

A new type of RICEPOTS

Alan Parkinson

Geography teaching resource

College



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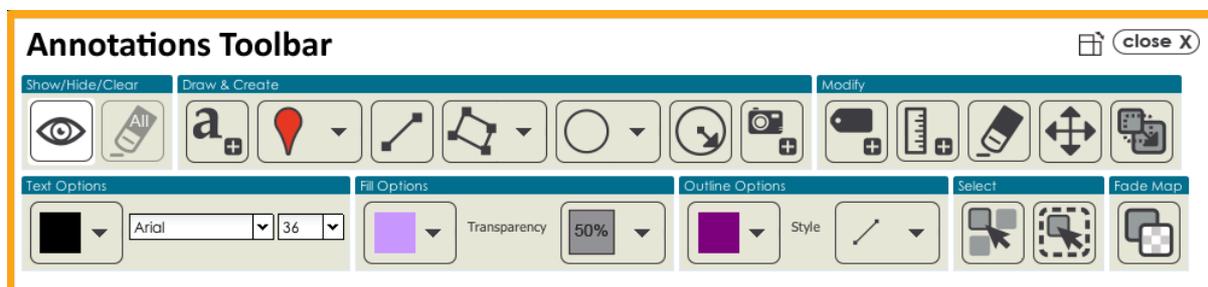
Introduction

RICEPOTS is a word that is associated with the investigation of the **land-use** or **building usage** in an area, usually urban. It is taken from the first letters of a classification of land-use within urban areas, which starts with R for Residential, and finishes with S for Services. An example is provided in Appendix 1 of this document. As areas of the city are surveyed, they are allocated a letter code e.g. **Rb** for a bungalow, or **Ct** for a take-away which is marked on the base map. Colours can also be used to identify different categories. The resulting map can then be used to explore patterns of particular land-use, and perhaps inform **zoning** for various purposes. It could be used in association with actual **fieldwork** as well as the mapping activity outlined here.

This resource suggests some ways of using **Digimap for Colleges** mapping to explore towns and cities, and visualise information about them, and activities that take place within them. It could be used for:

- land-use mapping – based on fieldwork, or using ‘virtual’ means to explore a neighbourhood, and record the way that land is utilised
- mapping building usage - potentially connected with the use of **Goald plans** (maybe to update an older plan that is available in school)
- visualising flow of traffic or people through an area – perhaps one where a change is planned
- showing the impact of a potential change to an urban area e.g. a planned redevelopment of a building, or the route of a new transport route
- plotting locations of events e.g. the route of a charity running race, carnival parade, new cycle path
- identifying possible opportunities for **rebranding**, or evaluating the success of a previous scheme

Each of these suggestions makes use of the range of **annotation tools** that are provided with **Digimap for Colleges**.



Context

Identify the town or city that is going to be explored, and the context for its choice. Use the maps to locate the city within the UK.

<http://digimapforcolleges.edina.ac.uk>

Introduce students to the annotation tools, and a particular set of data that is going to be plotted on the map. Land use can be identified using fieldwork perhaps. Students should be provided with the data and access to Digimap for Colleges.

The outcome from the task should be a map printed as a PDF, with a suitable title and annotations. A key can be added separately if required. Areas for investigation can be supported with additional mapping, or possibly in association with fieldwork tasks. **Geograph** images are available for all locations too.

Tip 1

To zoom to an area on the map, hold down the shift key, click and draw a box around the selected area. The map will open at a suitable zoom level. The process can be repeated to focus in further.

OS MasterMap® Topography Layer level

Students should be provided with a basemap from the OS MasterMap® Topography Layer level (Levels 11 and 12 on the zoom) or similar, to enable the labelling of individual properties and areas of open space which are required. Groups could be allocated specific grid squares of a city as their survey area perhaps, so that a larger area is covered by a number of groups. Grid lines can be toggled on and off in the map view using the icon shown below.



Tip 2

The Grid Reference tool will display a 10 figure Grid Reference at the highest zoom level. The Grid Reference for the centre of a proposed study area could be supplied to students e.g.

SK 97642 71894

If this is entered into the Search box, and GO is pressed the correct map is displayed immediately.

The OS MasterMap® Topography Layer level is available on Digimap for Colleges at two scale levels - 1: 2500 and 1: 1250. It is the largest scale of Ordnance Mapping that is commercially available.



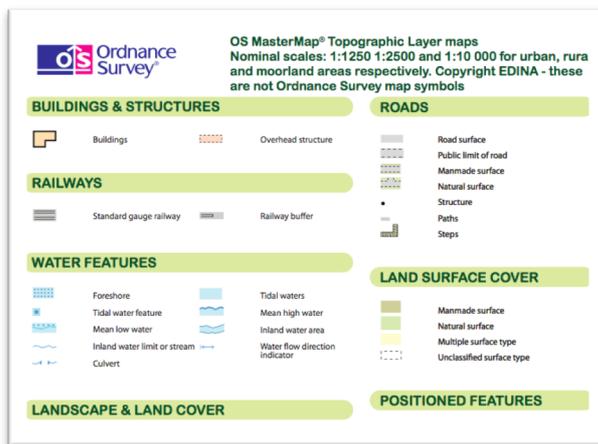
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A key for the map that is being used can be accessed by clicking the 'Display a map key' button in the left hand column.



The key for these maps is not the same as those that students might be more familiar with from the 1: 25 000 or 1: 50 000 scale maps.



Activity

Once the area of the city that students are mapping has been identified, use the annotation tools to mark on the appropriate information. It may be worth clicking the icon below to 'Make the map bigger' so that it is easier to work on during this stage. The map can be made smaller later to enable the **printing as a PDF** for marking.



Students should use coloured polygons to create a land-use map of an area of a town which is identified by the teacher.

Each land-use should be allocated using a **colour**. Digimap for Colleges offers a wide range of colours in its annotations: 40 in total. This should provide suitable flexibility for the activity. A key may need to be produced separately. Polygons could be made 50% transparent so that the building can still be partly seen, or they could be made opaque. Colours are clearer with the opaque option (0% transparent) Polygons can be deleted if they are in the wrong place. Use the zoom option to identify buildings accurately.

Ensure that the fill and outline options are as you want them to be before you draw the shape. Click the 'corners' of the shape and double click to finish.



Tip 3

If you are going to be leaving the map for any length of time, it is worth **saving** the map, as Digimap for Colleges will log out automatically after 45 minutes, and progress will be lost. This map may require some effort to produce.



Extension Activity and Plenary

Discuss the patterns of land-use that are observed. Students should be able to discuss the most common land-use and reasons why particular activities might be missing from the map.

Discuss with students what else could be added to the map as well as the land use? If time permits, students could identify a method for doing this.

Building Heights: a number label can be added to show the number of floors in a building – we would expect this to be higher near the centre, where land values are higher, and buildings are often many stories high.

Position of waste paper bins: this, and other street furniture can contribute to the way that an area is used, or misused

Location of CCTV cameras: if these are present, does that suggest high crime levels, or do they improve safety and security?

The area that is covered by a CCTV camera could also be visualised using the **buffer tool**.

Location of graffiti: many councils will use GIS to identify locations where graffiti is found, to prioritise the work of cleaning teams.

Further reading

Place Profiling

The Royal Geographical Society have provided a range of interesting activities for the exploration of a place. This approach is called 'Place profiling'. Digimap for Schools would be perfect for the creation of base maps and/or the recording of the outcomes of these activities.

<http://www.rgs.org/OurWork/Schools/Fieldwork+and+local+learning/Local+learning/Fieldwork+in+the+local+area/Place+profiling.htm>

Placecheck is an approach to checking an area, using a walk through the place with cameras to record the responses to some key questions: <http://www.placecheck.info/>

A special place

- What makes this place special or unique?
- Why does it look the way it does?
- Why do we like this place?
- What can we make more of?
- What potential is there to enhance the place?

A well-connected, accessible and welcoming place

- How accessible is the place? What limits how easy it is to get around?
- How welcoming is the place? Does anything make it confusing?
- How well does the parking work?
- How can the place be made more accessible and more welcoming?

A safe and pleasant place

- What makes this place – and its street(s) and public spaces – safe and pleasant?

What detracts from that?

- How successful are the streets and spaces underfoot? What could be improved?
- How can the place be made safer and more pleasant?
- How do people enjoy nature here? What is missing?

A planet-friendly place

- What makes this place planet-friendly? How are scarce resources wasted?
- How does movement use resources?



Digimap for Colleges

<http://digimapforcolleges.edina.ac.uk>

- How is waste handled?
- How is energy used in buildings?
- How adaptable is the place?

Websites

Goad Plans are available through Experian: <http://www.experian.co.uk/goad/goad-plans.html> - they show buildings by name across a city centre, and are available in paper and electronic formats.

Geograph offers images for the whole of the UK, made available under a Creative Commons license: <http://www.geograph.org.uk>

Useful BBC video on GIS and graffiti: <http://www.bbc.co.uk/learningzone/clips/the-problem-of-graffiti-pt-1-3/1439.html>

Appendix 1: A RICEPOTS classification to use – colours can be chosen to suit

Code	Type of Land Use	Further information – extra letters
R	Residential	f = flat, t = terraced house, s = semi-detached house, b = bungalow, d = detached house
I	Industrial	l = light manufacturing, h = heavy industry, c = chemical, e = extraction/mining
C	Commercial	f = food, t = take-away, p = personal services, d = department stores, h = homeware & furniture, g = garage, m = market, s = specialist shop, o = office, v = vacant
E	Entertainment	h = hotel, s = sports centre, g = gym, t = theatre or cinema, b = bar, r = restaurant or café
P	Public building	e = education, l = library, h = hospital, c = place of worship, p = police station, a = ambulance station, f = fire station, w = welfare
O	Open space	f = farmland, p = park, c = cemetery, u = unused land, d = derelict building, s = sports field
T	Transport	B = bus station, t = taxi rank, c = car park, r = railway station
S	Services	f = financial, b = business, m = medical, e = estate agents, d = dental

Further letters can be added as required, or add o = other.

Please note that there are quite a lot of variations on this theme. Students could be challenged to identify a more appropriate index, or to develop their own.

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