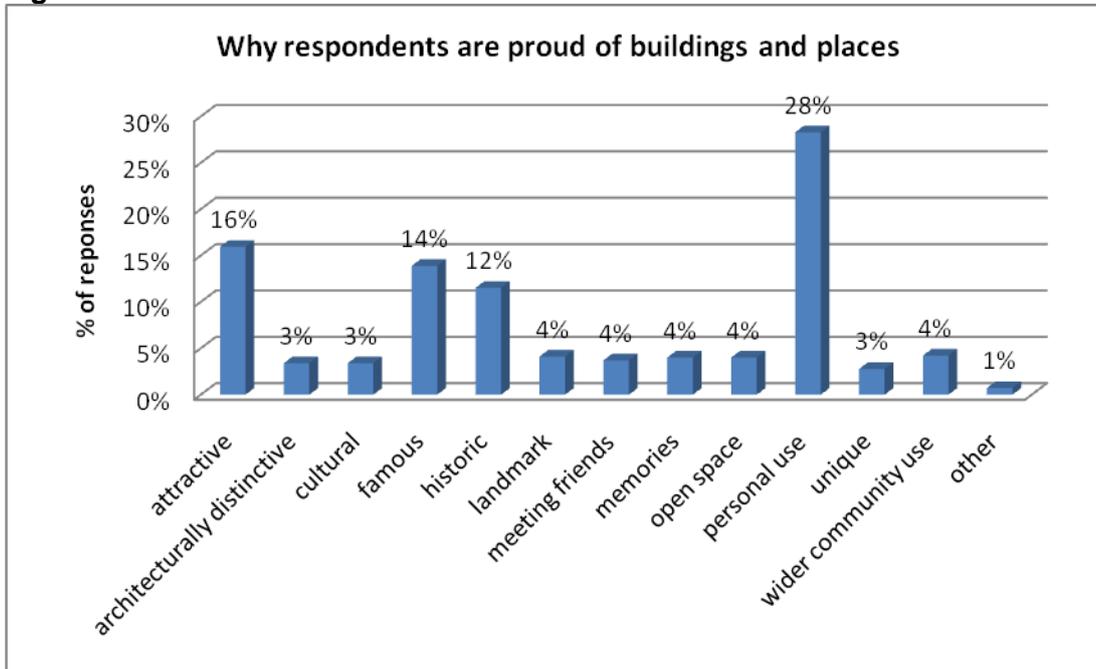
Perhaps surprisingly, teenagers from more deprived areas were rather more likely to have named a building, monument or space that made them proud of their area. Although some schools had provided a 'briefing' on the local area before the questionnaires were completed, there is no clear evidence that this was a systematic difference between schools in high and low deprivation areas. One contributory factor could be the pride that some respondents from minority groups felt about their local places of worship. At the same time, teenagers living in areas with few local historic buildings were *less* likely to name any building, monument or space in their local area which made them proud of where they lived.

These findings can be related to the preceding results on area satisfaction and sense of place. Here the interpretation is that the local historic built environment can play a role in how teenagers feel about their area, but that this is at most secondary to more basic differences between those living in more deprived areas and those elsewhere.

2.5   Buildings, monuments or spaces that are seen as distinctive or special

Just over half of the teenagers (51%) identified at least one building, monument or space in their local area that they consider distinctive or special. Of the buildings they cited, almost half were found to be listed. Monuments, towers and landmark art account for 1 in 7 of all the cited features (Figure 8). There were numerous examples of noteworthy features of local areas (eg. the bull sculpture in Birmingham's Bullring). Other teenagers cited the distinctive or special nature of more widely known local landmarks, many of which are of course listed (eg. Blackpool Tower or the crooked spire of the church in Chesterfield).

Figure 8
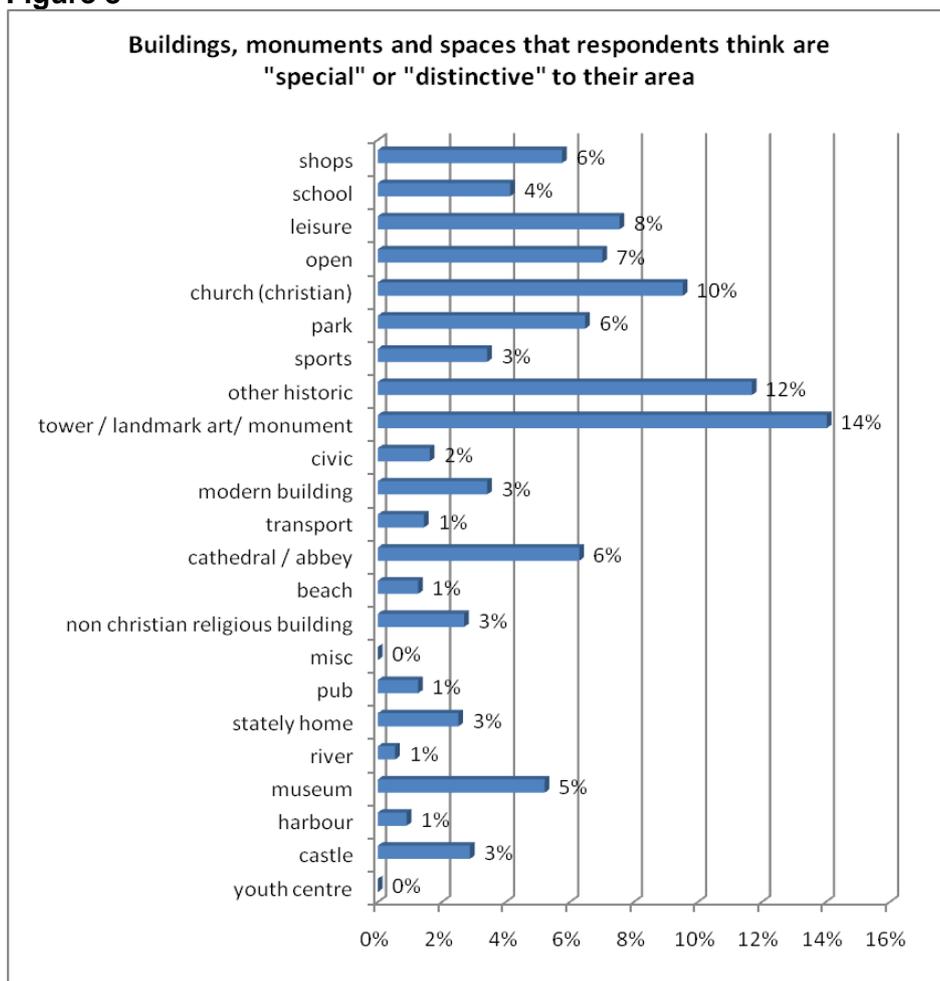
The likelihood of identifying a building, monument or space as distinctive or special varied between teenagers according to whether or not they live in a more deprived areas, or a more historic area; that said, these area differences were less pronounced in the answers to this question than they were for the questions analysed above.

The reason for identifying a building, monument or space as distinctive or special that teenagers gave most frequently was its historic character (Figure 9)**.** The second most widely given reason was their personal use of it, followed by reasons related to fame, attractiveness or architecture.

Figure 9

Reasons why respondents thought buildings and places were distinctive or special
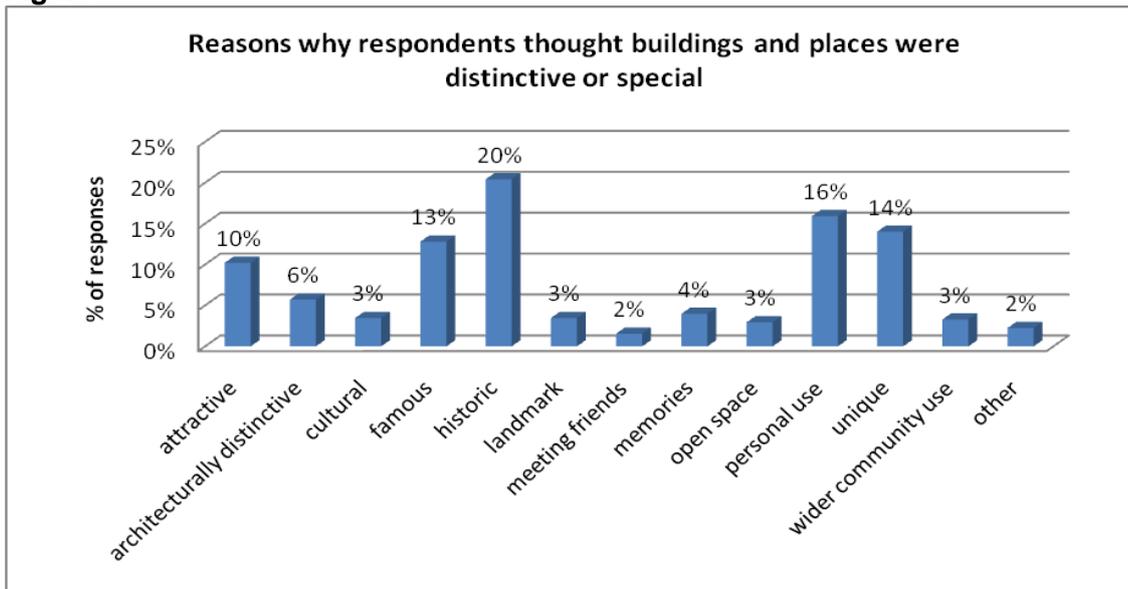
2.6 Buildings, monuments or spaces making teenagers attached to their areas

Nearly three out of five (58%) teenagers cited at least one local building, monument or space that they were attached to (i.e. they would miss it if they moved away and/or if it was no longer there). Figure 10 shows that outdoor spaces are strongly represented among the sites making teenagers attached to their area. The most frequently cited type of place was parks (16% of all responses), with open spaces (such as fields and woods) along with beaches also frequently named.

Although parks form an important part of the historic built environment, only a minority of the parks and open spaces cited by young people were found to be historic. Among building types, shops were the most frequently cited. As a result, historic buildings, churches and other religious buildings were less prominent in these responses. In fact just 9% of all buildings, monuments and spaces that made teenagers more attached to their area were found to be listed.

The key factors behind the rather different profile of the responses to this question are seen in the reasons given for the choices made (Figure 11). Above all, what made teenagers feel particularly attached to a building, monument or space was personal use. Although some teenagers have cited historic buildings, the main factors that lead to their attachment are not much more likely to make them attached to buildings, monuments and spaces which are not historic rather than ones which are not.

Figure 10

Types of buildings, monuments and spaces that respondents feel attached to

Type	% of responses
shops	15%
school	7%
leisure	11%
open	12%
church (christian)	4%
park	16%
sports	10%
other historic	4%
tower / landmark art/ monument	3%
civic	2%
modern building	1%
transport	1%
cathedral / abbey	1%
beach	5%
non christian religious building	2%
misc	0%
pub	1%
stately home	1%
river	2%
museum	1%
harbour	0%
castle	1%
youth centre	0%

Figure 41

Reasons why buildings and places make respondents feel attached

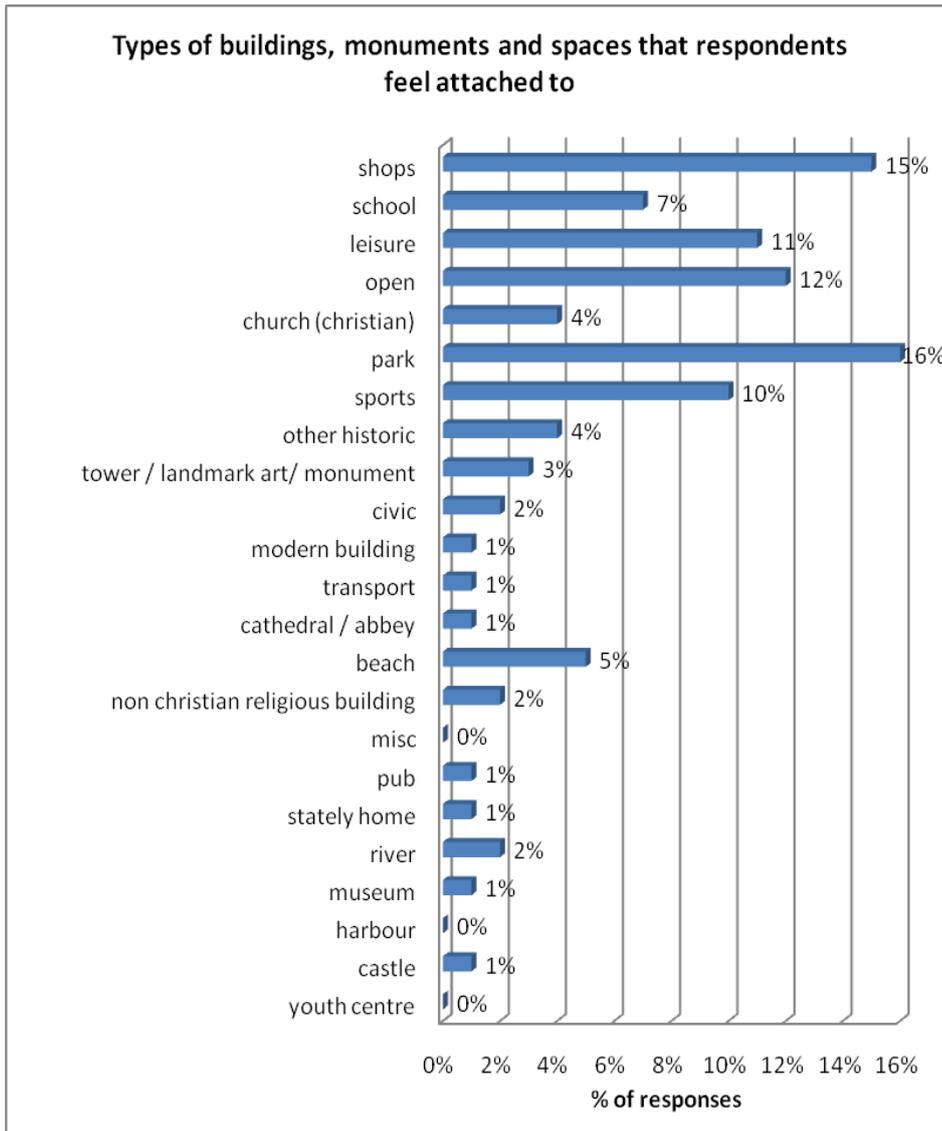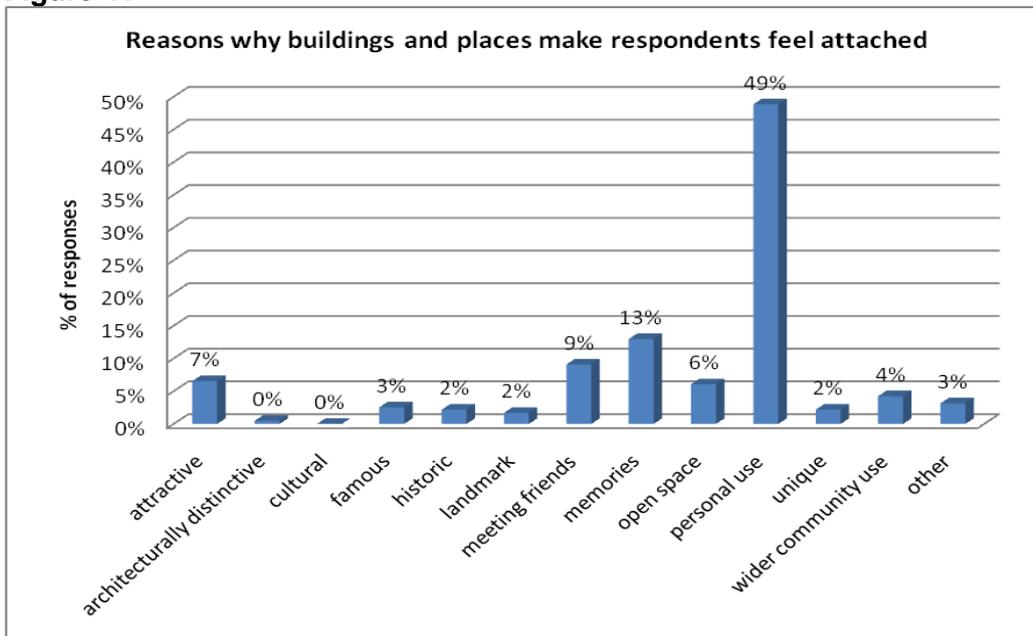| Reason	% of responses
attractive	7%
architecturally distinctive	0%
cultural	0%
famous	3%
historic	2%
landmark	2%
meeting friends	9%
memories	13%
open space	6%
personal use	49%
unique	2%
wider community use	4%
other	3%

2.7   Local buildings, monuments and spaces that teenagers dislike

Less than two in five teenagers (37%) identified a building, monument or space that they disliked. Buildings and spaces that young people disliked included blocks of flats, housing estates and former industrial sites.

Figure 12 shows that by far the most frequently given reason to dislike a building or space was that it was ugly (or some near synonym, such as unattractive or "an eyesore"). The next most common reasons were the perception that the building or space is unsafe or rundown. Other information given by the teenagers suggested that they felt threatened there, including cases of fear that it acts as a focus for crime. There was a notable absence of historic buildings or spaces – such as 'at risk' heritage properties – among those the teenagers disliked. Figure 12 also shows that teenagers are not prone to dislike buildings because of their being markedly "modern" in appearance.

Figure 12
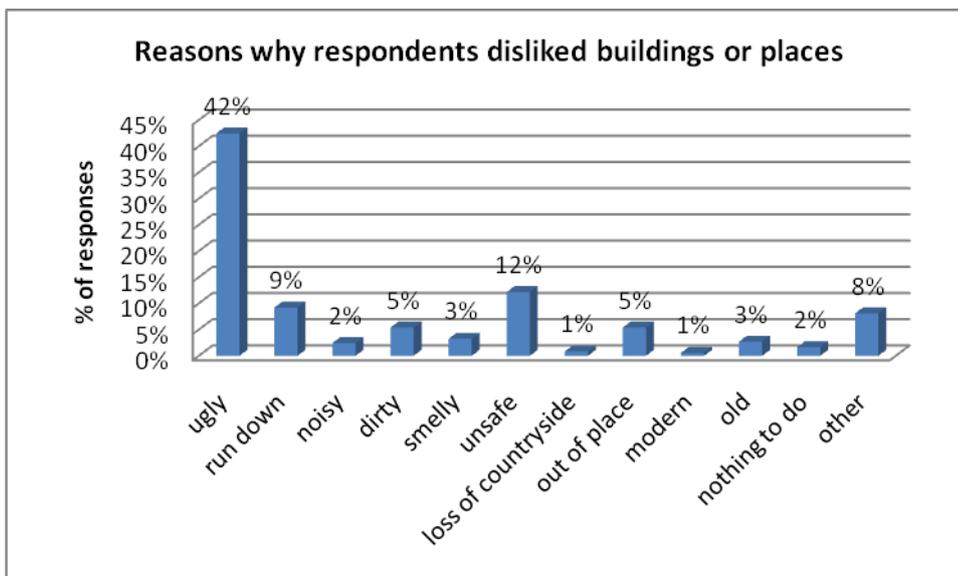
2.8   The spatial 'footprints' of teenagers

The spatial 'footprints' of teenagers was calculated from the geo-positioning data stored for the photographs which were successfully geo-tagged (of which there were 1,055 in total). For each teenager with the requisite data, the size of the footprint was calculated as the median of the distances between their home and their geo-tagged photograph locations.

As might have been expected, teenagers from more deprived areas have on average slightly smaller footprints. Table 11 shows that teenagers from more historic areas also tended to travel less far to the location of their photographs. This could be at least partly due to there being rather

more notable buildings nearby. Indeed this factor may also be relevant to at least some teenagers in more deprived areas, because many deprived areas are in inner city locations and so quite close to the notable buildings which tend to be found in city centres.

Table 11

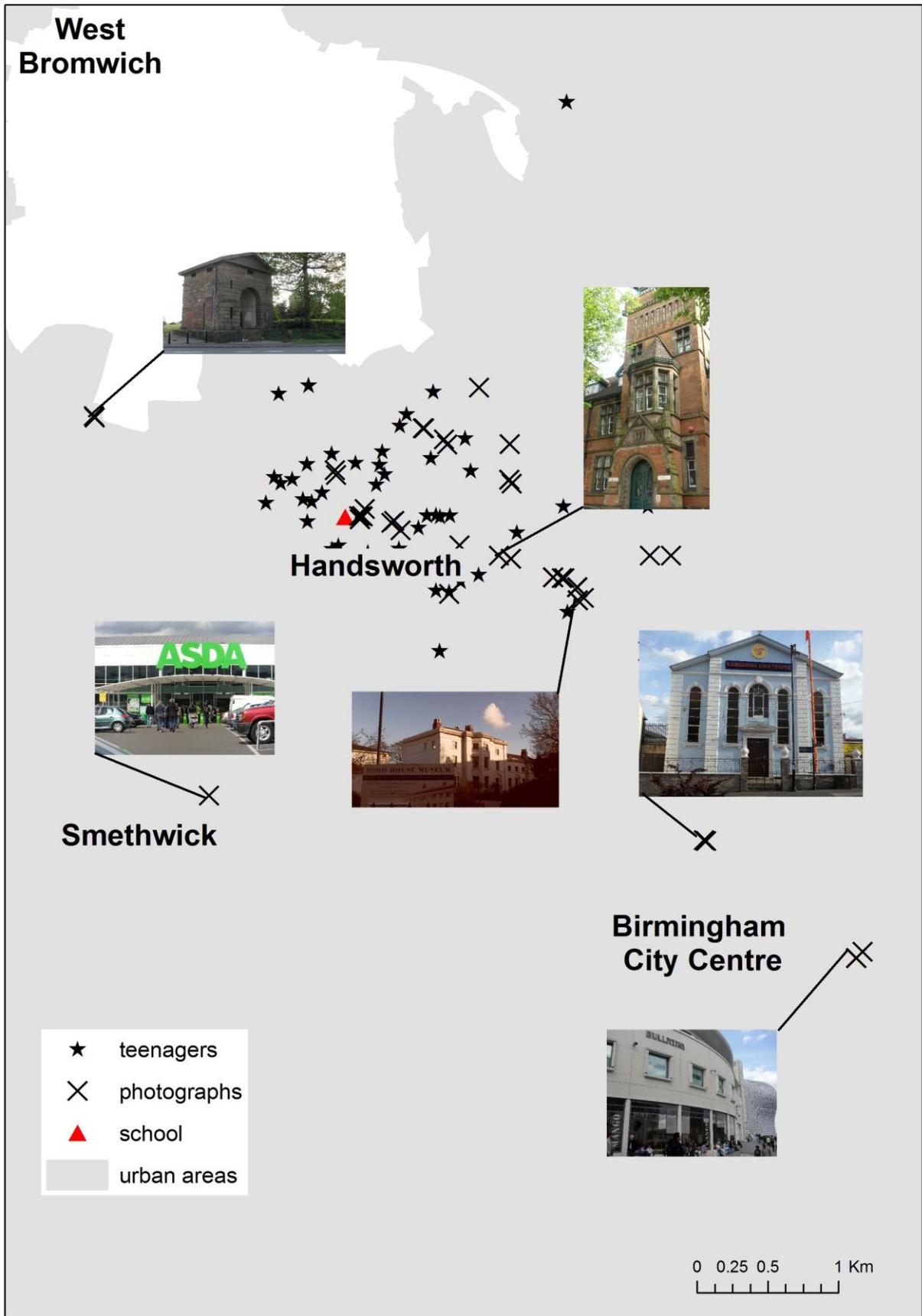| HBE Band	footprint size (kms)
Upper /High	2.806
Middle / Medium	3.686
Lower / Low	3.745

Of course, it must be kept fully in mind that these contrasts are between the *average* values for different groups: there are some teenagers from more prosperous neighbourhoods whose photographs are all from within a few hundred metres of their home. The area categories here – based on neighbourhood HBE or deprivation level – cover teenagers whose footprints vary widely. This variation between individual footprints is potentially explainable by a statistical model like the one presented above on sense of place (SP), but a brief test showed that the factors which *did* explain a fair proportion of the variation in SP were unable to explain the variation in the footprints of teenagers.

As a result, the discussion here turns to more qualitative data on, for example, why more of the teenagers in deprived neighbourhoods had small footprints when photographing chosen buildings. Anecdotal feedback from face to face interviews included examples of teenagers who had difficulty in travelling to some of their selected buildings, monuments and spaces. Cost, time and parental restrictions were all possible constraints. In addition, because of the limited time period allowed for the fieldwork, teachers needed to actively encourage teenagers to quickly take photos and get the cameras back to school as soon as possible. In some cases this may have resulted in 'short cut' choices instead of those they would have preferred in different circumstances, but exploratory analyses of the data suggest that the evidence set out here is fairly representative. For example, comparison between the proportion of listed buildings cited on the historic buildings forms and the mix of photographs taken reveals little difference.

Teenagers belonging to minority ethnic groups have an average footprint little more than half the size of that of the majority group. The implications of this for engagement with ethnic minority groups are less clear cut, because of the minority groups' spatial concentration in inner city areas where all types of teenager tended to travel less far. Map 1 illustrates this in the case of teenagers at the Holyhead School in Handsworth (Birmingham). It can be seen that many live within a 1 km ring around the school. The large majority of the geo-tagged photographs (and also the buildings, monuments or spaces chosen as important) are located either in these local neighbourhood areas or in Birmingham city centre which is not far distant.

The inner city situation can be contrasted with that in very rural areas. Map 2 shows the evidence of teenagers in Lady Manners School (Bakewell) which has a wide hinterland in the Peak District. Many of the teenagers at this school live in small villages some distance from the school and

Map 1   Location of photographs by teenagers at Holyhead Schhol (Handsworth)

West
Bromwich

Handsworth

ASDA

Smethwick

Birmingham
City Centre

★ teenagers
✕ photographs
▲ school
urban areas

0   0.25 0.5   1 Km

have chosen to take photos not far fom their homes (Map 2). Others have much larger footprints, in that they chose buildings and spaces considerable distances from their homes. The overall effect is that the photos from the sample of teenagers at this school have been taken over a very wide area, due to the large dispersed catchment of a school serving remote rural areas.

Map 2   Location of photographs by teenagers at Lady Manners School (Bakewell)
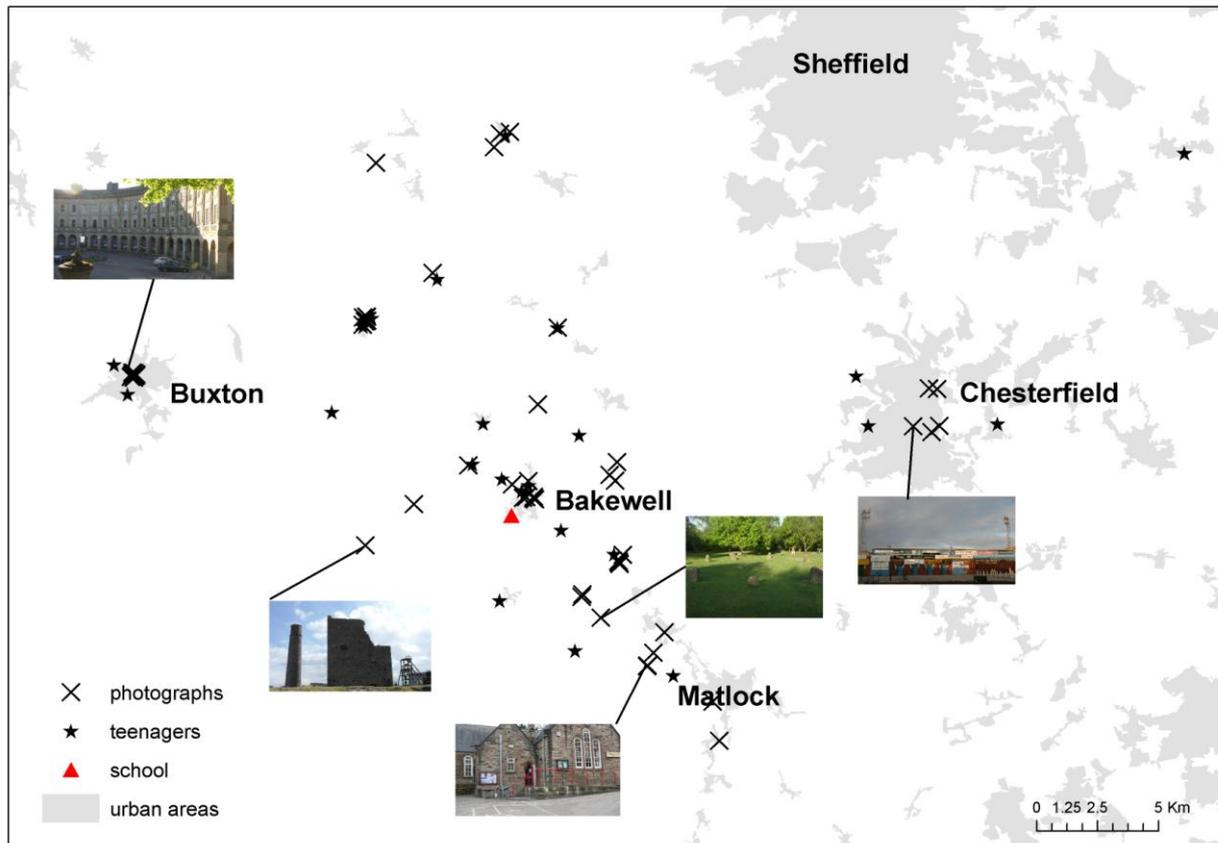
Map 3 shows the case of Exmouth College where most of the teenagers live either in a residential part of Exmouth or in one of the surrounding villages. Most of the photographs come from the town's seafront or centre, with just a few of iconic sites further away, including on the edge of the town the National Trust property A la Ronde and also, not surprisingly, the cathedral in Exeter.

To summarise: most of the teenager footprints were relatively small. The implication for strategies to engage young people in activities related to the historic environment are not certain. There seem to be potential benefits from developing teenagers' latent interest in their own areas, and thereby potentially enhancing their sense of place. A focus on the local built environment can produce savings on travel time and cost for visits – either as school trips or for families or individuals – thereby increasing the chance that teenagers will have an experience that will become a memory for them, because this was earlier seen to be a key reason for selecting a building or space that they value.

Map 3   Location of photographs by teenagers at Exmouth Community College
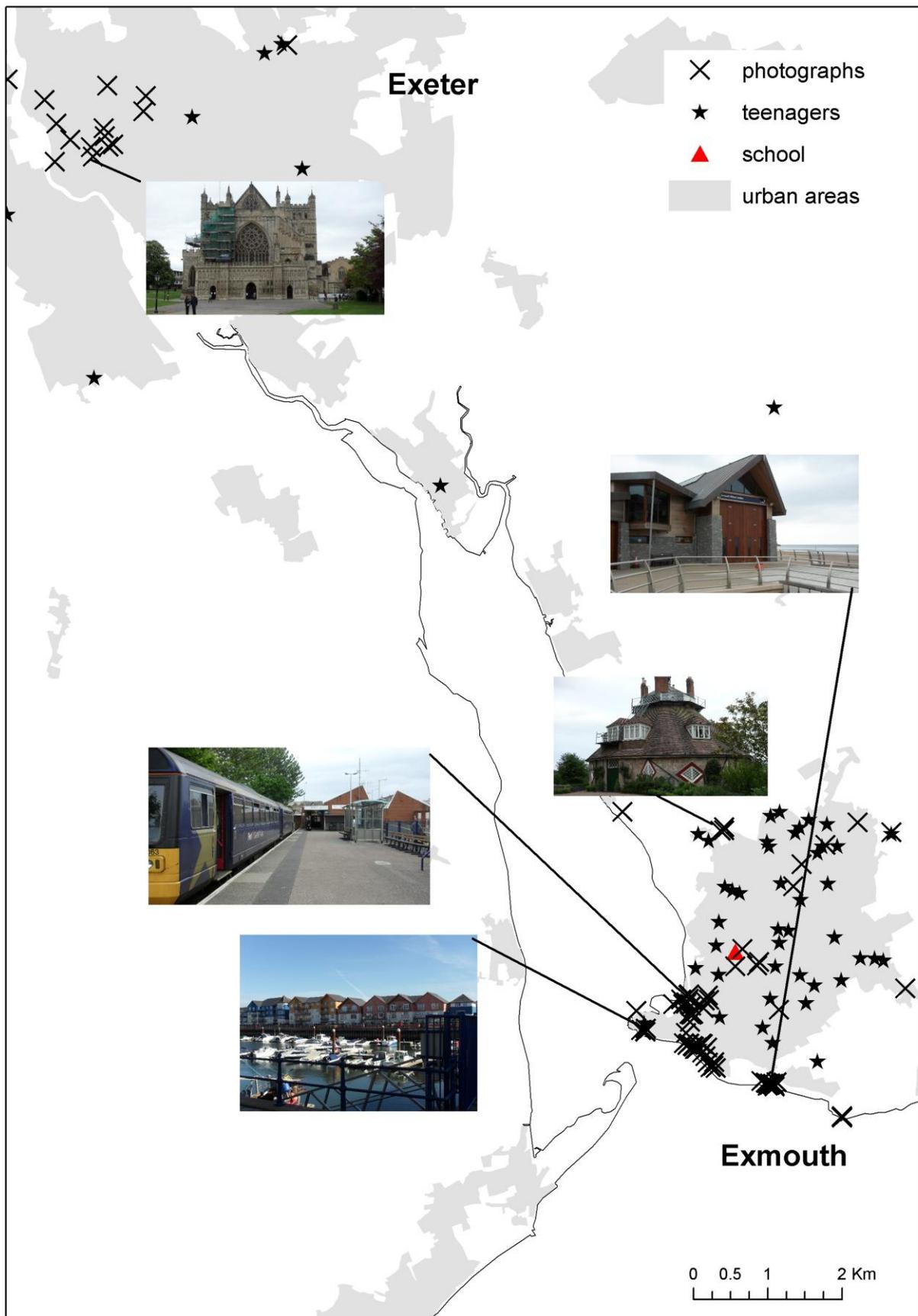
2.9   Reflections on the implications of the findings for wider engagement

The results summarised in this part of the report have confirmed that the historic built environment is important to teenagers. First the statistically robust modelling of the newly collected survey data echoed the 2009 research in showing the positive impact of an interest in the built environment on teenagers' sense of place. Following this, the new data on the level of satisfaction with their home area found that an absence of a historic element of the local environment lowered teenagers' satisfaction with their areas as a place to live (unless their area was among the more deprived neighbourhoods in the country).

The role of the historic built environment also came through in the detailed responses of the teenagers to questions about local buildings, monuments or spaces that they value for one reason or another. Only a minority of teenagers did not cite features of their local environment which made them proud, that they though unique or special or that were important to them in some other ways. Nearly half of the buildings teenagers thought to be distinctive or special were listed buildings.

Along with these broadly encouraging conclusions it is important to recall other aspects of this evidence of teenagers' interest in and engagement with the historic built environment. A first point is that – as would be expected – historic buildings are by no means 'top of the agenda' for many teenagers when they think about their local area. In fact the single factor that is most likely to lead a teenager to name a building as in some way important to them is that they use it personally, followed by memories relating to that building monument or space. Personal use, whether current or past, was the reason given for more than 3 in 5 (63%) of the buildings, monuments or spaces being important to the teenagers sampled.

There were also some considerable variations to the mainly positive findings reported here. Several of the analyses reported that teenagers living in areas where little of the local built environment is historic show less interest in historic buildings: this is something that heritage professionals will find difficult to overcome. There was also some evidence that teenagers from more deprived areas have lower levels of engagement with, and 'revealed' interest in, the historic built environment. One possible solution might lie in focussing on local buildings, monuments and spaces which are not currently listed but are still considered important to the local community. More encouragingly, there was little sign that teenagers from ethnic minority groups are less interested or engaged than their white British peers from the same areas. This suggests that coming from an area where many people are poor – and so probably coming from a poor household themselves – seems to be the key factor, rather than ethnicity as such.

To be specific, the evidence was that teenagers from higher deprivation areas were:
- less likely to visit historic buildings as part of a school trip
- substantially less likely to have made a visit separately from school (eg. with family)
- less likely to consider historic buildings important as making an area good to live in
- substantially less likely to name a listed building as one that is important to them.

Of course, the fact that some deprived areas tend to have fewer historic buildings locally will have played a part in producing these differences. Teenagers from more deprived areas were more likely to choose buildings, monuments and spaces because of their personal use of them, and less likely because of their memories relating to them, or because they were attractive.

The extent to which some educationally disaffected young people were able to engage well with aspects of the research went beyond expectations. Examples included:
- teenagers from one Pupil Referral Unit discussing with parents and grand parents their selection of important buildings
- a girl attending a Pupil Referral Unit that staff had found very difficult to engage with enjoying taking photos and developing a subsequent interest in photography
- teenagers from one Pupil Referral Unit being trusted to borrow the camera unsupervised; the camera was successfully returned each time and is understood helped to add to levels of mutual trust between the teenagers, as well as between them and the teacher.

Also unexpected was the finding that involvement in the study had promoted for some a greater level of interest in their local environment. Face to face interviews found examples of:
- subsequent visits to historic buildings
- independent research to find out more about local historic buildings
- a greater awareness of historic buildings locally.

The research has not asked teenagers what could make them more likely to engage with the historic built environment. From the present study, it is only possible to conjecture, given the form of approaches taken here. However, for historic buildings to be important to teenagers it would seem obvious to state that they need to become more relevant, more useful and more accessible. In the case of buildings, monuments and spaces within – or very close to – more deprived areas, there may be a case for reconsidering the cost of entry for local young people, or for developing potential local community usage, particularly for events that might generate important memories.

3   Research engagement

This part of the report reviews how far the research strategy succeeded in engaging the sampled teenagers in the research process. The reason why this is important stems from the fact that the research has shown that most teenagers are indeed, at least potentially, interested in their local built environment. As a result, the key question in the background is whether at least some of the approaches used here could be applied – after some development perhaps – more widely as part of a strategy to get teenagers interested in and engaged with the historic built environment.

The issues addressed in this part of the report are not concerned with what teenagers said but about the value of the various approaches taken by the research to get teenagers thinking about the historic built environment. All the approaches taken were delivered by teachers, which means that whether any particular method can be considered a success depends not only on whether the teenagers responded effectively but also on whether teachers found it practical and useful to them. These questions are addressed here, with each of the following sections considering one element of the research strategy.

- ➢ The questionnaire (as developed from that first used in the 2009)
- ➢ The separate important buildings form (IBF)
- ➢ The geo-tagged photographs
- ➢ The classroom discussion

As well as these methods for gathering teenagers' views about the local historic built environment, the study has included some follow-up interviews with a selection of the teachers and teenagers. The responses in these interviews have fed into the evaluation of the four methods listed here. One final section of this part of the report provides an overview of the lessons learnt on the research methods pursued here.

3.1   The questionnaire

This study has refreshed the 2009 survey of the strength of teenagers' sense of place. In general, the developments to the questionnaire were successful, with one notable example being the new question to find how far teenagers are satisfied with their local areas as places to live. This has provided interesting information on links between how far an area has a historic built environment, and how positive the attitudes to the area are of the local teenagers.

Unlike the 2009 survey which was aimed at Year 9 (13/14 year olds), the survey in this study sampled teenagers who were a year older[10] (Year 10). At the same time, including mixed ability classes and seven PRUs among the sample meant that by no means all the respondents this year would find the questionnaire easier than those who were in the 2009 sample did.

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[10] in one school the survey was also completed by teenagers in Year 9 but these results have not been reported here

The overall assessment of the innovative approach of setting the questionnaire within a full lesson plan is that it has proved to be useful for teachers. The lesson plan is thought to be better suited for Year 9 due to its design meeting some requirements[11] set by the National Curriculum for this age group. As was shown by the 2009 study, the questionnaire need not be linked with any of the other survey instruments which were additional part of this study (e.g. the IBF). At the same time, it has been proved to be a flexible resource by being used in different combinations of related activities by different schools.

The questionnaire did however prove to be challenging for those teenagers
- lacking in confidence to think independently
- with weak reading skills
- with low levels of concentration.

Teachers working in Pupil Referral units generally found the questionnaire to be too complicated and too long to be implemented easily. In particular several of the PRUs had difficulty in getting their teenagers to sit down and complete the questionnaire, so in some cases it took several attempts to achieve completion.

The historic built environment community could use the questionnaire as a device to bring issues of interest to the attention of teenagers in the Year 9 age group. It seems probable that if the questionnaire and associated lesson plan – perhaps with some linked resources – is given a final 'polish' and made easily available, then promoting it as a way to meet the National Curriculum obligations will lead to its take up by many schools. It could be provided as a simple printable questionnaire to download, with additional web-based options including formats which generate tables and graphics of that school's own responses, set against benchmarking results from the teenagers surveyed by this study. There could also be an option for the schools which complete the surveys to submit their results, thereby providing a continually updated resource for the historic built environment community to analyse.

3.2   The important buildings form

The original motivation behind the important buildings form (IBF) was to provide base-line information on the buildings which were subsequently photographed. Its simplicity meant that it posed few difficulties. It was generally administered either within the same lesson as when the questionnaire was completed, or taken home and completed in tandem with taking the photographs of selected buildings.

As the IBF was not set within a lesson plan, it was in fact used by teachers in widely varying ways. For example, some teenagers were found to have researched the age and history of their selected buildings: in some cases this was recommended extension work, but in other cases this was just out of personal interest. In the rather distinctive example of Oldham PRU the teacher worked

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[11] In the Year 9 curriculum geography is compulsory, regardless of levels of ability or interest

closely with the teenagers as part of two lessons discussing and researching the heritage and history of Oldham.

Some teenagers had difficulty in thinking of five buildings, monuments and spaces that were important to them, and so a minority of teenagers chose less than five. The amount of explanation of why buildings, monuments and spaces were important to them varied considerably between participating teenagers.

The potential future value of the IBF is not as clear as that of the questionnaire. This does not mean that the IBF has little potential value; instead the key point is that it is most likely to be used in support of one or other objective, just as the original intention was for it to be used to support the collection of photographs. Some teachers did find it to be a very valuable preparatory step towards taking photos. Completing their IBFs in some detail helped teenagers to contribute to any class discussions of their local built environment. Thus it is in a potential supportive role that the IBF could contribute in future; hence attention now turns to assessing the 'core' features of this study, starting by looking at the geo-tagged photographs because they had provided the original reason for the IBF.

3.3   The geo-tagged photographs

Feedback from both teachers and teenagers strongly indicated that those teenagers who did take photographs of their selection of important buildings particularly enjoyed the process, from thinking about what buildings are important and why, to then going out and taking their photographs. Feedback from both teachers and participating teenagers clearly suggested that going out into their local area with a camera had made the teenagers much more aware of the buildings in their local area.

For some participating teenagers the project had changed the way they look at their local environment. The following are example quotes from the follow-up interviews with teenagers.

> "Nan took me to Exeter to take a photo of the shopping street and told me all about the history of the Guildhall, which I'd never really noticed before"

> "I notice buildings more now"

> "learnt…about taking photos and downloading stuff. Not really used a camera much before"

> "going out taking photos made me think about what the area means to me"

For others the learning had come from researching more about their selected buildings.

> "…found out about chosen buildings"

> "…researched chosen buildings on the internet"

Some teenagers visited historic sites to take photos of their selected building and had visited with their families or others planned to visit with their families in the future. For a minority, taking photos and considering why their chosen buildings were important had not helped them learn more about their area, or changed their attitude towards their local environment.

> "I already knew a lot about village where I live"

> "I already appreciated my surroundings"

There were also potential learning benefits from teenagers developing broader geographical skills through either plotting photographs on a map or understanding scale through the use of Google Earth to see photograph locations. Teachers also reported that the full process meant that IT skills were developed due to the
- use of digital cameras
- challenge of successfully geo-tagging photographs
- downloading of digital photographs
- file labelling of digital photographs.

The extent to which teenagers developed IT skills depended on their existing level of IT skills and also those of the teacher. Some teenagers played a valuable role in advising teachers and fellow teenagers on geo-tagging, downloading and labelling photographs. For most teenagers this was their first opportunity to use a GPS enabled camera.

For a minority of teenagers from inner city areas it was their first experience of using any form of digital camera. One girl attending a PRU developed a keen interest in photography. Her teacher regarded the impact of the project on her to be significant

> "It was the first time that we had put a camera into the hands of the pupils rather than staff photographing events. Cheryl[12] continues to be a 'passive attendee' …she attends well but does not readily engage with a conventional curriculum… [but now] photography continues to be a vehicle with which to motivate and engage Cheryl"

More generally teachers reported that the photography contributed to confidence and self-esteem:
- confidence in being trusted with an expensive camera
- pride in completing work so school/PRU could retain equipment
- having the opportunity for their photographs to be displayed.

At the same time, well motivated and academically advanced teenagers required minimal support to carry out the required tasks. In particular, many of the successfully geo-tagged photographs were taken by the teenagers who lived in more rural and prosperous areas. Behind this variation in

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[12] The name used is fictitious to protect the identity of the young person

success rates lies the fact that the geo-tagging strategy proved far more difficult to implement than had been expected:

- geo-tagging by the cameras was often not activated before taking the photographs because it involved a considerable delay
- collating photographs from teenagers and ensuring every photograph was linked to the home postcode of the photographer proved very time consuming for teachers
- the process of handing out cameras, of teenagers taking the photographs, of returning the cameras and downloading the photographs proved very difficult to manage and far more time consuming for participating teachers than anticipated
- the goodwill of both staff and teenagers to meet outside lessons to hand out and return cameras and then download photographs etc had in many cases been critical
- but one teacher did observe that "the levels of procrastination amongst teenagers combined with their forgetfulness has been a real revelation"!

The final assessment about the strategy centred on geo-tagged photographs cannot be very strongly positive, given the problems arose. In fact the availability of the cameras was a time limited opportunity, so future replicability was always in doubt. That said, several schools which have kept cameras have their own ideas for similar, somewhat adapted, activities for future years. Other schools will use elements of the approach for indirectly related teaching (eg. on urban development and land use) or for very different year groups (notably Years 7-9).

What seems clear is that the taking of photographs can successfully engage teenagers in issues of their built environment. Setting aside the geo-tagging idea with the use, for example, of very simple disposable cameras could side-step almost all the time-consuming complexities described above.

3.4   The classroom discussions

As a way to gather research data, this activity can be seen akin to a focus group. Its use on those terms was largely in triangulation, with the process tending to reinforce the messages from the IBF and the questionnaire. It is worth noting that PRUs were not asked to undertake group discussions of their selected buildings, due to the challenges faced by teachers in this environment.

The discussions aimed to get students to consider more fully why buildings/sites may be important. Discussions centred on buildings/sites at least two teenagers from that school had named on IBFs. Debates were generally found by teachers to be lively Classes discussed each building in turn and then used a show of hands to (dis)agree whether a building/site was important for a stated reason. In most schools which used classroom discussions as a linked activity, it was reported that the teenagers' awareness of local historical sites and buildings improved as a result. For example, Hallmead school had a discussion of what makes a place special and this was viewed by the teacher as the most useful element of the research.

At the same time, this was not necessarily an easy option. Many of the teenagers were not experienced in thinking independently, and found it difficult to make their own choices and also explain them. A reasonable proportion of teenagers struggled with concepts such as a building being important, or a place special. Some teenagers had so negative a view of their area that they were not readily able to answer questions and engage in debates which tended to presume that there were local buildings which were important to them.

Designing a successful classroom discussion clearly calls for more extensive testing and the input of educational consultants. What may be concluded with reasonable confidence is that class level group discussions are likely to work best with:
- confident and articulate teenagers
- teenagers with the skills to think independently and to articulate why buildings are important
- class groups drawn from an urban area which generates a limited number of frequently cited buildings
- teenagers that have pursued the issues in more depth.

Conversely class level group discussions are less likely to work well in classes with:
- teenagers that struggled to think of as many as five buildings that were important to them
- teenagers with weakly developed skills to think independently and to articulate why buildings are important
- class groups drawn from dispersed rural areas with a larger number of widely scattered buildings and less than a handful of similar citations by members of the class.

3.5   Overview of engagement methods

The approach relied on working in partnership with schools and PRUs, which had advantages:
- increased response rate, ensuring a very broad cross section of 14/15 year olds
- very cost effective collation of data
- potential long term embedding of the research within the school curriculum (due to the incorporation of the research as part of the curriculum via assessed coursework).

This reliance on specific teachers who were responsible for the project conversely led to problems:
- uneven success between schools in implementing all aspects of the research
- PRUs and some schools felt it necessary to give significant explanation and support to the teenagers before they completed the questionnaire (which could have had an unintentional impact on the responses)
- other differences in implementation of the project included the timing of completing the IBF relative to other strands of the survey process, which also could affect responses.

Participating schools typically encountered several time constraints and competing school priorities which affected the project progressing. Timing within the school year must be a key part of the planning of any proposed future extension of these forms of engagement activity.

Early signals are that in future years the participating schools may replicate significant parts of the approach taken and embed this approach in school lesson plans. This suggests that secondary schools seeking to enhance their teaching of sense of place could benefit from resources derived from this research. As yet, the evidence here suggests two main options:

- the questionnaire embedded in a lesson plan to satisfy the Year 9 National Curriculum (perhaps delivered through a web-based form which automatically provides analyses)
- resources for older year groups specialising in environment-related subjects, with key inputs from educational researchers to develop a suite of activities that probably focus upon classroom discussion and encourage the use of photography.

It is hoped that developments along these lines could stimulate wider interest within schools and the wider community through, for example, displaying the results to parents, other teenagers at the school and even the wider community (as has been done by one school participating in this study). The result could be many young people each year benefiting from participation in local research, perhaps thereby making a contribution to increasing the numbers of life-long heritage enthusiasts.

4   Review and recommendations

A recommendation of the House of Commons Committee[13] called for research on "how people interact with the historic environment" so as "to inform their strategies and performance measures for getting more people interested in heritage" (p.5). Engaging people in heritage when they are young is believed to a have a link to adult participation, so this study contributes to meeting the research need that the Committee had identified.

The study has made several key findings about teenagers and their attitudes to historic buildings.
- The historic built environment is associated with teenagers' sense of place, not least through a greater interest in the local area being linked with a stronger sense of place
- Listed buildings and sites make a major contribution to the buildings, monuments and spaces which are important to teenagers
- Being historic was the single most cited reason for teenagers deciding a building, monument or space to be distinctive or special to them
- Another key factor in making teenagers value buildings and places was their personal use, but this could be in the past so that it was associated with a good memory
- There were also a significant number of cases where the reason given for citing a building or space was its attractiveness, architectural distinctiveness or, more generally, it being special to that area and/or its value to the local community (eg. for religious purposes)

It was clear that through some combination of class discussions, conversations with parents and peers and their own research that young people of all abilities were interested enough to increase their knowledge of local heritage and their sense of place through the type of engagement activities included in the study. Even some of those excluded from mainstream education enjoyed learning about their local area.

Researching what made one local area famous proved very effective in engaging a group of young people at one PRU where the teenagers discussed their choice of local buildings with their parents and grandparents. The focus on the history of the local area, through buildings monuments and spaces that teenagers could travel to see for themselves, together with the link to personal and family histories, proved very effective in raising participation and strengthening young peoples' sense of place as well as their interest in the local historic built environment.

These findings seem to suggest that English Heritage should maximise the accessibility to young people its properties – perhaps also increasing the number of events that will interest teenagers – so as to leave memories for those participating. Areas of policy to consider might be reduced price entry for *local* young people, or perhaps certain times and days of the week when they would get free entry. Some facilities could be made available at minimal hire rates to the local community, perhaps enabling them to hold events that could create the lasting memories which make sites important to teenagers.

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[13] Commons Committee of Public Accounts (2009) Promoting Participation with the Historic Environment

A model of local engagement along such lines piloted by English Heritage could then be rolled out more widely by pro-active work with local partners, not least to reach areas where English Heritage has few if any properties. More generally, English Heritage might work with partners to develop materials to improve teenagers' appreciation of their local heritage, especially linked to events and people which have made the local area famous:

- teachers need web-accessible material, ideally suitable for use on electronic whiteboards
- the material needs to include text but also pictures, and to relate to their local area
- there could be linked information on local attractions of English Heritage and partners
- the material should link features of the existing built environment to key events and famous people of the area, with clear explanations of how these make the local area special.

The use of GPS-enabled cameras for research of this kind is innovative and was recognised at the outset to be experimental. The key finding is that involving teenagers in the taking of photographs generally was a real success: however the geo-tagging was a complication that reduced chances of success, and is not recommended for the future. That said, the study has generated a database of approaching 2,000 photographs (of which the majority were successfully geo-tagged) and this digital archive is one of the outputs being delivered to English Heritage for their use.

The study did find that teenagers from relatively deprived areas were, on average,

- less likely to be proud of a listed building
- less likely to consider a listed building to be distinctive or special
- have more localised footprints in terms of the buildings they photographed.

At the same time, it tended to be the case that they

- have less listed buildings in the area where they live
- were less likely to have visited a historic buildings (whether or not as part of a school trip).

These findings point to the need for extra effort to engage young people from more deprived areas.

The research also sought to make a valuable contribution to the understanding of what buildings are important to teenagers and why from these findings it is anticipated that the research could influence government strategy in relation to:

- local listing
- location of youth provision
- historic building preservation and marketing
- place-shaping.

The House of Commons Committee of Public Accounts noted that "in the last five years free educational visits to English Heritage's sites have fallen by 20%" and suggested that "positive childhood experiences are crucially important to instilling a long-term interest in heritage" (*op cit*). The Committee recommended that

> English Heritage should develop an action plan that addresses the obstacles to visiting heritage sites and identify ways to encourage school visits by children from different backgrounds. It should aim to reverse the decline in educational visits to its own sites,

set milestones to measure progress, and report back to this Committee in April 2010 setting out the actions being taken and the progress made

In the current context of financial constraint, a reversal of the decline in the number of school visits to English Heritage managed properties may prove optimistic. It might be more realistic for young people to visit and use other historic buildings within walking distance of the school gates and avoid the often significant cost of transport.

The role of historic buildings in raising sense of place is relevant to Public Service Agreement 21 for the period 2008-09 to 2010-11 and the development of more cohesive and active communities. The Audit Commission (2009)[14] recommended that English Heritage should research community profiles around its properties and analyse the range of visitors each attracts. Having identified the properties with the most potential, it should then produce an action plan to increase community engagement at each property so as increase the impact it can have in pursuit of the above aims. This study has outlined a number of methods, and possible resources, which the local schools around each property could be encouraged to use to increase the level of local engagement.

A final, more speculative, possibility is that local schools and teenagers could contribute to the development of 'local listing' criteria which are under discussion in some areas. Some combination of the engagement methods in this study, including forms of fieldwork and/or class discussion, would raise awareness of the local built environment and those aspects that are most valued.

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[14] Audit Commission (2009) Promoting Participation with the Historic Environment Report by the Comptroller and Auditor General HC 881 Session 2008-2009, 22 July 2009.

Annex 1 Overview of survey process and sampling strategy

In outline the survey approach involved up to four elements.
- Completion of questionnaire (see Annex 2)
- Completion of important buildings form (see Annex 3)
- Photographs of selected buildings (see Annex 4)
- Class based discussion (see Annex 5)

To engage effectively with teenagers attending pupil referral units (PRUs), staff found it necessary in some cases to adapt the approach.

Three pilot schools were contacted to provide initial feedback on the practicality of essential aspects of the proposed research. These schools agreed to pilot the questionnaire and the taking of digital images of buildings and spaces that the teenagers considered to be important.

School	context	built environment	ethnic minority
Holyhead School	inner city	not very historic	substantial proportion of South Asians
Lady Manners School	small rural town	very historic	few minorities
Cramlington Learning Village	new town in coalfield	not at all historic	few minorities

After refining the survey strategy, schools to implement the survey were selected (see below). Volunteering schools and PRUs had to send an e-mail of commitment to deliver the agreed outputs before the study team sent the cameras and the survey instruments.

All participating schools and PRUs were sent detailed guidance and background notes, designed using educational experience within the team. This material also drew on relevant literature relating to effectively engaging with teenagers, as well as feedback from the pilot school teachers. Over the set up phase there was an attempt to achieve an ongoing dialogue with participating schools to:
- clarify research aims and requirements
- explain the use of the cameras
- set requirements for return of data in batches, and a deadline for all data to be sent
- refine and adapt the approach to meet emerging requirements where practicable.

One problem encountered was that, because teachers are extremely busy, they are often difficult to contact by telephone (and do not always respond quickly by e-mail).

Participating schools were expected to provide the necessary support for teenagers in the chosen mixed ability classes to complete all the tasks required for the study. The support that schools could provide varied, as did the ability and willingness of the teenagers to complete the tasks. The teenagers from PRUs completed the tasks with a teacher or support worker. In particular it was generally perceived by PRUs that it would be more appropriate for teenagers who attend PRUs to

take photographs of buildings when accompanied on a one to one basis by a teacher or support worker, so as to ensure the safety of both the camera and participant.

Schools transferred data to the study team in a range of appropriate ways.

- Questionnaires and important building forms were posted to the University
- Digital images were sent electronically to the University's 'dropbox facility' that allows the secure electronic transfer of large files

There were two issues to resolve in finalising the sample: the age of the respondents sought, and the identity of the schools participating, and these two issues are next considered in turn.

Age of respondents

The survey in 2009 had sampled 13-14 year olds (Year 9). An important part of Key Stage 3 National Curriculum for Geography is to explore teenager's sense of place and the survey enable schools to meet this requirement. As a result, schools were very keen for their Year 9 Geography teenagers to participate.

Although most of the teenagers were able to respond to the questions asked on, for example, sense of place, for some with less developed language skills it was a struggle to successfully complete the questionnaire. On reflection, while it may be easier to persuade schools to participate if it involved Year 9 teenagers, it was decided that targeting a slightly older age group would improve the quality, depth and reliability of responses. Year 10 teenagers would have slightly greater comprehension, skills and knowledge: they could also provide a valuable comparator sample, so that the new survey could provide a strong validation of the results from the 2009 research which used the younger group.

One important feature of the Year 10 sample stems from Geography not being compulsory for this age group. Even so, the sample included teenagers with a broad range of abilities, including some with Special Educational Needs, and most classes were mixed ability.

Some exam boards[15] require GCSE Geography candidates to undertake significant geographical investigations supported by fieldwork. This involves a process of enquiry that demonstrates their

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[15] In the case of the **OCR Geography A GCSE syllabus** for example candidates take a 1-hour externally assessed written paper based on two studies one of which is a study of a location in the UK ('your place') considering the following questions:

- What constitutes 'your place'?
- How is it represented, seen and experienced by others?
- What are the major issues affecting your place?
- How does your place fit within the UK as a whole?

OCR Geography A candidates are required to complete two Controlled Assessment tasks, at least one of which must involve primary data collection gathered through fieldwork. Fieldwork is a mandatory element of the Controlled Assessment task. The following skills must be assessed through one of the Controlled Assessment tasks in the context of fieldwork.

- Identify, analyse and evaluate relevant geographical questions and issues.
- Establish appropriate sequences of investigation incorporating geographical skills, including enquiry skills.
- Extract and interpret information from a range of different sources, including **field observations**, **maps** (including Ordnance Survey maps of different scales), drawings, **photographs** (ground, aerial and satellite imagery), diagrams and **tables**.

understanding and skills within a specified geographical context, such as their local area. Candidates are also required to use ICT at various stages of their investigation and the survey methods here provided that experience.

Participating schools

The approach taken to selecting schools was to stratify them in terms of their catchments, profiling these with data on the urban areas within which they are located. Regional location was one factor, others were ethnic profile, socio-economic status – measured by the official Index of Multiple Deprivation (IMD) – and the measure of the historic built environment (HBE) the study team had produced as part of the 2009 research project.

To ensure the participants were from a culturally diverse mix of backgrounds and from different socio-economic contexts, there was an effort to over-sample schools in appropriate inner city areas, relative to their share of the national school population. The sample included Year 10 teenagers excluded from mainstream schools who were attending a PRU (nb. the selected PRUs draw teenagers from other local secondary schools as well as those in the sample).

In order to achieve as balanced a final sample as possible of schools and PRUs a total of 44 schools and 8 PRUs were contacted. Very few mainstream schools were lukewarm about their possible involvement: they tended to be either very keen to participate or they declined. Some of those declining did so due to the timing of the research; others the substantial teacher time commitment that the project required; and others where the school was following a GCSE curriculum into which the study fitted less well.

All 8 PRUs contacted were found to want to participate in the study, but one withdrew following guidance issued by the city council concerned. The table below lists schools and PRUs providing questionnaire data with locatable home postcodes of at least two teenagers.

Schools were asked to ensure that at least one whole Year 10 Geography class completed the survey. Within participating classes a small minority of the Year 10 Geography teenagers were not included in the study due to various factors including:
- absence
- some other demands on teenager time.

- Describe, analyse and interpret evidence, making decisions, draw and justify conclusions and communicate outcomes appropriately.
- Evaluate methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.

School	Location	Region
Arc PRU	Romford	London
Latimer Education Centre	Kensington	London
Bradford Central PRU	Bradford	North
Linhope PRU	Newcastle	North
Oldham PRU	Oldham	North
Voyager PRU	Totnes	South
Ilkley Grammar School	Ilkley	North
Titus Salt School	Saltaire, Bradford	North
Colyton Grammar school	Colyton, Seaton, Devon	South
Eltham Green Sports College	Eltham, Greenwhich	London
Gunnersbury Catholic School	Brentford	London
Hall Mead School	Upminster, Havering	London
Hollyfield School	Surbiton, Kingston	London
Bournville School	Bournville, Birmingham	Midlands
Holyhead School	Handsworth, Birmingham	Midlands
King Edward VI School	Lichfield	Midlands
Lady Manners School	Bakewell, Derbyshire	Midlands
Bispham High School	Blackpool	North
Coquet High School	Amble, Northumberland	North
Cramlington Learning Village	Cramlington, Northumberland	North
Failsworth School	Oldham	North
Queen Elizabeth High School	Hexham, Northumberland	North
Teesdale School	Barnard Castle, Durham	North
The Challenge College	Bradford	North
Exmouth Community College	Exmouth, Devon	South
Farmor's School	Fairford, Gloucestershire	South
Fearnhill School	Letchworth Garden City	South

In addition a minority of the teenagers that completed the questionnaire did then not go on to complete the important buildings form and take photographs of their selected buildings, because:

- the taking of photographs was deemed risk to teenager or camera safety by parents
- the taking of photographs was deemed a risk to teenager or camera safety by teachers
- the teenagers not wanting the responsibility of having to return the camera safely
- lack of availability of cameras for some teenagers due mainly to delays in other teenagers returning cameras
- other demands on teenager and teacher time.

The map below illustrates the regional distribution of schools and allows an overview of the pattern of the sampled teenagers' home locations.

English Heritage Sense of Place Research
Young person respondents (England)
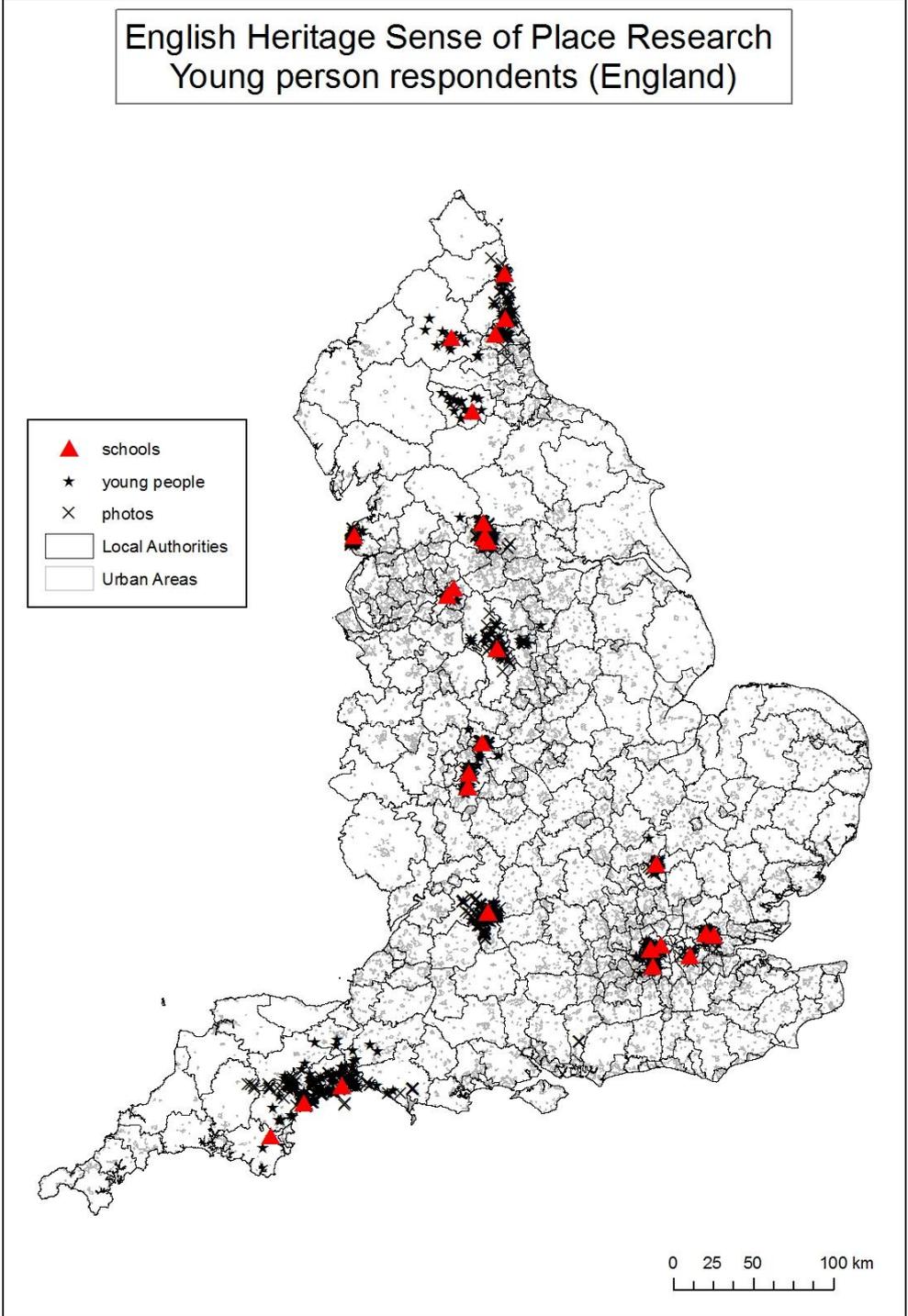
The eventual sample is broadly representative in relevant ways of the 14-15 year old population across the whole of England. There is a very broad range of academic abilities among the sampled teenagers. The following table shows first that there is a fair balance between females and males. It is likely that there was something of an over-sampling of teenagers from ethnic minority groups, as was intention to ensure that the results are not too dominated by the views of the white British

majority teenagers. The table also shows that there is a reasonable spread of the sample in terms of the neighbourhoods where the teenagers live:

- how historic their built environments are
- how deprived they are.

The one distinct 'skewing' of the sample is its large representation of the North and conversely relatively low coverage of the rest of the South.

		sample	England
Gender	Males	54%	51%
Ethnicity	White British	75%	n/a
Region	North	43%	28%
	London	19%	15%
	Midlands	17%	19%
	rest of South	20%	37%
Deprivation	low	37%	31%
	medium	28%	30%
	high	35%	39%
Historic Built Environment	low	32%	36%
	Medium	26%	28%
	High	42%	36%

In return for their participation, schools were sent a **bespoke** summary analysis of the responses from their teenagers, with a comparison of the data against the responses from other schools. The remainder of this Annex is the example of the feedback sent to a school.

Assessing the importance and value of historic buildings to young people

TITUS SALT SCHOOL, SALTAIRE, SHIPLEY, BRADFORD

Introduction

The study identifies the importance and value of historic buildings to young people aged 14-16.

The study has involved over 1,000 young people attending 21 state maintained schools and 7 Pupil Referral Units (PRUs). The schools and PRUs were carefully selected to ensure they were in areas with different catchment area characteristics and across different parts of England.

The project also adds to the understanding of the relationships between young people's sense of place and the historic built environment.

This project examines the impact of the historic environment on young people aged 14/15[16].

The project seeks to identify:

- What buildings, monuments and spaces in the local area are **important** to young people?
- What buildings, monuments and spaces in the local area are **distinctive or special** to young people?
- What buildings, monuments and spaces in the local area make young people **proud** of where they live?
- What buildings, monuments and spaces in the local area make young people feel **attached** to where they live?
- What buildings, monuments and spaces in the local area do young people **dislike**?
- In relation to **each** of the above are there any patterns to the characteristics of young people and their choice of buildings, parks and monuments?
- Why are buildings important or valued by the young people?
- Where are these buildings, monuments and spaces in relation to where the young people live? (what are the spatial 'footprints' of teenagers?)

This project also aims to get a richer understanding of the relationships between sense of place and being interested in and / or living in more historic built environments.

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[16] The advantages and disadvantages of working with Year 9 and Year 10s were discussed potential pilot schools and we consider the project would work best with Year 10 students.

Through the collation and analysis of the above data it was hoped the project would result in findings which would help to inform future government strategy in relation to 'place making' and provision of facilities and support for young people.

In addition the project aims to inform debates within English Heritage and between relevant policy makers regarding the criteria for listing of buildings.

A recommendation of the House of Commons Committee was that The Department and English Heritage should research "how people interact with the historic environment and use this knowledge to inform their strategies and performance measures for getting more people interested in heritage". The project will contribute to the understanding of how young people react to the built environment and the importance they attach to historic buildings, monuments and spaces[17].

Among the key conclusions of the House of Commons Committee of Public Accounts "Promoting Participation with the Historic Environment" was that building stronger public support will depend on taking an **inclusive** approach to what constitutes our heritage and in particular on developing an **interest in heritage among all children of all backgrounds**.

Our research has involved 14/15 year olds from different backgrounds and a full range of abilities.

The current understanding within English Heritage of what young people think of the historic built environment is understood to be very limited. This study will help to plug this significant gap in knowledge.

Analysis of schools data

The analysis in the following sections has been prepared specifically for the benefit of participating schools to help stimulate discussion with students about their area, their responses to the survey, and how these compare with those from other schools.

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[17] Spaces were defined as open areas with public access managed for public enjoyment including:
 Country parks; Sports pitches; Pleasure parks; Play areas; Cemeteries

What makes an area a good place to live ...

	% of respondents stating very important			
	Your School	Schools sample Average	Schools sample lowest	Schools sample highest
Living close to friends / family (other than those you live with)	53%	39%	0%	64%
Friendliness of the area	35%	36%	12%	67%
What your own house / flat is like	24%	53%	24%	75%
Living close to / convenient for school	0%	17%	0%	47%
Being close to cinema / leisure activities	6%	15%	5%	47%
Being close to shops	13%	24%	0%	78%
Living near or close to attractive buildings	12%	6%	0%	17%
Living close to historic buildings	6%	2%	0%	8%
Near plenty of green spaces	6%	22%	6%	46%

Sense of Place indicators

	Response	Your School	Schools sample Average	Schools sample lowest	Schools sample highest
The area where I live means a lot to me	I agree strongly	31%	22%	3%	52%
I could be equally happy living somewhere else	I disagree strongly	6%	6%	0%	33%
I really feel I belong to my area	I agree strongly	13%	13%	0%	39%
There is no place I would rather live	I agree strongly	0%	7%	0%	22%
I am proud of where I live	I agree strongly	25%	15%	4%	39%
I am interested in the history of my area	I agree strongly	0%	6%	0%	17%
I care about what my area looks like	I agree strongly	19%	24%	8%	45%

	TOP 5 ranked type of buildings cited from ALL schools
Are there ANY buildings monuments or spaces in the area where you live that you think are distinctive or special?	tower / landmark art/ monument other historic building church (christian) leisure open spaces
Are there ANY buildings monuments or spaces in your area that make you proud of where you live?	other historic building park leisure shops tower / landmark art/ monument
Are there ANY buildings monuments or spaces in this area that make you feel you belong more to your area?	park shops open space leisure sports

	TOP 5 ranked reasons from ALL schools
Are there ANY buildings monuments or spaces in the area where you live that you think are distinctive or special?	Historic Personal use Unique Famous / tourist attraction Attractive
Are there ANY buildings monuments or spaces in your area that make you proud of where you live?	Personal use Attractive Famous / tourist attraction Historic Open space
Are there ANY buildings monuments or spaces in this area that make you feel you belong more to your area?	Personal use Memories Meeting friends Attractive Open space

	Proportion of respondents from your school	Proportion of respondents from ALL schools
Named a listed building as being distinctive or special	12%	19%

	Your School	Schools sample Average	Schools sample lowest	Schools sample highest
How many friends live within a 20 minute walk - five or more	50%	53%	12%	79%
How many relatives live within a 20 minute walk – five or more	19%	20%	0%	45%
Ethnicity – proportion of students who are White British	77%	75%	2%	100%
Have visited historic building or monument in the past 12 months (excluding school trips)	76%	61%	29%	100%
Proportion of students living in areas that have a high ratio of historic buildings	47%	45%	0%	100%
Proportion of students living in neighbourhoods with relatively high levels of deprivation	59%	32%	0%	96%
Proportion of students that live in a rural area	6%	32%	0%	100%

Annex 2 Questionnaire survey process details

The aim of the questionnaire was to collect detailed data that will contribute to understanding the factors determining what in the built environment is important to teenagers, and why.

The questionnaire developed in the 2009 study proved highly effective for its focus on sense of place. It drew on some previous research on adult attitudes, but was ground breaking when adapted as a school-based survey of teenagers. It was necessarily cautious in terms of the level of detailed information that was sought from teenagers with, for example, any information related to socio-economic characteristics drawn from secondary sources such as the Census (by linking small area data to teenagers' home postcodes), rather than from direct questions. The questionnaire used in 2009 was further developed for this study, taking into account

- the nature and quality of responses in 2009
- the fact the respondents to this survey would be a year older than the sample in 2009
- the need for the refined questionnaire to gain a richer dataset in relation to perceptions of the local built environment and in particular the historic built environment.

A draft questionnaire was refined after discussions with educationalists, pilot schools and English Heritage. Making the questions accessible to teenagers was recognised as critical. This was achieved by combining the educational experience within the team and by drawing on feedback from the teachers in pilot schools. All the pilot schools had implemented 2009 survey and thus were aware of how the teenagers coped with that questionnaire.

The design of the study depended on the survey being delivered by schools on behalf of the research team. This meant that researchers were not present when the questionnaires were completed so the questions had to be as self-explanatory as possible. To avoid the possible introduction of bias, teachers were required to **_not_** lead the teenagers, but be available to offer any necessary support. This approach conforms with literature on fieldwork with teenagers.

The research relied on the teachers' skills to achieve effective participation by all teenagers, within the specific constraints of:

- the mix of ability of the teenagers in their class
- the support available from colleagues during implementation
- the policies and practices of the school
- the support of parents and guardians.

The questionnaire was designed to be suitable as a class based exercise. The lesson plan provided by the study team included time to introduce the topic and hand out questionnaires before the survey was completed by all members of the class, followed by the collation of this data within the same lesson. This lesson plan proved successful in mainstream schools. Teenagers attending PRUs completed the questionnaire accompanied by support workers. Additional time was needed to complete the IBF too, so the survey was implemented in stages by most PRUs.

Newcastle University CURDS

School Teenager Questionnaire

1. **Gender** **Male** ☐ **Female** ☐

2. **What is your home address Post Code** **e.g.** **(NE65 0NG)**

....

3. **How important are the following to you in making somewhere a good place to live?**

Place a tick in one box on each row

	Very Important	Important	Slightly Important	Unimportant
Living close to friends/family (other than those you live with)				
Friendliness of the area				
What your own house/flat is like				
Living close to/convenient for school				
Being close to cinema/leisure activities				
Being close to shops				
Living near or close to attractive buildings				
Living in or close to historic buildings				
Near to plenty of green spaces				

4. **Thinking about where you live are there any buildings monuments or spaces in your area that make you proud of where you live?**

Yes ☐ **No** ☐

What are the names of these buildings?

Building Name **Reason(s) why it makes you proud of where you live**

.... ……………………......................................

.... …………………….....................................

.... …………………….....................................

5 **Thinking about where you live are there any buildings, monuments or spaces in this area which you think you would miss if they were not there any more or if you moved away?**

Yes ☐ No ☐

What are the names of these?

Building Name	**Reason(s) why it makes you feel you belong more to your area**

.... …………………….....................................

.... …………………….....................................

.... …………………….....................................

6 **Thinking about where you live are there ANY buildings, monuments or spaces in the area where you live that you think are distinctive or special?**

Yes ☐ No ☐

What are the names of these?

Building Name	**Reason(s) why distinctive or special?**

.... …………………….....................................

.... …………………….....................................

.... …………………….....................................

7 **Thinking about where you live are there any buildings, monuments or spaces in your area that you dislike?**

Yes ☐ No ☐

If Yes then which buildings, monuments or spaces in your area that you dislike and why?

Building Name	**Reason(s) why dislike?**

.... …………………….....................................

.... …………………….....................................

.... …………………….....................................

.... …………………….....................................

8 **Do you agree or disagree with the following statements relating to your area?**

Place a tick in ONE box on EACH row

	I strongly agree	I agree	I am not sure	I disagree	I strongly disagree
The area where I live means a lot to me					
I could be equally happy living somewhere else					
I really feel I belong to my area					
There is no place I would rather live					
I would rather live somewhere else					
I am proud of where I live					
I am interested in the history of my area					
I care about what my area looks like					
This is a friendly place to live					

9. **What is the name of the area where you live?**

Name of area or place

10. **Approximately how many years have you lived in your current home?...............**

11. **Approximately how many years have you lived in the same area? ....**

12. **Apart from the people you live with, how many of your relatives that you feel close to, live within a 15–20 minute walk if any?**

One or two........................ ☐
Three or four.................... ☐
Five or more..................... ☐
None................................ ☐

13. **How many of your close friends live within a 15–20 minute walk if any?**

One or two........................ ☐
Three or four.................... ☐
Five or more..................... ☐
None................................ ☐

14. **Have you visited an historic building or monument in the past 12 months as part of a school trip?**

Yes ☐   No ☐

15. **EXCLUDING school trips, have you visited an historic building or monument in the past 12 months ?**

Yes ☐   No ☐

16. **Which of these ethnic groups do you consider you belong to?**

Asian or Asian British	
Black or Black British	
Chinese	
White British	
White Irish	
White other	
White and black Caribbean	
White and African	
White and Asian	
White and other mixed	
Other	

17. **Overall how satisfied or dissatisfied are you with your local area as a place to live? (tick one box only)**

Very satisfied	
Satisfied	
Neither satisfied or dissatisfied	
Dissatisfied	
Very dissatisfied	

18. **Would you say you live in………… (tick one box only)**

A predominantly historic area	
A partially historic area	
A largely modern area	
A wholly modern area	
Don't know	

Annex 3 Important Buildings Form survey process details

Participating teenagers were also intended to complete the important buildings form (IBF), listing the five buildings, monuments or spaces that are most important to them and writing down the reasons why they are important.

The majority of participating teenagers completed the IBF as part of the lesson in which the questionnaires were completed. In some cases schools allowed teenagers to retain their IBFs until they had taken their photographs, to ensure the photographs matched the sites they had listed on the form. In a minority of cases the IBF was completed a home based exercise linked with taking the photographs. Due to absences, a small minority of teenagers completing the IBF had not completed a questionnaire.

Some teenagers found the completion of the form to be difficult, with a particular issue being that some were unable to identify as many as five buildings which were important to them.

The forms were posted to the study team by the schools.

Post Code of Respondent:

Building Name:	Building Address:

Reasons why important:

Building Name:	Building Address:

Reasons why important:

Building Name:	Building Address:

Reasons why important:

Building Name:	Building Address:

Reasons why important:

Building Name:	Building Address:

Reasons why important:

Annex 4 Geo-tagged photograph survey process details

Another innovative aspects of the research was using GPS-enabled digital cameras, allowing the teenagers to take geo-tagged photographs of the buildings and sites which are important to them.

Initial testing of one of the cameras[18] used for the study was carried out by the study team and some teachers and teenagers. Although the cameras have only limited memory capacity, they were found to be able to hold over twenty photographs. Since the participating teenagers were only required to download one image of each selected building, monument or space this was found ample for this study since the images were downloaded in between the use by different teenagers. The tests also revealed time delays in the cameras picking up satellite signals to enable the geo-tagging (in practice, this meant providing repeated guidance to teachers who then provided repeated guidance to their teenagers that it was essential to wait for the GPS icon to turn green before taking photographs).

Schools were provided with one such camera for every ten participating teenagers. In most respects the equipment was easy to use, apart from the cameras' GPS capability requiring patience and the awareness of the need to wait until the GPS functionality became activated. Although some of the teenagers had little or no previous experience of taking photographs using a digital camera most of the photos were very clear images of the selected building, monument or space.

The intended approach was for each participating teenager to borrow a cameras for a short period of time and then take one photograph of each of the different buildings, monuments and spaces they has selected important to them in their local area. Each photograph would then be linked with the home post code of the participating teenager, allowing the image and geo-referencing to be cross referenced to data from that teenager's important buildings forms and questionnaire.

Due to a variety of constraints mainly related to time, it was impossible for all participating teenagers to borrow a camera. All the same, due to the dedicated efforts of the teachers, there are about 1,800 original photographs in the final database. The mixed level of success with the geo-tagging has meant that just under 60% (1,055) of all the photographs are successfully geo-tagged.

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[18] Samsung ST 1000 cameras were used

Annex 5 Class discussion process details

The challenge of fitting into a tight timetable a high level of response to the questionnaire and the important buildings form, and then members of the class all taking photographs of their selected buildings, monuments and spaces using the GPS enables camera turned out be a much more lengthy and time consuming process than many teachers anticipated. As a result only a minority of the schools were able to complete a class-based discussion too.

The important buildings, monuments and spaces forms (IBFs) were returned by the schools to CURDS by early July for analysis. The analysis repeated for each school centred on the frequency with which different teenagers identified each site as "important" and, in addition, the range of reasons given for the choices across the sample as a whole. Each school was then provided with a matrix tabulating its teenagers' responses on this basis.

In each case the columns were the types of reasons why and the rows the most frequently cited buildings, monuments and spaces identified. The class based discussions then used this material in a range of ways.

- A count of teenagers agreeing that each site had the attributes associated with it
- A discussion of the reasons why each site is important
- A discussion leading to a 'weighting' by the teenagers in the class of different factors that make a site important

Annex 6 Data processing and coding details

Buildings or monuments and spaces were identified by the respondents as either making them proud, or that are important to them, or that they would miss; others were cited as being distinctive or special to their area, while some were cited as ones the respondent did not like. The research team then identified where possible the type, use, age and listed status of these buildings, monuments or spaces.

Type
The descriptions of the buildings provided by the teenagers were examined to identify patterns in the responses. This initial analysis led to a classification that recognised the following types.

river	beach/coast	countryside/wood/Country Park
harbour/quayside	pleasure park	sports clubs/pitches/pools
cathedral/abbey	church (Christian)	other religious building
tower/landmark/monument/memorial		other historic
museum	civic	train/bus station	public house	other leisure	shops/retail
new/modern building	miscellaneous building	

Status
Web searches were used to identify the historical status afforded to the buildings and monuments so that they could be allocated to one of the following categories as appropriate (nb. open areas containing listed buildings were categorised as listed building).

Grade I   Grade II*   Grade II
Scheduled Ancient Monument   Historic Park or Garden

The teenagers used local terms to describe buildings for example Hexham Abbey rather than The Priory Church of St Andrews. This caused difficulty in matching selected buildings, monuments and spaces with official websites.

Several websites were used the most useful of which was the English Heritage's listed buildings online database (http://lbonline.english-heritage.org.uk).

The reasons given for selection, the address and the image taken of the building monument or space by the teenagers, other images available on the web (e.g. google images) were all used to make sure that particular effort was focussed on those sites that might have some historical status.

Age
To age the buildings and monuments (no attempt was made to age 'spaces') it was necessary to use both the photographs taken (where available) as well as English Heritage's Listed Buildings online database where listed buildings have an estimated age in the description. For other buildings or monuments for which there was sufficient detail provided by the respondent, web searches were carried out seeking opening dates or dates of construction. This process was

sufficient to enable 80% of the buildings or monuments to be classified according to age using the following categories.

        pre-1850   1850- 1929   1930-1965   1966-1998   since 1998

Reasons why important

Participating teenagers were requested to select the buildings monuments and spaces that were most important to them and then provide an explanation as to the reasons why they were important. In some cases the teenagers provided no reason in others they provided several.

Each reason given as to why a site was important was entered onto our analysis database in full. These reasons were examined closely to identify patterns in the responses and group them into categories of response. This analysis resulted in the identification of eleven different types of reason:

- Historic
- Famous
- Unique / very special
- Attractive
- Landmark
- Architecturally distinctive
- Memories
- Meeting place with friends
- Religious or cultural significance
- Personal use
- Wider community use

Spatial analysis

For photographs with embedded geo-tags the longitude and latitude co-ordinates of the sites were linked with those of the home post code of respondents using specialist software. In this way it was possible to identify how far the site was from the respondent's home address.

Annex 7 Follow-up interview process details

Follow up interviews with teenagers

A total of 75 follow up interviews with teenagers took place across ten of the sample schools. These schools were sampled to broadly reflect the geographic spread of mainstream schools within the sample.

The aim of these interviews was to understand from the perspective of a broad range of participants:
- What elements of the approach they had found most interesting
- What they had learned from participating in the research project and what skills they had developed
- Whether their attitudes towards their local area and the built environment had changed
- Whether they had visited or planned to visit any historic sites as a result of participating in the study

An additional aim was to get a richer understanding as to why buildings, monuments and spaces had been identified as a source of pride, as attractive, distinctive, important or disliked

Teenagers were interviewed individually. A cross section of teenagers were selected from the ten schools were follow up interviews took place to reflect the mix of answers from that school
In most cases there an hour or just over available in which to interview teenagers.

Each follow up interview took on average just over ten minutes to complete.

Follow up interviews with teachers

Face to face interviews were held with teachers from ten schools and one PRU
to understand better:
- the characteristics of their teenagers included within the overall sample
- how useful participation had been to teenagers in terms of their learning and personal development
- what skills participants had developed
- plans to embed the elements of the approach within school curriculum
- what elements of the approach had been most useful and which less so
- how best to refine the approach so that it might be implemented more successfully and more widely.

Additional informal feedback was obtained via telephone and e-mail from most of the remaiing participating schools and PRUs.

Teenager interview schedule

1. Post code
2. Have you enjoyed taking part in the research...?
a. Photographs
b. Class discussion
c. Other

3. What have you learnt....?
a. Knowledge of your local heritage – buildings, monuments and spaces in your area
b. Skills development
IT skills – web sites; downloading photographs; naming files
Geographical skills – mapping; geographic web sites;
Awareness of link between sense of place and historic built environment
Awareness of differences between different cultures and different areas
regarding what buildings are important

4. Has involvement in the project...?
a. Increased your interest in your surroundings
b. Interest in built environment

5. Has the project prompted any visits to local historic buildings with your family or with friends
a. Actual
b. Planned

6. buildings, monuments and spaces to be **important** to you
a. Why
b. How

7. You identified the following buildings, monuments and spaces that are **distinctive or special** to you
a. Why
b. how

8. You identified the following buildings, monuments and spaces that make you **proud** of where you live
a. Why
b. How

9. You identified the following buildings, monuments and spaces that area make you feel **attached** to where you live
a. Why
b. How

10. You identified the following buildings, monuments and spaces that you **dislike**
a. Why
b. how

Teacher feedback survey

1.   Were instructions clear relating to:

a.   Completion of the questionnaire

b.   Completion of the Important buildings, monuments and spaces form

c.   Taking of geo-tagged photographs

d.   Downloading / transfer of digital photograph files

2.   Would your school have participated in the project had the school been given base maps for your teenagers to plot the location of important buildings and not received the digital cameras

3.   How many of your participating teenagers are classed as gifted and talented

4.   How many of your participating teenagers have

a.   Limited understanding of English

b.   Low literacy levels

c.   SEN

d.   ADHD or low concentration levels

e.   Behavioural issues

5.   How many teenagers did not take part as as result of

a.   Absence

b.   Taking of photographs considered a risk to teenager or camera safety by parents

c.   Taking of photographs considered a risk to teenager or camera safety by their teacher

d.   Other

6.   Would you be willing to participate in a similar study in the future

7.   Do you intend to embed the research approach into the lesson plans for future years

8.   Did the teenagers enjoy participating in the research

9.   What aspects do you think were of most benefit to the teenagers

10.   What aspects were less useful

11.   How would you refine the project to adapt it to suit the learning needs of your teenagers

12.   How have your teenagers benefited from participating in the research

a.   Skills development

b.   IT skills

c.   Geographical skills

d.   Awareness of link between sense of place and historic built environment

e.   Interest in built environment

f.   Knowledge of local heritage

g.   Confidence building

h.   Other