	**Title**	Who Owns England?	**Length**	7 lessons	**Key Concept (s)**	Place
	Key Text (s)	Guy Shrubsole - Who owns England? Nick Hayes - The Book of Trespass	**Year**	KS3	**Main Assessment**	Debate

Watch the launch event here - https://youtu.be/TymWmX3BsnY

	Lesson Title	Activities	Resources	HW
1	Who owns England?	1) *Starter* - How big is England? Task students with choosing from the list of numbers to work out which number is the answer to each question. What's the area of England? How many people live in England? How many sheep are in England? How many trees are there in England? 2) *What is England?* Ask students to write down what they think England is. Then show students the map of England in relation to the other nations of the United Kingdom. Challenge students to explain the map to their neighbour. 3) *Flags* - Link the flag to the region. What do the flags have in common? What shapes / colours / symbols? 4) *Video* - Half of England is owned by less than 1% of the population. Who is this? Show https://www.youtube.com/watch?v=H4OrACgY_k4 ask students; Why is it important to ask this question? Use the extract from Nick's book to explore the relationship between land and power. 5) *Exploring the map* - https://map.whoownsengland.org/ Start by zooming in to your local area - find your house or school. Who owns the land near you? Are you surprised? Prompt students to use the table to help guide their investigation.	Presentation Worksheet Teacher Answers	Find your nearest National Trust property using this report and the website to help you - Create a summary to explain: ➔ How big is it? ➔ Who owned it? ➔ What's its story? ➔ What's its relationship with the local community? ➔ Was it ever linked to the slave trade? ➔ Was land gained through the Enclosure Acts?
2	Should trespass be illegal?	1) *Starter* - Show students the sign and ask if trespassers can be prosecuted? Explain that despite the confident words on the intimidating sign, trespass is illegal and something you can be sued for by a landowner, but not prosecuted for by the state. That's because trespass is a civil offence, not a criminal one –	Presentation Worksheet Kinder Scout	Go for a walk and see how quickly you meet private land. Take a photo of yourself on the boundary of private

		and has been for a thousand years. 2) M*ass trespass of Kinder Scout* - Watch the video explaining the circumstance of the mass trespass. Using the extract to help, students should answer the following questions; Who participated in the mass trespass? How important was the peak district for industrial workers of the time? 3) *Right to Roam* - What % of England is open for anyone to walk freely on? Only 8% of land / 2% of waterways - CROW act https://www.righttoroam.org.uk/ Show students the video interview with Nick Hayes. https://www.youtube.com/watch?v=WsmOaZmyqiQ Ask students to write an argument for why the right to roam should not be extended & another for why it should. Students then swap with their neighbour and write a response to their neighbour's argument. 4) *Language of Trespass* - Using the words to help, direct students to complete the phrases. Use the extract from Nick's book to explore the meaning behind each phrase and discuss the connection between land and access with our collective psyche and within the English language.	Extract Language Extract	land.
3	Why are so many homes empty?	1) *Starter* - Show the photo of the aftermath of Grenfell. Ask students to discuss with their neighbour; what happened here? Why did it happen? What were the impacts? Discuss as a class and piece together the details. Show students the key stats. Ask students where should the residents be rehomed? Explore the blog post from Guy https://whoownsengland.org/2017/06/18/where-are-the-empty-homes-in-kensington/ https://www.theguardian.com/society/2017/aug/01/names-of-wealthy-empty-home-owners-in-grenfell-borough-revealed 2) *Data Activity* - Explore the data in the spreadsheet of vacant dwellings in England. Explain to students what each of the tabs show and the structure of the data. This data has been downloaded directly from gov.uk and is a live table of data available from here https://www.gov.uk/government/statistical-data-sets/live-tables-on-dwelling-stock-including-vacants Which region of England has the most vacant dwellings? Which has had the greatest change in vacant dwellings between 2004 and 2020? Rank the 2020 data for all local authorities, which local authorities have	Presentation Worksheet Spreadsheet	Watch the Vice video about Squatting and engage in a conversation with a friend or family member about squatters https://www.youtube.com/watch?v=f0OVvi29Pm0

		the most / least? Find your local authority - where does it rank? Extension - Try saving the data as a .csv file and dragging it into ArcGIS Online to create a map. 3) *Video Activity* - https://www.youtube.com/watch?v=c4IwwIPel68 Show students the video and ask them to use the suggestions to decide what should happen to empty properties. 4) *Overseas Owners* - Direct students to explore the map of foreign owned land in the UK. Why is so much land owned by offshore companies based in tax havens? Why do people buy up land or properties in England? https://www.private-eye.co.uk/registry		
4	What about nature?	1) Starter - *Street View Task* - Explore the villages still dominated by aristocratic influence. Using the worksheet and google street view, students complete the table to investigate the stories of the villages owned by old money. https://whoownsengland.org/2019/12/03/the-villages-where-feudalism-never-died/ 2) Video Activity - The UK in 100 seconds - Watch Dan Raven-Ellison's video exploring land cover in the UK. https://youtu.be/0drvdLYGNuc How much is built on? How much is natural? How much is woodland? Who decides how land is used? 3) Map Activity - Using the map, instruct students to explore a local Woodland. Who owns it? How big is it? What type of woodland is it? Is it protected by a designation? https://whoownsengland.org/2020/11/02/who-owns-englands-woods/ https://friendsoftheearth.uk/nature/englands-10-biggest-landowners-must-grow-more-trees 4) Pheasant Shoots / Grouse - What's a grouse moor? What's a pheasant shoot? Why do grouse moors exist? https://www.youtube.com/watch?v=aLCr2CBZd5c	Presentation Worksheet Woodland GIS File	Read "The Lie of the Land" and then Write 500 words in response to the question; How natural is the landscape of the Lake District?
5	Who has access to open spaces?	1) *Starter* - Using google maps, find as many Golf Courses near where you live as possible. How many do you find? Show students the map of golf courses in the UK. How accessible are golf courses? Can anyone access them? Is this fair? http://www.statsmapsnpix.com/2017/07/what-percent-golf-course-is-your-area.h	Presentation Worksheet	Listen to this radio broadcast and then go out into nature and make a creative

		tml 2) Video Activity - Watch the Countryfile clip engaging with #BlackLivesMatter exploring ideas of "Access to space" and "social justice" https://www.youtube.com/watch?v=jeE93eMRmnM How do people from different backgrounds feel in the countryside? What are the reasons for this? 3) Land in our Names - Explore the "How we work" section of the website. https://landinournames.community/ 4) Video Activity - Watch the clip from Nick and Guy's interview with British Canoeing about the link between colonialism and land - https://youtu.be/4ijOwICyK74?t=2816 What is the key message? What are the key stats? Why does this situation exist? 5) Mental Health - Read the extract from 'Losing Eden' then visit the Wild in the City https://wildinthecity.org.uk/ What do they do? Why is it important?	Losing Eden Extract	response about your experience - write a poem, a song, take a photograph, paint a picture ...
6	How can we make land ownership more equal?	1) *Starter* - Ask students to draw the average UK home. What does it look like? What shape is it? What size is the average house? How many bedrooms? How much does it cost? Show students the 'Shoebox homes' article https://www.bbc.co.uk/news/uk-14916580 How much space do most people have? Is this fair? 2) *Speed Dating Activity (Guy's List from book)* - Hand out a suggested "land reform" idea to each student. Students should read the information and complete their summary table using the information. Students then pair up and have 2 minutes to "speed date" and explain their information to their partner. Swap and complete again. 3) *Spectrum Activity* - Using the ideas from the previous activity, direct students to place the possible land reforms in a line from; best to worst, most possible to least possible, biggest impact to smallest impact. Share ideas after each stage and discuss why the students placed them where they did. 4) Explore the document "Land for the Many" ask students to pick out 3 ideas which stand out and look particularly interesting or effective https://labour.org.uk/wp-content/uploads/2019/06/12081_19-Land-for-the-Many.	Presentation Worksheet Debate Planning Worksheet	Finish working with group to prepare key arguments and evidence for the debate

		pdf As a class discuss ideas. 5) *Debate Preparation* - Organise students into groups. Introduce the motion and discuss the wording of the motion. Place groups along the spectrum of views from “land for the masses” to “land for the few” what do these statements mean? What views would they encompass? Set the groups up to think of initial ideas and then research their key arguments / evidence.		
7	Debate	1) *Debate* - This house believes land should be returned to the masses. Chair debate with 1st proposer / 1st opposer / 2nd proposer / 2nd opposer / open debate. Use the debate scorecard to note the quantity and quality of student points. Stir debate and encourage students to respond to other student’s points rather than constantly raising new ideas. 2) *Self Reflection Written Task* - Following the debate, ask students to write responses to the guiding questions reflecting on the key arguments and evidence as well as what were the best techniques.	Presentation Debate Scorecard Self Reflection Worksheet	

Additional Links

https://www.youtube.com/watch?v=jpOdiqD3DbU

https://www.theguardian.com/uk-news/2020/aug/09/forgive-us-our-trespasses-forbidden-rambles-with-a-right-to-roam-campaigner

https://www.theguardian.com/environment/2019/apr/19/who-owns-england-secretive-companies-hoarding-land