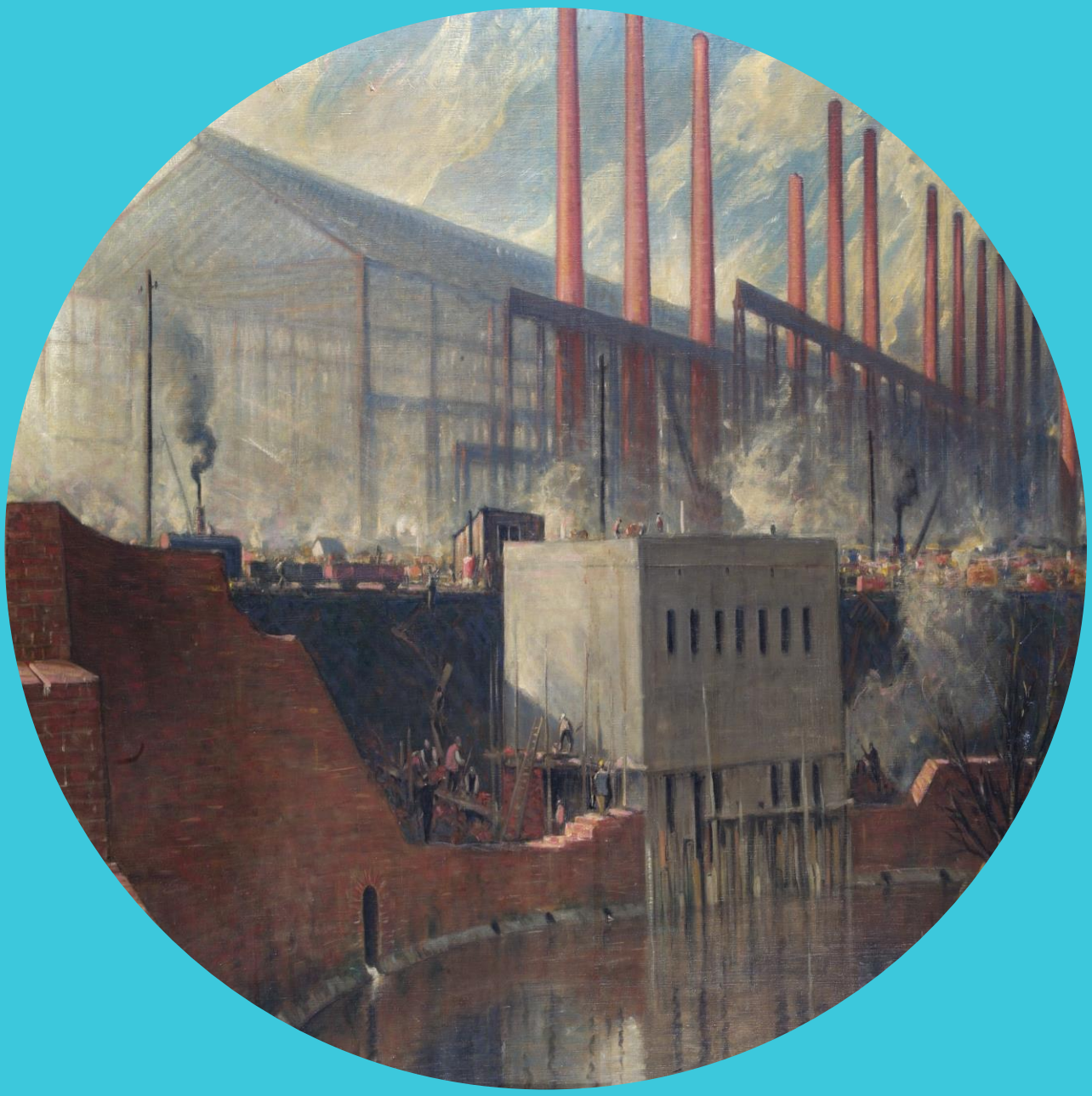
Researchers in Schools



From the factory to Amazon: Understanding Modern Britain

Key Stage 4 Programme

Pupil Name

Coursebook Designed by **Dr J. M. Keyes**

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1	09 December 2019	1.00 p.m.	University of Sheffield
2	13 January 2020	2.40 p.m.	Don Valley Academy
3	20 January 2020	2.40 p.m.	Don Valley Academy
4	27 January 2020	2.40 p.m.	Don Valley Academy
5	03 February 2020	2.40 p.m.	Don Valley Academy
6 (Feedback)	10 February 2020	2.40 p.m.	Don Valley Academy
7 (Feedback)	09 March 2020	2.40 p.m.	Don Valley Academy

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline Assessment:	09 December 2019
Tutorial 2	A day in the life of a factory worker and an Amazon employee	17 January 2020
Tutorial 3	A definition of gentrification	24 January 2020
Tutorial 4	To what degree do you think iPort is one of the 'germs of the future England'?	31 January 2020
Tutorial 5	Draft Essay/Plan: 'To what extent do you agree that Amazon warehouses are the 'modern pits' in Britain today?	07 February 2020

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 5th March 2020	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

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Course Rationale

This course will explore how Britain has changed from the mid-twentieth century, in particular by considering how the physical environment around us has altered during this time. With reference to examples from the local area, students will examine a range of cinematic, televisual, photographic and textual sources to better understand that the Britain of today is very different from that of previous generations. This is an important subject, for it asks fundamental questions about our own identities, of who and what we think we are today, where we have come from and how we understand our community.

The history of Yorkshire is intimately related to industrial production. When people think of the area, it is often in terms of its association with steel production. Consider, for example, the history of steel manufacture. In Doncaster in 1742, Benjamin Huntsman developed the crucible method for manufacturing steel, a process later refined in Sheffield by the discovery of the Bessemer process (patented in 1856) and the creation of stainless steel by Harry Brearley in 1912. More recently, the Drax power station, whose construction began in 1973, remains the largest power station in Britain. But is it true to say that Yorkshire is still defined by this industrial past? After over a century of coal mining, Hatfield Main colliery closed in 2015. More locally, Bentley Colliery closed in 1993. Today, the once mighty Templeborough steel works (near Rotherham) have been transformed into the Magna Science Adventure Centre. However, while our local area has a rich industrial heritage, it is now home to an Amazon warehouse in New Rossington. In what ways might we think of these 'Fulfilment Centres' – as Amazon calls them – as being a better illustration of the world around us than photos of a Yorkshire coalminer or steelworker? This course will provide students with an answer to this question.

Tutorial one begins by examining some of the ways in which Doncaster has changed since the middle of the last century. We will then explore some of the key changes in cities over the last seventy years in a short class lecture, before concluding with a discussion of the baseline assignment, which asks you to consider how Doncaster has changed since the 1950s. The second tutorial uses a range of cultural sources to look at various types of economic activity, from which we will begin to appreciate that different forms of economic production correspond to very different kinds of cities. Tutorial three focuses on the concept of gentrification, looking at its conceptual origins and examining several examples of the process. Students are encouraged to define gentrification in their own words as their homework tasks for this week. We will complete the tutorial by looking at formatting in the appropriate style for an academic essay. The fourth tutorial will look at the connection between social media and the reorganization of physical space. We will look at our social media habits and looking at how advertising cookies are reshaping the local high street. This will lead to discussion of iPort in Rossington as a case study for examining the changing nature and character of modern Britain. Tutorial five, meanwhile, draws together the various threads from the previous tutorials. It will help pupils to identify key differences between historical periods and encourage them to explain, in their own words, the wider significance of the transition from the factory to the distribution centre.

Uni Pathways Mark Scheme 2019 – Essay-based assignments

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)	3rd (40-49)	Mark /100
Subject knowledge	Knowledge and understanding	o All content included and materials used are relevant to the general topic and to the specific question/title o Good understanding of all the relevant topics. o Technical terms are defined and used accurately throughout o Clear justification of how the material and content included is related to the specific issues that are the focus of the assignment	o Most of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding of most the relevant topics o Technical terms are mostly defined and used accurately o Adequate justification of how the material used and content included are related to the specific issues that are the focus of the essay	o Some of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding on some of the relevant topics but occasional confusion on others o Technical terms are sometimes used and defined accurately o Some justification of how the material used and content included are related to the specific issues that are the focus of the essay	o The content included and materials used are not applied to the question/title in a relevant manner o There is confusion in how understanding of the topics is expressed	
Critical thinking	Research and evidence	o Includes rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, consistently clearly and convincingly o Evidence of further reading beyond materials provided which were used in an appropriate context	o Includes adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, mostly clearly and convincingly o Evidence of further reading beyond materials provided	o Includes some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Uses evidence/calculations to support claims/assertions/ideas, at times clearly and convincingly o Limited evidence of further reading beyond materials provided	o Inclusion sources and materials is very limited and mostly not attributed o Applicable sources are rarely used to support ideas. o Data is not used or few appropriate conclusions are drawn from it.	
	Developing an argument	o A point of view or position in relation to the title or question is consistently clear. The position is developed effectively and consistently throughout the essay o Argument is exceptionally well-developed and well-justified o Makes links effectively between subjects that have not previously been associated o Uses concepts from the tutorials in an unfamiliar context and does so accurately and confidently. o Content is analysed effectively to support the argument	o A point of view or position in relation to the title or question is adequately clear. The position is well-developed in most of the essay o Argument is clear and well-developed, and position is justified o Some evidence of linking subjects that have not previously been associated o Uses some concepts from the tutorials in an unfamiliar context, but not always accurately o Analyses content to support the argument	o A point of view or position in relation to the title or question is somewhat clear. The position is well-developed in parts of the essay o Argument is clear but not well-developed o Limited evidence of linking subjects that have not previously been associated o Limited use of concepts from the tutorials in other contexts o Uses some analysis of content to support the argument	o There is not a clear point of view or position taken and sometimes the argument is not clearly established	
	Critical	o Moves beyond description to an assessment of the value or	o Mostly description but some assessment of the value or	o Describes with minimal assessment of the value or significance of	o The work is descriptive in nature and there is a	

	evaluation	significance of what is described o Evaluative points are consistently explicit/systematic/reasoned/justified o Effectively critiques the reliability of sources provided	significance of what is described o Evaluative points are mostly explicit/systematic/reasoned/justified o Some evidence of critiques on the reliability of sources provided	what is described o Evaluative points are at times explicit/systematic/reasoned/justified o Limited evidence of critiques on the reliability of sources provided	lack of critical engagement in the value of sources	
Written communication	Structure and presentation	o Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment o The introduction clearly outlines how the essay/report will deal with the issues o The conclusion summarises all the main points clearly and concisely o All sources are referenced correctly in an agreed format	o Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment o The introduction adequately describes how the essay/report will deal with the issues o The conclusion summarises most of the main points clearly o Most sources are referenced correctly in an agreed format	o Ideas are presented in paragraphs and arranged in a structure o The introduction mentions how the essay/report will deal with the issues o The conclusion summarises some of the main points clearly o Some sources are referenced correctly in the agreed format with occasional errors	o Ideas are presented in paragraphs but there is a lack of structure in how the work is presented o The work lacks an introduction that establishes the scope of the question o The work lacks a conclusion that summarise the main points raised o Work is not referenced accurately	
	Language and style	o No spelling, grammar or punctuation errors o Writing style consistently clear, tone appropriate and easy to follow o Accurate and consistent use of technical language and vocabulary	o Minimal spelling, grammar or punctuation errors o Writing style mostly clear, tone appropriate and easy to follow o Some attempts of using technical language and vocab alary, but not always accurate	o Some spelling, grammar or punctuation errors o Writing style moderately clear, tone appropriate and easy to follow o Use of simple language and vocabulary effectively but struggles to use technical language	o There are a significant number of spelling, grammar and punctuation errors o Use of simple language and vocabulary effectively but a lack of technical language	
Overall Mark (average of the 6 marks from the criteria above)						

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Don Valley Academy
Name of RIS teacher	Dr Jarrad Keyes
Title of Assignment	How has Doncaster changed since the 1950s?

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Don Valley Academy
Name of RIS teacher	Dr Jarrad Keyes
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Subject Vocabulary

Word	Definition	In a sentence
Amazon	Amazon is a large technology company, considered to be one of the 'Big Four' with Apple, Facebook and Google	
Capitalism	An economic system where goods and services are produced and distributed by private owners, not the state, with the aim of making a profit	
Context	The circumstances within which something is created and which must be considered if we are to fully understand something	
Deindustrialization	A process of economic and social change caused by the decline or removal of industrial production from an area	
Economy	A system of how money, goods and services are made and used	
Gentrification	The process by which a neighbourhood is changed, typically from being a poor area to a richer one, through the arrival of more affluent businesses and residents	
Industrial Production	An activity concerned with turning raw materials, such as iron ore, into products, such as knives and forks	
iPort	iPort is a recently built business park in Rossington, Doncaster. It is the site of the largest rail terminal in Yorkshire and home to (among other things) an Amazon warehouse	
Social Media	Social media are interactive computer-mediated technologies that enable the creation and sharing of information and ideas through virtual communities and networks	
Urbanization	The process by which people move to towns and cities, largely from rural areas	

Tutorial 1 – What is a city?

What is the Purpose of Tutorial 1?

- Introduce the concept of the city
- Explore what Doncaster was like in the 1950s
- Begin to think about how Doncaster is different today
- Provide information about the structure of the course and the final assignment

Key Learning Outcomes

By the end of the tutorial, I will be able to:

- Describe what a city is in my own language
- Explain the wider significance of the differences between Doncaster in the 1950s and that of today
- Understand key terms and concepts we will use throughout this course
- Be aware of what a university-style essay entails

Activity 1: What is a city?

For this first activity, I would like you to note down some observations about what you associate with the term 'city'. Think about some examples from the local area (e.g. Doncaster) or when you may have visited a local city (like Sheffield). The point of this exercise is to begin to explore some of the ideas we associate with the city. We will have time to discuss these associations and to fill the table as we go along.

Observation	Example(s)	Why?
A place for people to work	Amazon fulfilment centre (iPort, Rossington) Teachers at Don Valley Academy Various shops	People travel every day into Doncaster (by car or public transport) so that they can earn a living
A place to shop	Frenchgate shopping centre	People can buy the goods they need or want
	The Gym La Fiesta restaurant Doncaster Museum Doncaster racecourse	
An administrative centre	Fire/police stations Hospitals City council	

Activity 2: Doncaster – as it was

We will look at two short video clips:

https://www.youtube.com/watch?v=tofeCoQOlLw [23 October 2019]

- What do you notice about this video? Think about how it differs from the Doncaster you know today. Things you might want to think about include:
    - How many people do you see? Are the streets and pavements busy?
        - ……..
    - What do you think the people are doing?
        - ……..
    - How many cars do you see? How does this compare to today?
        - ……..
    - What kinds of public transport can you see?
        - ……..
    - Do you think Doncaster has changed greatly? List any observations
        - ……..
        - ……..
        - ……..
        - ……..

Bygone Doncaster

https://www.youtube.com/watch?v=MPts8sfcKW8 (5.36 – 7.30) [23 October 2019]

Watch this video and answer the following questions:

1. What shop is mentioned on St Sepulchregate?
    a. Harry Jacobs……
2. What business occupies the premises today?
    a. …….. Building Society
3. Where is the fair held today?
    a. ……
4. What was constructed in the 1960s?
    a. A new museum and ……

NOTES:

……

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……

……

Activity 3: Lecture on the changes in cities from the 1960s onwards

To get you accustomed to university-style learning, I will present to you a scaled-down (5-10 minutes) lecture. In this section of the tutorial, I will discuss some of the changes that began to take place within cities in the post-war period.
To prepare you for your baseline activity, I will discuss David Harvey's notion of the shift from managerialism to entrepreneurialism, the relocation of manufacturing from city centres to the outskirts of cities, and the transition from industrial manufacturing to the distribution of goods.
Note taking is an essential part of university learning, and you are here encouraged to take notes. I have provided a few headlines and examples to help you organize your notes.

Idea	Explanation	Local Example
From urban managerialism to entrepreneurialism	David Harvey's theory that explains how local governments reacted to transformations in production. Following deindustrialization, local governments from the 1960s onwards sought to attract investment by creating consumer attractions such as museums, galleries and shopping centres.	Doncaster Museum and Art Gallery (1964)
Deindustrialization		
Containerization	'The container is at the core of a highly automated system for moving goods from anywhere, to anywhere, with a minimum of cost an complication on the way. The container made shipping cheap, and by doing so changed the shape of the world economy' (Marc Levinson, *The Box*, p.2). The container is key to understanding deindustrialization. It makes relocating industrial production feasible because distributing goods is now quick and cost effective. Goods can be made wherever the labour costs are lower, and sent across the world, and still cost less than manufacturing in Britain.	IPort, Rossington
	As industrial production becomes a less important part of the economy, tourism becomes one way that cities can generate an economic upturn. Tourist attractions are designed to attract visitors, getting them to visit a city and spend money (on food and drink, visiting museums, shopping) while they are there	Winter Gardens, Sheffield Kelham Island Museum, Sheffield

Homework – How has Doncaster changed since the 1950s? (Baseline assignment)

Write an explanation of 500 words to give your answer to the question 'How has Doncaster changed since the 1950s?'

You should refer to the discussion from today's tutorial, the videos that we have looked at, the two extracts below and your own knowledge. Beyond this, there is no need for you to do any further research. To frame your answer, pick three factors that you consider to be of particular importance to the question of how Doncaster has changed since the 1950s. Write a paragraph of approximately 150 words on each of these factors, and explain why you think they are significant. Your essay should begin with a brief introduction of approximately 25 words and end with a short conclusion of about 25 words that includes an explanation of what you consider to be the most significant factor. Please note, these word counts are only suggestions, and so you do not need to exactly match them.
Some of the themes you may want to consider include: the decline of industrial production, deindustrialization, containerization, and tourism.

A successful assignment will:

- Show you have thought about how Doncaster has changed by addressing a different theme in each paragraph, ideally with reference to a local example
- Be approximately 500 words long
- Consist of three paragraphs, with an introductory and concluding sentence
- Have a clear subject/theme for each paragraph
- Be written in a formal/academic style (no contractions or abbreviations)
- Have few grammatical/spelling errors

Reading 1 – The UK towns and cities worse off than 100 years ago

Over the past 100 years new industries and new ways of working have divided the UK's towns and cities into haves and have-nots. Some have managed to make the transition, while others have been unable to recreate the boom they enjoyed in the early 20th Century. Why have some cities managed to stride ahead, while others have fallen by the wayside? Funding, infrastructure and opportunity all play a part, marking the difference between the places able to adapt and those forced into a cycle of low-paid, low-skilled jobs.

In the decades after World War Two, London's economy fell into long-term decline. The disused industrial cranes that lined the Thames told the story of a city struggling to come to terms with a rapidly changing world. Between 1951 and 1991, London lost 800,000 more jobs than it created, mainly because of the collapse of its manufacturing sector. Its population fell by about a million. But the capital has since seen a huge turnaround in its fortunes thanks to an explosion in "knowledge industries" like finance, media, marketing and technology. These offer higher-skilled, higher-paid jobs, whose main products are information and ideas rather than physical goods.

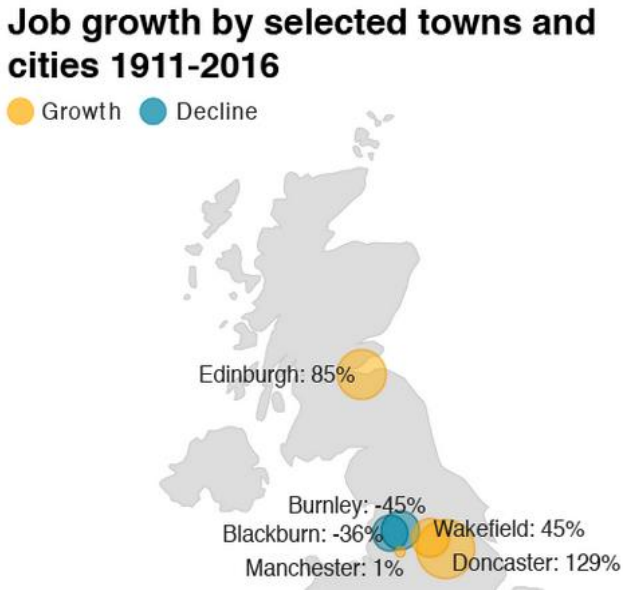
The result is there are about two million more jobs in London today than in 1991, with world-leading businesses in many different fields. London's story underlines the challenge that most UK cities have faced - how to cushion the decline of heavy industry by creating jobs in emerging industries. A number of other cities have successfully reinvented themselves as centres of knowledge production. A century ago, Edinburgh, Bristol and Leeds were home to low-cost, traditional manufacturing. Today they are hubs for finance and creative occupations, with Leeds recently announced as the new home for Channel Four television.

They built on an existing history of jobs in activities such as accountancy, bookkeeping and goods trading - the "knowledge jobs" of the early 20th Century. Manchester has also made this transition, creating knowledge-based jobs in financial services, law and advertising - driving the resurgence of its vibrant city centre. But because of the heavy job losses it suffered through the middle part of the century, it only has 1% more jobs than it did 100 years ago. Many other towns and cities have struggled to adapt after facing big job losses in their traditional industries. When compared with more successful

places, they are arguably worse off in relative terms than they were 100 years ago. Instead of reinventing their economies, they have had to "replicate" them - swapping coal mines for call centres and dockyards for distribution sheds, for example. These cities tend to have created more jobs than they have lost in recent decades, but they have generally been in lower-skilled work.

Doncaster is one such example. Little remains of its mining industry, which at its peak in 1931 employed 36,000 people, 50% of the town's workers. Today, the town actually has more than double the number of jobs than it did a century ago. But the challenge is that these jobs are dominated by sectors like warehousing and distribution, which tend to be lower skilled than those in knowledge industries.

The same story has played out across many other towns and cities with a legacy in heavy industry, such as Birkenhead, with its strong tradition of shipbuilding, Middlesbrough, the home of steel and chemicals, and Wakefield, which like Doncaster, has a proud mining heritage. Increased competition from abroad and the mechanisation of many jobs continues to squeeze their key industries. Many of the services they once offered are either no longer needed, or can be done more cheaply and efficiently elsewhere.



Paul Swinney and Andrew Carter, 'The UK towns and cities worse off than 100 years ago', https://www.bbc.co.uk/news/uk-45952532 [19 September 2019]

Reading 2 – George Orwell, the 'germs of the future England'

The place to look for the germs of the future England is in the light-industry areas and along the arterial roads. In Slough, Dagenham, Barnet, Letchworth, Hayes – everywhere, indeed, on the outskirts of great towns – the old pattern is gradually changing into something new. In those vast new wildernesses of glass and brick the sharp distinctions of the older kind of town, with its slums and mansions, or of the country, with its manor-houses and squalid cottages, no longer exist. There are wide gradations of income, but it is the same kind of life that is being lived at different levels, in labour-saving flats or council houses, along the concrete roads and in the naked democracy of the swimming-pools

George Orwell, 'England Your England' VI, https://www.orwellfoundation.com/?s=germs [19 September 2019]

Tutorial 2 – Modern Times

What is the Purpose of Tutorial 2?

- Recap the key points from Tutorial 1 and the Baseline assessment
- Explore some of the characteristic features of the modern economy
- Appreciate how opportunities for employment have changed over time

Key Learning Outcomes

By the end of the tutorial, I will be able to:

- Appreciate and explain the difference between historical periods
- Discuss how Doncaster has changed since the 1950s
- Consider the effects of employment changes on the workforce

Activity 1 – Baseline Assignment Recap

Before we look more closely at some of the changes within the uses of buildings, it is important to make sure that you each understand the changes that have taken place in Doncaster since the 1950s. In pairs, discuss what you consider to be the important changes between Doncaster then and now.

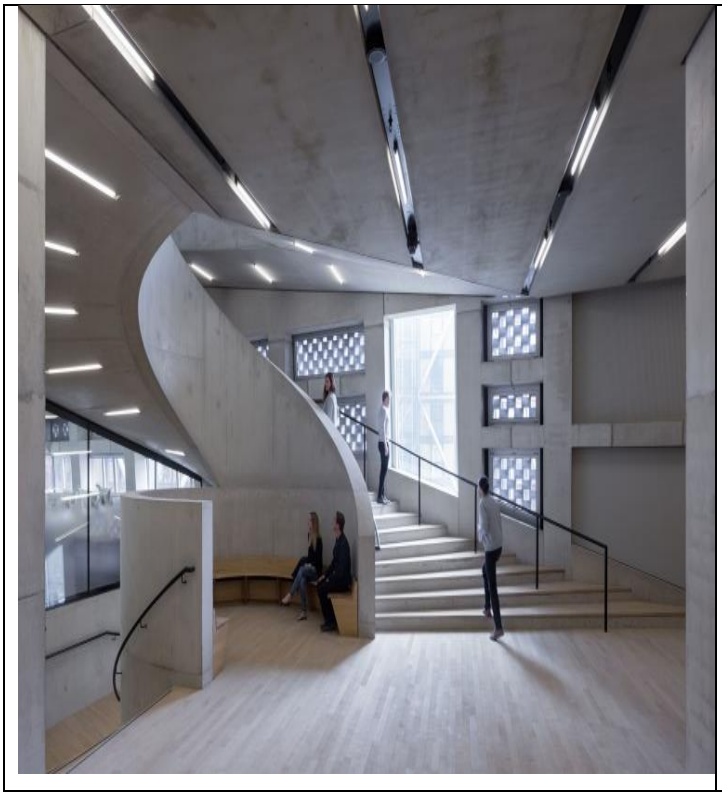
You should think about the following questions:

- Were there any differences between your definitions?
- What do you think was the most important change?
- Would you add or change any of the associations with the idea of the city you made in tutorial 1?

Now, between you write on a post-it note **three** things that you would add to your list of associations with a city (see p. 11). Be prepared to feed back to the group!

Activity 2 – card sort

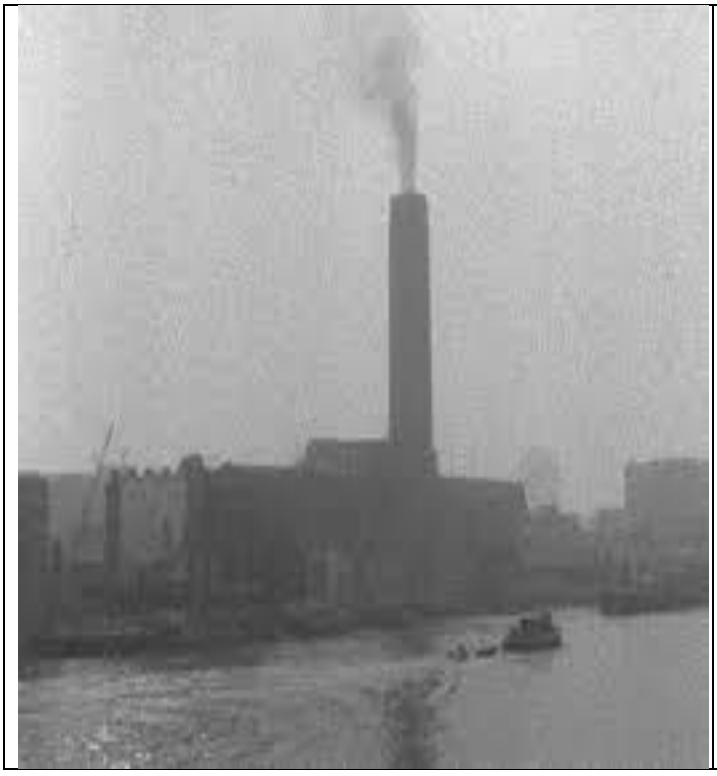
Look at the following images and draw an arrow to match the photos of the building exterior with those that you think are their interior. Give a brief reason when you think the photo was taken, what you think is taking place in the photo, and why you think it matches with the photo you paired it with.



When: ……When:……

What: ……What:……

Why:……Why:……



Activity 3 – From Modern Times to Brassed Off

In this section, we will look at three video clips.

While we watch each extract, think about the five Ws:

- Who is involved in the clip?
- What are they doing? (E.g. shopping?)
- Why do you think they are there? (A job? For pleasure?)
- Where do you think they are? (Are they in a shop? In a factory? Is it where they work?)
- When do you think it is set? (i.e. is it closer to today than the 1950s?)

	Who?	**What?**	**Why?**	**Where?**	**When?**
Charlie Chaplin, 'Modern Times'				In a factory	
Brassed Off, Danny's speech					In the 1990s
Working in an Amazon Fulfilment Centre	Warehouse employee				

Homework – A day in the life of…

For this week's homework, I would like you to imagine that you are (i) an industrial or factory worker and (ii) an Amazon warehouse employee. For each, write a diary entry (of approximately 150 words) in which you discuss your day.
Think about: what you are expected to do for your job, how you feel about this, what you like and dislike about your job, and what you are looking forward to. If you know anyone who has worked in either a factory or a warehouse, please feel free to make use of their experience.

I have included a couple of brief readings to help you with this task.

Reading 1 – Louis-Ferdinand Céline, *Journey to the End of the Night*

This passage is set within a factory:

I saw some big squat buildings all of glass, enormous dollhouses, inside which you could see men moving, but hardly moving, as if they were struggling against something impossible…And then all around me and above me as far as the sky, the heavy, composite, muffled roar of torrents of machines, hard, wheels obstinately turning, grinding, groaning, always on the point of breaking down but never breaking down (p. 107)

https://neoalchemist.files.wordpress.com/2012/06/louis-ferdinand-celine-journey-to-the-end-of-the-night.pdf [24 October 2019]

Reading 2 – Amazon warehouse staff 'treated like slaves with 10-hour shifts and short breaks'

Exhausted staff at the Amazon warehouse in Tilbury, Essex fall asleep on the loo, were punished for trying to form a union and get reported for taking breaks longer than ten minutes

Amazon warehouse staff are so exhausted by working flat out to hit strict targets that they fall asleep in the loos, a former worker claims. Michael Gabay, 42, said he completed "100 days of hell" at the biggest UK depot of the world's richest company, valued at £730billion.

He claimed staff in other departments could not use the toilets because worn-out workers locked themselves in to sleep. He said staff have to join a "power hour" where managers shout the slogan before fast music is played on big speakers to speed up productivity. Some workers who fell ill were allegedly refused ambulances and sent to a first aid station instead.

Mr Gabay claims he saw pregnant women being given no respite despite being in pain. One woman claims that while six months pregnant she was told off for not hitting packing targets of 120 items an hour, and was reported by a manager for being away from her work station. She said: "I couldn't go any faster. They're always putting pressure on. "I'd sometimes get a 10-minute break because I was tired, but they have their eye on you. One of the managers reported me, when I was pregnant, for not being at my station. I was filling out my maternity form." She said another pregnant woman who fell ill was refused an ambulance. She said: "They called her a taxi after taking her to the first aider."

Another woman, in her 50s, claims management would not call an ambulance when she was "screaming in pain" on the floor after a heavy package fell on her. Another former worker, named only as Josephine, 55, claims she was dismissed after sustaining a work injury following claims she was not at her work station for two hours one day. She claims bosses clocked every minute she was absent, including toilet breaks, adding: "It's modern slavery in there." Mr Gabay said: "Why are people treated like this? [Amazon boss] Jeff Bezos is the richest man in the world and this his how his company is run."

Some workers tried to form a union, which they are seeking to officially register. Mr Gabay did not pass his probation period and claims this was a result of his union role. One worker given a warning about her "productivity" believes she was targeted because she joined the union. Amazon said: "We do not recognise these allegations as an accurate portrayal of activities in our building.

Matthew Young, 'Amazon warehouse staff 'treated like slaves with 10-hour shifts and short breaks', https://www.mirror.co.uk/news/uk-news/amazon-warehouse-staff-treated-like-20661995 [20 October 2019]

Tutorial 3 – Gentrification: what is it?

What is the Purpose of Tutorial 3?

- Recap some of the key points from the last tutorial
- To explore key subject vocabulary in greater detail
- Provide an introduction to the structuring of university-style essays

Key Learning Outcomes

By the end of this tutorial I will be able to...

- Understand how the use of physical space changes over time
- Explain gentrification in my words
- Recognize how a university-style essay is structured and presented

Activity 1 – Defining gentrification

Gentrification is one of the key changes that occur within British towns and cities during the period we cover in this course. The term helps explain the change in uses of space: thinking back to an example from the last tutorial, it helps us make sense of some of how Bankside Power Station became the Tate Modern art gallery. While this is a useful example, what exactly does gentrification mean?

To begin with, we will look at the origins of the word. The term gentrification was devised in 1964 by the sociologist Ruth Glass, when she was describing the effects of recent changes in London. Take five minutes to read the following passage and answer these questions. Be prepared to discuss your answers with the class!

1. What kinds of neighbourhoods have been 'invaded'?.....
2. Is this a good thing? Think about how you might feel if you lived in one of these 'shabby, modest mews'.....
   .....
3. Now think about how you might feel if you were the new owner of one of the 'elegant, expensive residences'.....
   .....
   .....

One by one, many of the working class neighbourhoods of London have been invaded by the middle-classes – upper and lower. Shabby, modest mews and cottages – two rooms up and two down – have been taken over, when their leases have expired, and have become elegant, expensive residences […] Once this process of 'gentrification' starts in a district it goes on rapidly, until all or most of the original working-class occupiers are displaced and the whole social character of the district is changed

Ruth Glass, 1964, *Aspects of Change*, xiii-xxxi, xiv

We will now look at a short video, which offers a definition of gentrification. For this activity, I would like you to answer the following questions (we will be able to watch it a couple of times, if necessary):

1. Gentrification is often referred to as the……..……of a town
2. From one perspective, gentrification can be defined as the 'rebuilding or……of houses and buildings in a typically urban, …..…..income area by……..……people and business'
3. When does gentrification do to the culture of a place?.....
4. For whom is gentrification good?.....
5. For whom is gentrification a negative experience?.....
6. List one good and one bad thing that can be associated with gentrification:
    a. One good thing……
    b. One bad thing……..

https://www.youtube.com/watch?v=kfOqmSXDAD8 [24 October 2019]

Activity 2 – Become an Artist

Having looked at some examples of gentrification, I would like you to draw a couple of pictures in the boxes below. The first image will be of something you associate with industrial production (think of some of the examples we have looked at – steel production, factories, a power station, etc.) and the second will be of an image that you associate with gentrification (this could be in terms of a cultural experience – Magna Science Adventure Centre, for example – or a building that has been gentrified). Beside each photo, briefly write down the reasons why you think it is associated with industrial production or gentrification.

Do not worry about how good or lifelike the images are – they are a visual aid that will help you to complete this week's homework!

To help you complete this activity, I will show you a few examples on the board.

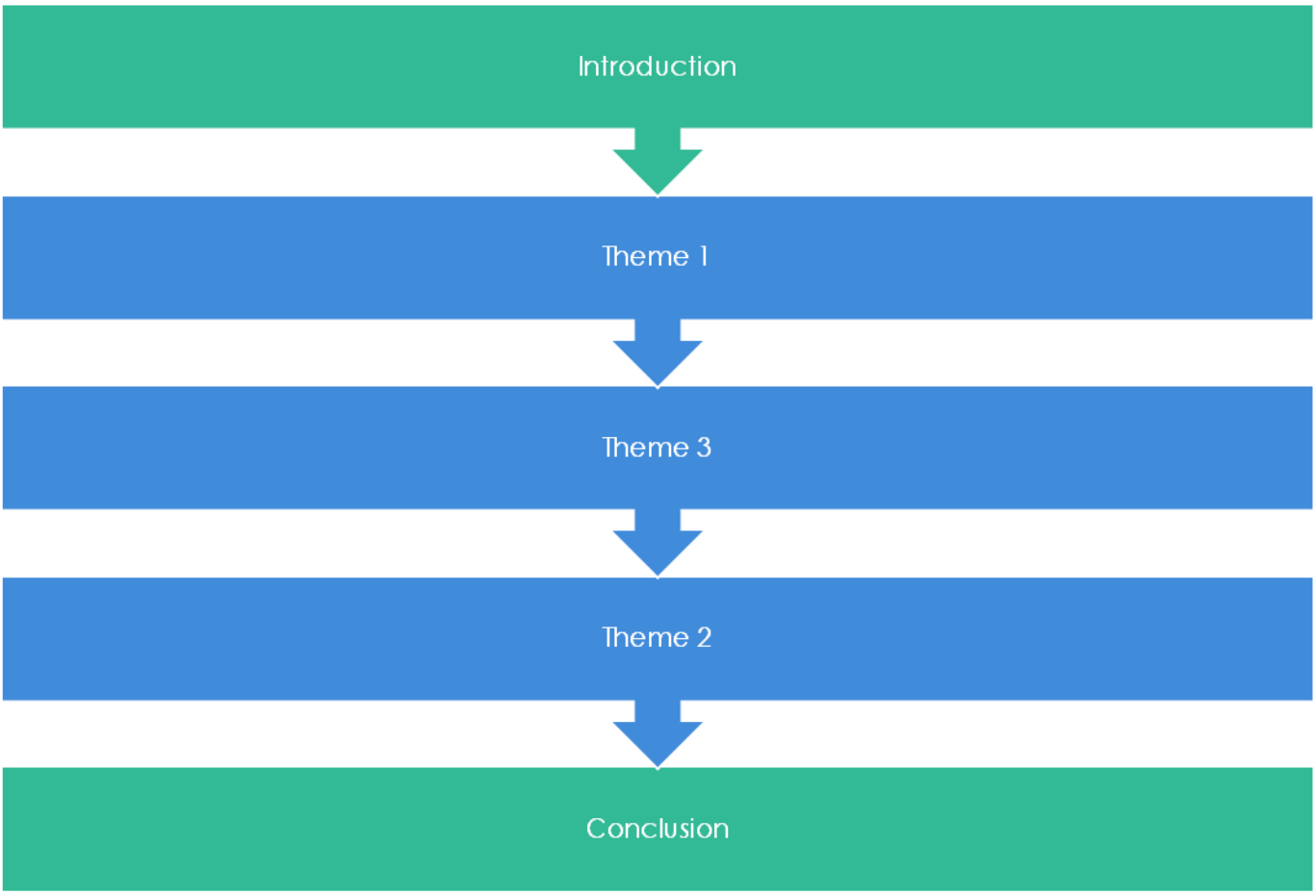
An image I associate with industrial production	**Reason(s) why I associate this with industrial production?**

An image I associate with gentrification	**Reason(s) why I associate this with gentrification?**

Academic skill: University-style essay structure

Whether you are writing at GCSE, A-Level or university level, knowing how to effectively structure an essay is one of the key skills that you will need to develop, especially when you are writing in pressurised situations such as a timed exam. Knowing how to structure an essay will help you to make your argument clear to the reader and ensure that you include all the key points that you have identified.

As a general rule of thumb, I would recommend that you structure your essay using this example format. This is, of course, just a suggestion, so please feel free to adapt it as you see fit.



When writing the essay, think about the following questions:

- What should I include in the introduction?
- What should I put in the conclusion? How does it relate to the introduction?

Homework – A definition of gentrification

For this week's homework, I would like you to look over the work we have done in tutorial 3 and write, in your own words, a definition of gentrification. It should be approximately 150-200 words long. Feel free to include any examples you can think of to illustrate your points. If you want to address whether it is a good or a bad thing, try to imagine the perspective of someone affected by gentrification – whether you are an existing resident or someone who looking to move into the area.

I have included a couple of readings to help you with the task. One is from an interview with the English author J.G. Ballard, where he talks about London. The second is from an online blog, which talks about the demolition of Doncaster Odeon in 2009.

Reading 1 – J.G. Ballard, 'the real England'

Do you like London?
I come into London two or three days a week to visit my girlfriend. It's not my favourite city I'll admit. It's not me. Andy Warhol went to Rome and was reported to have said, "That's what happens when buildings are allowed to last too long!" I think the same is true of London in a way.

What's wrong with London?
It's composed of a lot of late-19th century speculative housing, from South Kensington all the way round north London to Lambeth, that wasn't meant to last very long. It's been artificially propped up by the fact that it's become a secondary banking system. People put their money into bricks and mortar. The fact that the bricks are mostly dust now - one push and the whole lot would fall over - doesn't matter.

So it's all going to end in tears?

It's our own South Sea Bubble. It's expanding, almost exponentially, but I'd like to see the whole thing levelled. Or chrome-plated!

You've no plans to move to central London then?

Most British writers suffer from the handicap that they live in inner London, and they subscribe to a kind of traditional view of what England is. They think England is somewhere between Bloomsbury and Muswell Hill, that England is still heritage London, St Paul's and the Tower of London, and the Houses of Parliament - and this view is all held together by a dinner-party culture.

It's bogus …

Yes, it isn't the real England. The real England doesn't go to dinner parties, it's living out in Staines and Slough on brand-new executive estates. Living out in Shepperton gives me a close up view of the real England. That's the real England - the M25, the world of business parks and industrial estates and executive housing, sports clubs and marinas, cineplexes, CCTV, car rental forecourts. That's where boredom comes in - a paralysing conformity and boredom that can only be relieved by a violent act, by taking your mail order Kalashnikov and letting rip.

Chris Hall, 'JG Ballard on what's wrong with London and relieving boredom with a Kalashnikov', https://www.architectsjournal.co.uk/home/j-g-ballard-1930-2009/www.architectsjournal.co.uk/jg-ballard-on-whats-wrong-with-london-and-relieving-boredom-with-a-kalashikov/5201320.article [19 September 2019]

Reading 2 – A blog response to the demolition of Doncaster Odeon

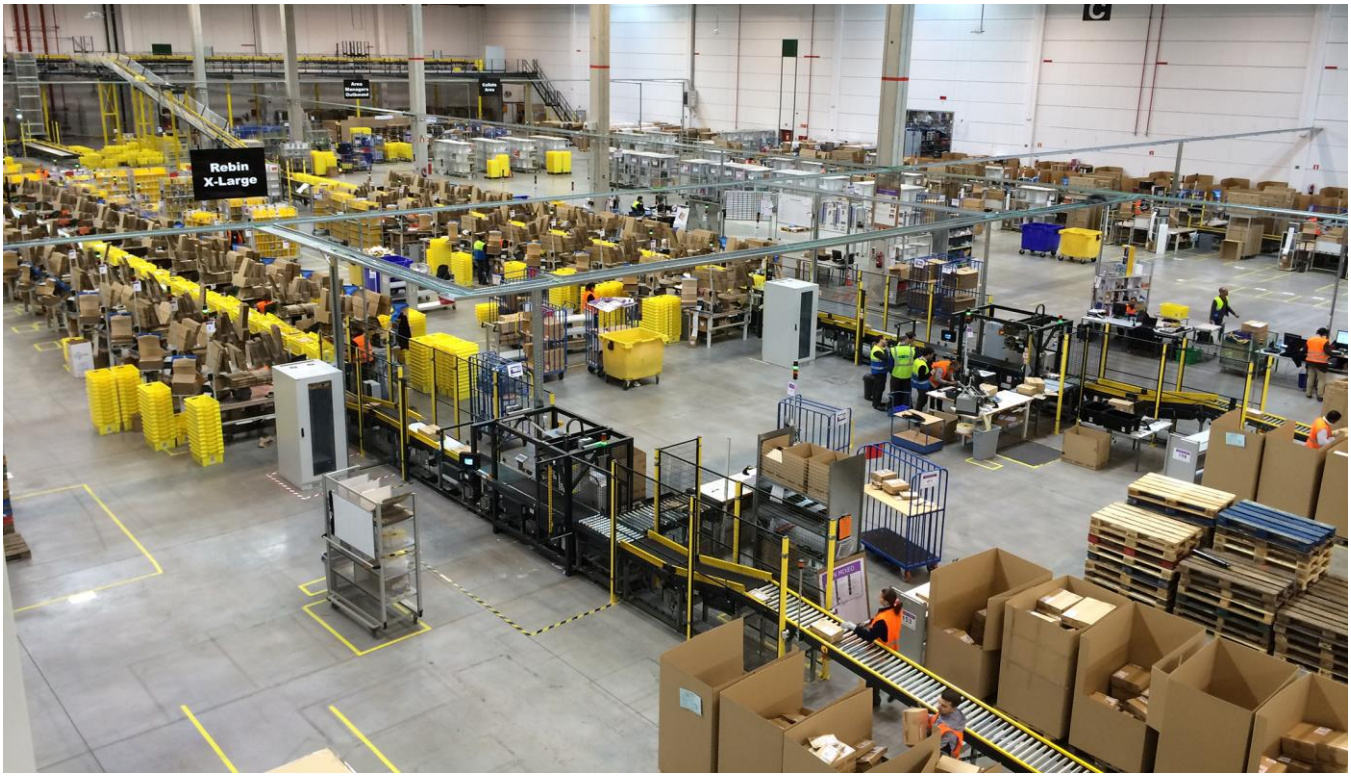
With the destruction of Doncaster's ODEON (a name derived from the motto, "Oscar Deutsch Entertains Our Nation",) the process of turning Doncaster into just another 'clone town' is pretty much complete. All traces of originality, independence and community have been pushed to the margins (Copley Road). We may have a Starbucks (and umpteen other overpriced caffeine outlets), but we haven't had an independent bookshop for over 20 years and creative suppliers (art shops, photographic suppliers, etc.) have slowly dwindled away.

The local press has covered the loss of the Odeon in their usual half-arsed, lighthearted way, ignoring the fact that the people of Doncaster have been robbed of yet another potential community resource ('space' is one of the most important assets a community can possess after 'people').

The developer, Lazarus Properties, is building a £10 million leisure complex on the site which includes a casino, gym, shops and offices (though they reassuringly intend to keep the frieze on the front of the building – which kinda sums up consumer capitalism – *all facade and no soul!*). If the plan sounds familiar it's because a similar project has just been completed opposite St George's Minster only there the 'casino' is a 'hotel'. The fact that the slick-pricks at Lazarus show very little intuition and absolutely no imagination tells us a lot about their true motivations. Take a look at Dweeb's Urban Exploration photographs from 28 Days Later and tell us you couldn't have come up with a better development plan for one of Doncaster's iconic buildings…

'Oscar Deutsch Entertains No More: the completion of 'Clone Town' Doncaster', https://barnsdale.wordpress.com/tag/gentrification/ [24 October 2019]

Tutorial 4 – Welcome to iPort



What is the Purpose of Tutorial 4?

- To explore how modern technologies reshape the physical environment around us
- Explore the character and impact of some recent developments in the physical and economic geography of Britain

Key Learning Outcomes

By the end of this tutorial I will be able to...

- Explain the wider impact of our online behaviour on the high street
- Evaluate the wider significance of iPort in Rossington

Activity 1: Tell me about your online behaviour

To begin this tutorial, I would like you to work in pairs and discuss what you do with your mobile phones, tablets or laptops when you use them. Think about what you use them for and answer the following questions. We will spend a few minutes discuss our answers as a group:

1. How long do you think you are online for each day?.....
   .....
2. What sites do you visit?.....
   .....
3. What adverts do you remember seeing when you were last online?.....
   .....
4. Are there any other adverts you remember? .....
   .....
5. Do you buy anything online?.....
   .....

Mini Lecture on social media, cookies and advertising

In this lecture, I will discuss how of use of the internet and social media affects the physical space of the local high street. You may have heard about the increasing number of high street retailers closing down. Over the past year, 85,000 jobs have been lost in the retail industry, which is the UK's largest private employment sector. Retailers including Karen Millen and Coast have recently fallen into administration, while Debenhams is set to close more than twenty stores in January 2020. The reasons for this include the switch to online shopping.

In order to help develop your note taking skills, I have prepared some headings so that you can organize your notes.

Theme	Notes
Social media	
Cookies	
Online advertising	
Big data	
Online shopping	
State of the high street	

Activity 2 – Case Study: iPort, Rossington

In preparation for your baseline assignment, you were asked to read an extract from George Orwell's essay 'England Your England'. Writing in 1941, Orwell argued that the 'germs of the future England' were to be witnessed in the 'light industrial' areas outside of cities. Today, we will look at the recent development of iPort in Rossington and, in preparation for your homework task, consider if it is one of the 'germs' of the future Orwell described in his essay.

We will look at several videos of iPort before we engage in a class discussion. For each, I would like you to answer a few questions:

1. **M18 to iPort**

https://iportuk.com/2019/06/m18-to-iport-view-our-latest-film/ [24/10/2019]

1. What different kinds of transport links (e.g. road, rail) are mentioned in the video?
    - ……..
    - ……..
    - ……..
2. What percentage of the UK population is within a four-hour drive time of iPort?.....%
3. What kind of access is there to the UK's national rail network? **D**.....**access.**

Notes:

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2. John Harris, Anywhere but Westminster

1. What does Harris describes as the 'steelworks and coalmines of now'? ……
2. Harris later describes them as the 'symbols of our age'?
   a. What do you think Harris means by this?……
   ……
   b. Do you agree? Give two reasons for your answer……
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Homework: To what degree do you think iPort is one of the 'germs of the future England'?

For this week's homework, I would like you to think about how iPort and other distribution centres fit into the narrative we are developing about the transformation of the British economy. In 300 words, I would like you to consider to what degree you think iPort is one of the 'germs of the future England'? I have included a recent newspaper article that discusses Doncaster and iPort in particular, and have compiled a brief list of articles you might find useful.

Reading 1: John Harris on iPort and Amazon, edited extract

Most towns and cities have the strange, uncertain spaces some people call "edgelands", but Doncaster's seem to go on for ever. Thanks to the Yorkshire town's proximity to four motorways, the expanses around it are full of retail parks and distribution centres, those leviathans that sit at the heart of 21st-century consumerism.

Three of them belong to Amazon. The two nearest the town centre are comparatively modest, set in a business park that also includes a Morrison's supermarket and a Holiday Inn Express. But the newest is a breathtakingly vast black-and-silver box covering 1.1m sq ft (102,200 sq metres). On a day when bright sunlight seems to make it glow, driving around its seemingly endless walls proves to be a mesmerising experience, only spoiled by the unshakeable feeling that my little hire car and I are being watched.

The building was opened last year by the local Labour MP, Caroline Flint, who said the construction was "light and spacious and happens to be the size of 15 football pitches". Along with a similarly massive Lidl warehouse, it is part of a development called iPort, built on what used to be a waterlogged field, next to a junction of roads and a new railway freight terminal. I turn up just after 10am on a Wednesday. Traffic roars away in the middle distance, but in half an hour I clap eyes on just one other person: a man in a hi-vis jacket, going about his business 50 yards away behind a tall wire fence.

The promotional material for iPort promises "bespoke mega-warehouses", "strong demographics" and "multimodal connectivity". When it opened, local headlines focused on the prospect of 5,000 new jobs, but its near-silent ambience arguably points to a future that will be much more complicated: given that the preparation of a parcel in Amazon's most cutting-edge centres is now reckoned to involve no more than a minute of human work, places like this may yet symbolise labour slowly disappearing from the buying and selling of stuff, as everything is subordinated to computerised efficiency.

Obviously, other controversies swirl around Amazon and how it operates – something highlighted last month, when rising noise about its treatment of workers resulted in the decision to raise its minimum hourly wage to $15 in the US and £9.50 here (a move that will eat up no more than 1% of its projected annual revenue). But nothing, it seems, can stop the company's frantic drive to sell the human race anything and everything. Amazon's share of annual British spending now puts it just below the big four supermarkets. It currently accounts for about a third of our online spending, which is itself growing fast: between 2016 and 2017 alone, the value of stuff bought in the UK via the internet went up by 15.9%. We might still spend the majority of our money in traditional shops, but it is pretty obvious where we are heading.

In 2017, more than 5,800 shops closed on British high streets – an average of 16 a day – with a net loss of 1,772. Every week seems to bring news of some big retailer hitting the wall, while hundreds of independent shops quietly run out of money. As more and more goods tumble through letterboxes in brown cardboard parcels, the idea of a high street crisis is now common political currency, blurring into a growing obsession among politicians with the fate of English towns, many of which seemed to express their collective fears about the future by voting for Brexit.

Doncaster – or "Donny" to locals, where 69% of voters backed leaving the EU – presents no end of examples of all this. In April this year, the directory business Local Data Company reported that, over the previous 12 months, the town had suffered a net loss of 13 shops, nearly 5% of the total. Six months on, the most obvious examples of the retreat of chain retailers are two empty branches of Poundworld, but the town has also either lost, or is about to lose, Mothercare, Maplin, two big Toys R Us stores, the menswear wing of New Look and a branch of Tesco. Inevitably, there are also plenty of premises vacated by independent businesses

[…]

[Concerning Amazon's presence in Doncaster]

"When they're at full tilt, they're employing 2,000 people," says Cardwell. They enthuse about the "logistics academy" that was opened as an adjunct to iPort, to "create a labour pool for those big developers", although, when I visit its website and click on a link marked "Vacancies", it seems to only offer openings at Amazon Flex, the wing of the company that uses self-employed drivers for deliveries. "Make £12-£15/hr delivering parcels with Amazon," says the blurb. "All you need is a vehicle, an Android or iOS phone and some free time."

[…]

I mention Amazon. "Call centres and warehouses are the modern pits," says [local resident Rachel] Horne. "But it doesn't mean that those people in there aren't really creative. It's just a job."

John Harris, 'Amazon v the high street – how Doncaster is fighting back', *The Guardian*, 11 October 2018, https://www.theguardian.com/uk-news/2018/oct/11/amazon-v-the-high-street-how-doncaster-is-fighting-back [24/10/2019]

Selected other readings:

High street closures

https://www.theguardian.com/cities/2019/feb/01/everythings-leaving-can-sheffields-high-street-survive

Retail parks and distribution centres

https://www.chapmantaylor.com/insights/reimagining-retail-parks-how-to-future-proof-and-renovate-existing-assets

https://www.theguardian.com/artanddesign/2018/apr/15/shed-the-size-of-town-what-britains-giant-distribution-centres-tell-us-about-modern-life

iPort information

https://iportuk.com/

https://www.doncaster.gov.uk/services/transport-streets-parking/iport

https://wearedoncaster.co.uk/news/verdion-kickstarts-phase-2-of-its-500-million-iport-scheme-in-doncaster/

Tutorial 5 – 'The germs of the future England'

What is the Purpose of Tutorial 5?

- To establish that pupils understand some of the key terms they have encountered in previous tutorials
- Learn about how to research an academic essay
- To prepare pupils to draft their final assignment

Key Learning Outcomes

By the end of this tutorial I will be able to...

- Define some of the key terms in this course in my own words
- Identify a range of different sources to help research my final assignment
- Organise and structure my final assignment

Activity 1 – concept checking

For this task, we will be checking your understanding of some of the key concept we have encountered in the tutorials to date. Working in pairs, please turn to page 9 in your workbooks and look at the subject vocabulary page. Look at the list of words – the majority of which we should have encountered in the previous tutorials – and try to write a sentence that uses each word. We will discuss our definitions as a group and will look to fill in any gaps as we go along. This exercise will help you in with your final assignment, as this list of key terms will help you to structure your essay.

The second part of this activity involves us revisiting the definition of the city you completed in tutorial 1. Turn to page 11. Take three post-it notes and, working in groups of three, each write down a new word that you associate with the concept of the city and note the reason(s) why you have now chosen it. We will come back together as a group to discuss your new terms.

WORD:……..
REASON WHY YOU NOW ASSOCIATE IT WITH THE CITY:……

……

……

……

Activity 2 – industrial city or contemporary city?

For this task, I would like you to think about some of the words, concepts and images we have come across during the previous tutorials and decide whether you associate them with the industrial city or the contemporary city. Remember to include a few words as to why you consider a particular example to be a feature associated with either the industrial or contemporary city. We will look at some images to help you complete this task, before coming back as a group to discuss our findings.

Word/image/concept	Associated with the industrial city	Associated with the contemporary city	Why? Examples?
Urban entrepreneurialism			From the 1970s onwards, governments became less concerned with the redistribution of wealth and focused on enabling enterprises to flourish, hoping these would improve the lives of citizens through "trickle down" economics
Gentrification			
Steel works			
Coal mining			
'germs of the future England'			For Orwell, industrial production in cities will be replaced by 'light industry' outside of cities (i.e. shift from manufacturing to distribution). **iPort**
iPort, Amazon fulfilment centres			
Social media, online shopping			

Activity 3 – Mini-Lecture on the transition from the factory to the Amazon fulfilment centre

This section of the tutorial will provide you with an overview of the course. I will summarize the main arguments that I have presented to you in the previous tutorials, and join the dots so that you can gain a more complete idea of this course. In the space below, note down any important information you come across and any questions that you would like to explore. There will time for a question and answer session at the end of this activity.

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Academic skill: Researching a university-style essay

While a good plan is essential to writing an academic essay, the research you use is key to how you develop and justify your argument. This course presents you with a narrative about modern Britain has changed over the last seventy years, using examples from Doncaster to illustrate these changes. **BUT** the arguments we have explored over these past tutorials is based on research from a number of sources. In general, these are two main places where you can access sources: physical media and online. While using different resources may be a new experience for you, it is important that you are using reliable sources. For this, sources like Wikipedia are not suitable. The chart below contains a few suggestions that we can discuss as a group and, if we can think any further examples, add to as we go along.

Online Research

- Academic websites (look for the .edu or .ac suffix)
- Google Scholar/Books

'Paper' Research

- The school library
- Your local library

Homework – Draft assignment

The homework for this week involves starting to plan and write your essay, which is entitled: *'To What Extent do you Agree that Amazon Warehouses are the 'Modern Pits' in Britain Today?* Here are a few tips:

- Your essay MUST include an introduction (approximately 300 words) and a conclusion (approximately 250 words). These will help to shape your essay.
- While planning, ensure that each of the three main paragraphs (approximately 350 words each) in your essay has a distinct and clear theme
- Your essay should include three main themes – these could include deindustrialization, gentrification, social media and online behaviour, distribution centres/warehouses, and containerization
- Ask yourself: is what I am writing helping me to answer the question
- Avoid long quotations. Where possible, paraphrase!
- Your task is to analyse, not just to describe. *What do you think, and why?*
- Avoid abbreviations (e.g. cont'd) and contractions (e.g. don't)
- Rule of thumb: avoid imprecise or informal language
- Bibliography and footnotes: remember to use the agreed format and that these do not count towards your word count. In Microsoft Word, you can check your word count by selecting Tools > Word Count. Unclick 'Include footnotes and endnotes' to find put your word count!

In the next tutorial, I will be giving you individual feedback on your draft essay. To help with task, you should prepare:

- Your introduction (approximately 300 words)
- An essay plan – this includes the main theme of each paragraph (see the plan, p. 24)
- A draft bibliography. If you are unsure about how to format this, I can show you how to do this during this tutorial.

Please remember to bring these with you to the tutorial, or email them to me in advance.

With reference to the mark scheme (pages 5-6), here is a breakdown of the success criteria for your final assignment:

- **Knowledge & Understanding**: include content relevant to the essay question; show an understanding of how Britain has changed since the 1950s and explain how the transition from the factory to the warehouse illustrates these changes
- **Research & Evidence**: Include information from sources in the tutorial handbook, alongside those you have located yourself (either online or as a book). Incorporate these effectively into your argument to reinforce your points.
- **Developing An Argument**: Your argument should refer clearly to the question you are answering, addressing a different theme in each paragraph. Remember to keep the main points of your argument clear and concise.
- **Critical Evaluation**: Evaluate the content in reference to your argument. In practice, you should not just describe events but analyse and evaluate them.
- **Structure & Presentation**: In addition to including an introduction and conclusion, your essay should include (at least) three paragraphs, each with a clear and distinct theme. Your essay should also include a bibliography.
- **Language & Style**: Ensure that your spelling, grammar and punctuation are accurate. Remember to capitalise letters correctly. Use the appropriate academic (formal) style of writing, which means no contractions. Avoid excessive use of the first person.

Reading 1: Rowan Moore, 'A shed the size of a town: what Britain's giant distribution centres tell us about modern life', *The Observer*, Sunday 15th April 2018

When you click on a product, something, somewhere, moves. The item is shifted off its shelf by human or robot and on to a chain of delivery mechanisms that takes it to your door. That item, and millions others like it, plus the machinery that handles them, needs space. The more we shop online, the more such space is needed.

You'll know all this, I expect, but you may only be dimly aware of the physical consequences: very big boxes, getting bigger and more numerous. Higher, too, as robotic distribution systems allow goods to be piled further from the ground than before.

These boxes are of such importance that some are classed as "nationally significant infrastructure projects", which means that national government rather than local authorities give them planning permission. Some are shrouded in secrecy. They are where the virtual becomes physical, with a vengeance. Their scale challenges the conventions of town and country planning, pushing their designers and creators to find more or less convincing ways to respond

Imagine the space that is used to store and display a product in a traditional shop, and then imagine great dollops of it sucked from almost every high street and supermarket in the land to a centralised facility. Add it to the long-established need for physical shops to warehouse their goods. You end up with something like Dirft – the Daventry International Rail Freight Terminal – near Rugby, or the Magna

Parks in Milton Keynes and Lutterworth: town-sized agglomerations, containing thousands of workers, made up of very big sheds. They are called distribution centres, which differ from what used to be called warehouses in the degree to which the buildings are integrated into logistical networks of trucks, trains, the internet and subsidiary distribution points.

Dirft and the Magna Parks are within what, with unexpected romance, is called the "golden triangle", a land of sheds, roads and marketing gerunds (such as Eddie Stobart's "delivering sustainable distribution") laid over the fields and towns of old England. In some accounts the triangle's points are Leicester, Coventry and Milton Keynes and in others its sides are the M1, M6 and M42 motorways, but in either case it describes an area from where 85% of the population of Great Britain can be reached in four and a half hours, which is the maximum time an HGV driver can travel without taking a break. In other words, if you order a set of John Lewis bathroom towels in Southampton, Cardiff or Manchester, it will come from the same big box in Milton Keynes.

The Dutch architect Rem Koolhaas argues that the modern countryside is now divided into two types: on the one hand industrialised agriculture with the big structures that serve it, on the other landscapes preserved for their picturesque beauty. Dirft confirms his point. It stands close to the pretty Northamptonshire village of Crick, with its medieval church of St Margaret's (Grade I listed, notable Romanesque font), also to the pleasant rolling countryside of Warwickshire (Shakespeare's county, as the sign on the border says). Dirft itself consists of colossal distribution centres from which retailers dispatch their produce, via the nearby M1, across the country. Here is an abstracted high street of the nation in which the buyable contents of a home – food, furnishings, hardware, clothes – are translated into vast labelled containers: Tesco, Sainsburys, Bathstore, Halfords.

The Dirft development's origins lie in the mid-90s, when a freight rail connection was established, via Felixstowe docks and the then new Channel tunnel, into something called the Trans-European Transport Network. As the area had already been designated, in 1978, as a "motorway orientated growth point" the addition of the railport made it exceptionally fertile ground for the bumper crops of big sheds that then started to blossom there. There are now more than 6m sq ft of building with another 7.7m on the way.

Dirft is no prettier than its name and doesn't claim to be so. It is a landscape of those mute boxes and of the roads, loading areas and parking zones they need to sustain them, the earth vigorously reshaped to make the flat platforms on which they stand. It is made of fences, berms and security gates, of young trees in their protective tubes and gnarled old ones, survivors of the site's former rural life. A pitched-roofed Ibis hotel adds a note of forlorn domesticity. Wind turbines turn.

You couldn't call it country or town: it is a node, a zone. It approaches a sort of sublime, you could say, in which the vast whiteish rectangles resemble conceptual art and the engineered terrain unwittingly becomes land art. Its scale is that of the national and international networks of which it is part, not the locality.

The complex is surprisingly uncontentious, given its size and impact, among the local community. "It is positive", says Josie Flavell of Crick parish council "in that a number of residents are employed by the many companies at Dirft." She is pleased that Prologis, the company that owns the site, contributes towards two police community support officers, organises litter removal, pays for cycling and pedestrian routes and financed a heritage board to be placed at the site of the old Kilsby and Crick railway.

Simon Bowers, of Daventry district council, also likes the jobs it brings. "It's a valued part of the local economy," he says. "It's an appropriate development that does no real harm."

But, in a country where land is as constrained as in Britain, where it is a struggle to find space for other such essentials as new housing, the growth of big sheds is particularly hard to accommodate. If it is a fast-moving business, wherein a building 10 times the volume of St Paul's Cathedral might go up in six months, it might take a decade to assemble a site out of former farmland, and win planning permission for it. In Lutterworth there is a campaign group called Magna Park Is Big Enough, which in January persuaded the local council to refuse, by a margin of two votes, a planned expansion. One meeting of the group was held in a hangar to accommodate the number of protesters.

There is, therefore, a motivation to "innovate in a mindful and respectful way", as Gazeley, owner of the Magna Parks, put it. Last year *Creative Review* magazine spotted a trend, a "new breed of superstructures trying very hard to disappear". Off the M5, for example, near Bridgwater in Somerset, a huge Morrisons distribution centre is clad in long horizontal strips of varying shades of green, the better to blend with the lush West Country landscape. Magna Park in Milton Keynes, home to John Lewis, Waitrose and River Island, a mile-plus-long, 4m sq ft array, is uniformly banded with gradations of blue, from dark at the bottom to pale at the top. The intention is that it will fade into the sky.

It depends on the location, explains Tim Ward of Chetwoods, the architects of the Milton Keynes Magna Park and a number of other distribution centres. If the structures are generally viewed with landscape behind, green works well; if sky, blue is better. There is, he says, some art to the choice of tones that includes a knowledge of the latest developments in the technology of colour.

Chetwoods are keen to stress that they don't want the structures to disappear, exactly – a futile task, given the enormous size of the buildings – but rather to be less intrusive. Indeed, you are conscious of Magna Park Milton Keynes from miles around – an insistent, astounding, blueish presence that occupies the horizon from end to end, an alternative atmospheric that keeps reappearing down country lanes, from new housing estates and across fields. Or, if you are driving along the M1, it is an azure-cerulean abstraction, flipping past the edge of vision for an appreciable interval of time.

The striking thing about it is less the breaking-up of its bulk than the consistency of the pattern across such an expanse of surface. There may never before have been so much synthetic blueness in one place.

Colour, in any case, only gets you so far. Gazeley like to talk of the million trees they have planted at Lutterworth to create a publicly accessible "Magna Wood" and "the wildlife-rich Mere Lane Lagoon fishing lake." At Milton Keynes a pond captures and attenuates the rainwater that falls on the development's expanses of roof. There are swans, moorhens and many species of tree. There is a "bee hotel". There is an uplifting, if artistically dubious, statue of the Olympic long jumper Greg Rutherford on the roundabout at the entrance to the complex. As befits the home of Waitrose, Magna Park has a palpable quality and coherence in its layout, but even blunt Dirft has measures to buffer its impact with landscape.

Gazeley are particularly proud of Altitude, a new distribution centre on their Milton Keynes site that is not only an unusually high 21 metres but also has a roof ready to be covered by photovoltaic cells, at such time as they become economically viable. The health and wellbeing of employees will be supported by such things as good lighting and ventilation and reindeer moss growing on living walls inside the building. New technology is reducing the number of jobs in the business, I'm told, but many of those that remain are becoming more skilled, which means that companies have to try harder to attract good staff.

Laurie Chetwood of Chetwoods says that distribution centres, which are among the most single-minded of building types, must now acquire a "duality of purpose", which means things such as making running tracks out of the fire engine lanes that surround the boxes. He talks of cladding that can double as batteries to store solar energy gathered on the roof. One day, maybe, it might be possible to charge electric trucks with it, which would mitigate the rather obvious ecological drawbacks of dispatching thousands of HGVs across the country every day.

Simple as they may look, distribution centres are sophisticated structures. The machinery that moves stuff around is constantly evolving. Their playing field-sized floors have to be exceptionally level, as small unevenness could cause the high fork-lift trucks they use to lean unacceptably at the top. Years of competition have made their structure as spare and economical as can be. Architects such as Chetwoods have to reconcile all this with the wishes of users (who might want something tailored to their needs) and of investors, who will want a structure to be adaptable to future users.

It is tempting to say that these buildings make the internet visible, except that their visibility is strictly limited. Sometimes they get into the news when reporters, posing as warehouse workers, bring news of working conditions inside. You can get a glimmer on Google, for example from employee reviews of Primark's warehouse, which sits like an acropolis on a raised earthwork in Northamptonshire: "they're

treating a people like nothing," says one in imperfect English; "they beautiful lied on induction how much they cares about worker, don't believe them." The buildings, however, remain notably blank, giving almost no clue of their busy inner lives.

Some users and owners are dismissive of press inquiries to a degree unusual in big, public relations-conscious companies. Tesco refused a request to see inside their Dirft base, which was possibly not surprising, but also to answer simple questions, such as: what are its dimensions?

For the writer Carolyn Steel, whose book *Hungry City: How Food Shapes Our Lives* examines the relationship of society to food, this secrecy is the antithesis of the more public processes by which food once progressed from field to market to kitchen to plate. "The exchange of food used to bring people together," she says. "Now the process is designed to exclude the human". But distribution centres manifest the world we have chosen and had chosen for us, in return for efficiency and convenience, in which a product appears in the home by ever more inscrutable magic.

Their scale and growth are a consequence of the fact that all that physicality and volume that the virtual world displaces has to go somewhere. It's welcome that architects and developers should try to make something of them and to mitigate their impact with woods, ponds and indeed coloured bands. But, short of a dramatic restructuring of the economic, technical and social basis of the modern world, these uncompromising building types will only become more essential to our lives. The contrast between what was previously thought of as natural and urban landscape will only become more stark.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
• • •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
• • •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

A marker in your assignment: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].

Bibliography: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

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