



MY ENVIRONMENT  
**MY FUTURE**

# MY ENVIRONMENT MY FUTURE

CONNECTING THE CURRICULUM TO CAREERS WITHIN THE  
BUILT ENVIRONMENT

TEACHER'S  
PACK

CS  
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# INTRODUCTION TO THE CSTT

**The CSTT is a charity established in 1987 by the Worshipful Company of Chartered Surveyors to help people from diverse backgrounds overcome barriers they face in pursuing a career in Surveying.**

We realized that too many young people, teachers, parents, and career advisors are unaware of the wide range of careers and wealth of opportunities that exist in the Built Environment sector. Unfortunately, careers such as surveying, planning, architecture, engineering, finance, investing, and property management are often forgotten, and the focus is primarily on construction and trades. To showcase the breadth of career opportunities available, we created My Environment My Future ([www.memf.careers](http://www.memf.careers)). Our website supports teachers in delivering GCSE and A-Level Geography core modules embedded with some of the best resources and careers information available in the sector. Furthermore, it inspires young people from all backgrounds to consider the built environment as a career destination of choice.

Our mission is to introduce the built environment sector, which employs 3.2 million people already, and has over 250,000 vacancies over the next 3 years, to every one of the 4178 secondary schools across the country, and give them the chance to engage with people from the sector, not just those schools who are fortunate enough to be based near a major development project.

The built environment surrounds us every day. It's where we live, work, and relax. A career in the built environment offers the opportunity to transform the world around us, make a difference in the lives of our communities, protect the planet, and create a lasting impact on our society. Unfortunately, too many young people are missing out on the wide range of varied, well-paid, and rewarding careers that the built environment has to offer. Through this program, we hope to shape and create the future workforce of the built environment, represented by individuals from all parts of our society.



[WWW.CSTT.ORG.UK](http://WWW.CSTT.ORG.UK)



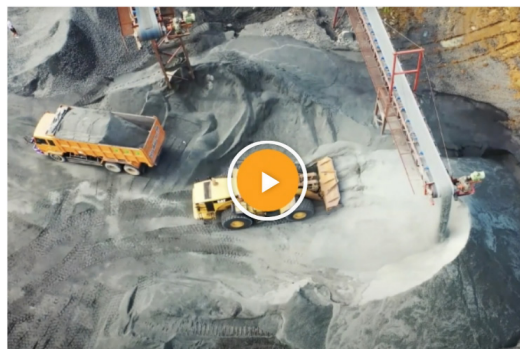
# INTRODUCTION TO THE MEMF

**My Environment My Future (MEMF) is a fully-funded school programme designed to enhance the geography syllabus by providing built environment career resources that align with the curriculum and provide opportunities for young people to learn and connect with the built environment.**

This programme was designed in collaboration between geography teachers and built environment industry professionals to support schools and teachers deliver the latest, inspiring careers education that can be easily integrated into the geography curriculum. To support teachers showcasing the built environment careers, My Environment My Future comprises GCSE and A-level geography teaching resources, along with an optional nationwide schools competition and a standalone extra-curricular after school club. We provide job profiles, case studies, "day in the life" stories, and much more to help students learn about the breadth of work done in the built environment industry and the various career opportunities that exist. These resources can be downloaded and incorporated into your own lessons.

We have also created lesson plans, presentations, and worksheets for the GCSE Urban Environments module and A-level Changing Spaces module that meet all the requirements for the AQA, OCR, and Edexcel exam specifications. These materials are ready to go and can be delivered straight away, with career resources embedded into the presentations.

As part of the programme, we run a nationwide school competition that challenges young people aged 11 to 19 to think innovatively about how they can improve their local urban area by redesigning a building or space. Winning entries will receive vouchers for themselves and their school, along with an opportunity to host a careers talk with a local industry professional. We have partnered with GetZero to create a pilot series of sustainability clubs, complete with an accompanying web-based app. Through a series of eight workshops, students will gain an understanding of the energy crisis, how it plays a part in the climate crisis, and develop agency to take action at school, at home, and in their future careers.



# TEACHER'S PACK – ROAD MAP



**1** Register on the MEMF website at [www.memf.careers](http://www.memf.careers). It's free and only takes two minutes. Registering helps us measure our impact and keep the program free for everyone.



**2** Download resources. We provide career resources, lesson plans, presentations, and worksheets for GCSE and A-level, all mapped to the curriculum. Select modules and download.



**3** Complete pre programme survey. Take two minutes to complete the teacher and , and we will share the impact of the program on your students with you.



**4** Deliver the module. Now it's over to you to integrate our careers resources and deliver MEMF to your students however you like! MEMF requires no extra training to deliver and is mapped to the geography curriculum.



**5** Enter the School Competition. Challenge your students to redesign a local building considering sustainable practises. It's free to enter and win Amazon vouchers for your school and students!



**6** Career talks. Request a built environment professional to deliver a career talk at your school to inspire your students and help them connect with industry.



**7** Sustainability Club. Take part in our sustainability club that gives young people a chance to learn about sustainability and get involved in environmental projects.



**8** Share feedback. We are always looking to grow and improve. Help us shape our program to better meet your needs by completing the post programme survey.



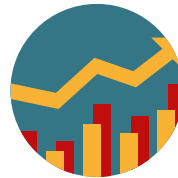
# OUR IMPACT



"We are proud to have played a role in creating opportunities for young women in the sustainable built environment space." Geography Teacher, London



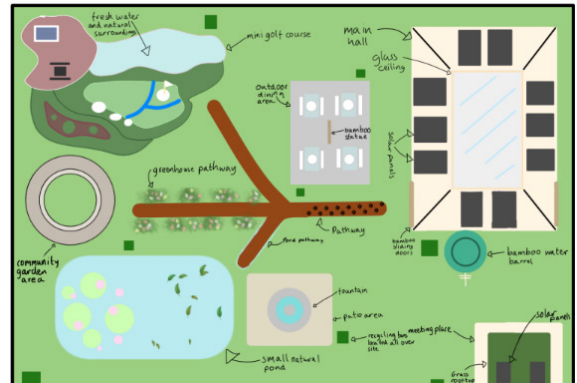
Supports school meet the criteria for the Gatsby benchmark 4, 5 and 6, an ofsted requirement.



# 500

We have reached over 500 teachers and career advisors across the UK.

"If our success in achieving our goal is measured by the enthusiasm and effort that has gone into all the entries for this year's competition then our industry has the prospect of attracting some very talented people from a very diverse set of backgrounds." William Hill, Chair of CSTT



Winning design from 2023 School Competition, aged 12.



Designed to support teachers and be delivered flexibly to suit teaching styles and mapped to the curriculum for all major exam bodies.



Facilitates collaboration between schools and employers to work effectively together to create a lasting relationship to benefit students' education and futures.



# SCHOOL COMPETITION

The Chartered Surveyors Training Trust and My Environment My Future invites young people across the UK to take part in their nationwide school competition, challenging them think innovatively on how they can improve their local urban area by redesigning a building or space.

This free-to-enter competition provides students with the opportunity to discover how they can shape the world we live in through the built environment. Each design proposal should cover four key areas: the original site, the new designs, sustainability, and the local community. Winning entries will receive Amazon vouchers for themselves and their school, as well as the opportunity to have a careers talk with local industry professionals.

Last year, over 850 young people participated and submitted their designs to improve their local area. The entries we received exceeded our expectations with their innovation, creativity, and care for their local community and the built environment. Could your students create the winning entries for next year's competition?

The competition will open on the 8th of January and will close on the 3rd May 2024. The full competition brief will be released in September 2023 along with the announcement of next years theme. Register your interest in entering your school by emailing [info@memf.careers](mailto:info@memf.careers)

***"MEMF has been a very engaging way to get students engaged with sustainability, futures and how they would improve their local areas."*** Geography Teacher



# 850

Over 850 students aged 11 to 19 across the UK took part in our school competition last year.

## SUBMISSION DETAILS

There will be three age categories: 11-14, 15-16 and 17-19, and students can enter as individuals or as part of a group. All entries are submitted digitally as either a poster, presentation or video.





## GET ZERO

**We are pleased to be partnering with GetZero – an organisation focused on creating climate action tools for students.**

Last year, MEMF and GetZero were awarded a grant from Innovate UK to pilot a series of climate workshops in schools with an accompanying web-based app. This series will focus on the energy crisis whilst supporting the transition to NetZero schools. Students will gain an understanding of the energy crisis, how it plays a part in the climate crisis and develop agency to take action at school, at home and in their future careers.

Each workshop will tackle the energy and climate crisis through exploring the impact of behaviour changes with an accompanying web-based app that creates a digital twin of the students' home to virtually map this impact. By the end of the programme, students will be equipped to create a sustainability schools strategy that they can deliver.

Would this be something your school would be interested in? Get in touch at [info@memf.careers](mailto:info@memf.careers)

We completed our pilot series in April and are looking for school to continue trialling the programme and share their feedback. Could this be your school?



The built environment offers a range of careers focused on sustainability and will be influential in reaching NetZero.

*"The content leads to students openly discussing the issue of sustainability worldwide"* Aidan Conroy, John Mason School, Director of Humanities



# 40%

of green house gases across the world are produced by the built environment.

# THE CURRICULUM

**With support from geography teachers, we have mapped the MEMF to the geography curriculum to all major exam awarding bodies AQA, OCR and Edexcel.**

We want to do some of the hard work for teachers and allow them to focus on their top priority, teaching.

That's why we have mapped the GCSE and A-level modules within the program to the curriculum.

Below are details of how we have mapped the programme to the curriculum for each awarding body.

| AQA Specification                            |   |   |
|--|---|---|
| Unit   | Key Idea  | Specification Content   |
| 3.2.1 Section A: Urban issues and challenges | A growing percentage of the world's population lives in urban areas.  | The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs.<br>The emergence of megacities.   |
|  | Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. | Overview of the distributio of population and the major cities in the UK. A case study of the major city in the UK to illustrate<br>- the location and importance of the city in the UK and the wider world<br>- how urban change has created opportunities and challenges<br>- recreation and entertainment urban deprivation, inequalities in housing challenges<br>- environmental: dereliction, building on brownfiled and greenfield sites<br>An example of an urban regeneration project to show:<br>- reasons why the area needed regeneration<br>- main features of the project |





# THE CURRICULUM

| AQA Specification                            |   |   |
|--|---|---|
| Unit   | Key Idea  | Specification Content   |
| 3.2.1 Section A: Urban issues and challenges | Urban sustainability requires management of resources and transport.  | Features of sustainable urban living:<br>- water and energy conservation<br>- waste recycling<br>- creating green space.  |
| Fieldwork                                    | Supported Titles:<br>1) The regeneration of X has a positive impact on the locality<br>2) How has change in X increased opportunities for recreation and entertainment<br>3) Housing inequalities are evident in X<br>4) How does quality of life vary in X<br>5) How has the shopping environment in X changed in the last decade? |   |
| Edexcel spec A                               |   |   |
| Unit   | Key Idea  | Specification Content   |
| Topic 4: Changing Cities                     | 4.1 Urbanisation is a global process  | a. Contrasting trends in urbanisation over the last 50 years in different parts of the world (developed, emerging and developing countries).  |
|  | 4.2 The degree of urbanisation varies across the UK   | a. Distribution of urban population in the UK and the location of its major urban centres.  |
|  | 4.3 The context of the chosen UK city influences its functions and structure  | a. Site, situation and connectivity of the chosen UK city in a national (cultural and environmental), regional and global context.<br>b. Chosen UK city's structure (Central Business District (CBD)) |



# THE CURRICULUM

| Edexcel spec A   |  |   |
|--|--|---|
| Unit   | Key Idea   | Specification Content   |
| Topic 4: Changing Cities   | 4.3 The context of the chosen UK city influences its functions and structure   | inner city, suburbs, urban-rural fringe) in terms of its functions and building age.  |
|  | 4.4 The chosen UK city is being changed by movements of people, employment and services  | a. The sequence of urbanisation, suburbanisation, counterurbanisation and re-urbanisation processes and their distinctive characteristics for the chosen UK city.   |
|  | 4.5 Globalisation and economic change create challenges for the chosen UK city that require long term solutions  | e. The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy efficient housing) for the chosen UK city |
| <p><b>Integrated skills:</b></p> <p>(1) Use and interpretation of line graphs</p> <p>(2) Using satellite images to identify different land use zones in urban areas</p> <p>(3) Using a combination of population pyramids, choropleth maps and GIS</p> <p>(4) Using Census output area data for 2011</p> <p>(6) Using GIS/satellite images, historic images and maps to investigate spatial growth (7) Using quantitative and qualitative information to judge the scale of variations in quality of life.</p> |  |   |
| Fieldwork  | <p>Supported Titles: Task: Changing city environments – investigating change in central/inner urban area(s)</p> <p>Fieldwork methods and techniques Fieldwork data collection must include at least:</p> <ul style="list-style-type: none"> <li>- one qualitative fieldwork method to record the quality of the urban environment</li> <li>- one quantitative fieldwork method to measure land use function</li> </ul> |   |



# THE CURRICULUM

| Edexcel spec A  |  |   |
|---|--|---|
| Unit  | Key Idea   | Specification Content   |
| Fieldwork   | - Physical interaction: students must develop their understanding of the interaction between physical landscape features, the central/inner urban area and residents and visitors.<br>3. Secondary data sources<br>The use of at least two different secondary sources of data, including:<br>- Census data e.g. Office for National Statistics (ONS) website<br>- one other chosen by the centre. |   |
| Edexcel Spec B  |  |   |
| Unit  | Key Idea   | Specification Content   |
| Topic 5<br>The UK's evolving human landscape<br>Case Study: Dynamic UK cities   | 5.3 The context of the city influences its functions and structure   | a. Significance of site, situation and connectivity of the city in a national (cultural and environmental), regional and global context.<br>b. The city's structure (Central Business District (CBD), inner city, suburbs, urban rural fringe), in terms of its functions and variations in building age and density, land-use and environmental quality. |
|   | 5.6 Ways of life in the city can be improved by different strategies (1)   | b. Strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing).  |
| <b>Integrated skills</b><br>(1) Explore the kinds of questions capable of being investigated through fieldwork.<br>(2) Using census data sets to compare areas within inner cities. |  |   |



# THE CURRICULUM

| Edexcel Spec B  |  |  |
|---|--|--|
| Unit  | Key Idea   | Specification Content  |
| <b>Integrated skills</b><br>(3) Use of 1:25000 and 1:50000 OS maps to identify different land use types.<br>(4) Using crime and IMD databases to investigate the extent of inner-city problems. |  |  |
| Fieldwork   | <b>Supported Titles:</b><br>Investigate how and why quality of life varies within urban areas.<br>Selecting fieldwork methods Fieldwork data collection must include at least: <ul style="list-style-type: none"> <li>- one qualitative fieldwork method to collect data on the views and perceptions of quality of life</li> <li>- one quantitative fieldwork method to collect data on environmental quality.</li> </ul> 3. Secondary data sources |  |
| OCR A   |  |  |
| Unit  | Key Idea   | Specification Content  |
| 1.2.6   | Cities have distinct challenges and ways of life, influenced by its people, culture and geography.   | - Case study of one major city in the UK including the influences of: <ul style="list-style-type: none"> <li>- the city within its region, the country and the wider world</li> <li>- contemporary challenges that affect urban change, including housing availability, transport provision and waste management sustainable strategies to overcome one of the city's challenges.</li> </ul> |
| 2.2.4   | The majority of the world's population now live in urban areas.  | Definition of city and megacity<br>The distribution of megacities and how this has changed over time. How urban growth rates vary in parts of the world with contrasting levels of development.  |



# THE CURRICULUM

| OCR A                  |   |  |
|------------------------|---|--|
| Unit                   | Key Idea  | Specification Content  |
| Fieldwork              | Supported Titles:<br>1) The regeneration of X has a positive impact on the locality<br>2) How has change in X increased opportunities for recreation and entertainment<br>3) Housing inequalities are evident in X<br>4) How does quality of life vary in X<br>5) How has the shopping environment in X changed in the last decade? |  |
| OCR (B)                |   |  |
| Unit                   | Key Idea  | Specification Content  |
| Topic 5- Urban Futures | 5.1. Why do more than half the world's population live in urban areas?  | <ul style="list-style-type: none"> <li>• How urban growth rates vary in parts of the world with contrasting levels of development.</li> </ul>  |
|                        | 5.2. What are the challenges and opportunities for cities today?  | <p>a) What is life like for people in cities?</p> <ul style="list-style-type: none"> <li>• The city's location and importance within its region, the country, and the wider world.</li> <li>• Explore the ways of life in the city, such as housing</li> <li>• Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.</li> </ul> <p>b. How can cities become more sustainable?</p> <p>For each city investigate one initiative</p> |



# THE CURRICULUM

| OCR (B)                |   |   |
|------------------------|---|---|
| Unit                   | Key Idea  | Specification Content   |
| Topic 5- Urban Futures | 5.2. What are the challenges and opportunities for cities today?  | to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements. |
| Fieldwork              | <p>Supported Titles:</p> <ol style="list-style-type: none"> <li>1) The regeneration of X has a positive impact on the locality</li> <li>2) How has change in X increased opportunities for recreation and entertainment</li> <li>3) Housing inequalities are evident in X</li> <li>4) How does quality of life vary in X</li> <li>5) How has the shopping environment in X changed in the last decade?</li> </ol> |   |



# GET IN TOUCH

**Our team is always happy to help and answer any questions you may have.**

To access the MEMF school programme for free, simply register on the MEMF website and download the programme. You can easily sign up by clicking on the "Register" button on our website and following the instructions. After downloading the programme, you will have access to a wide range of resources and tools designed to help you enhance your lessons.

In addition to downloading the programme, you can help us spread the word by sharing this document with your colleagues, friends, and school community. By doing so, you can help us reach even more people who can benefit from our programme. Remember, the programme is open to everyone.

At MEMF, we are always looking to collaborate and partner with schools and industry leaders. We believe that by working together, we can create a better future for everyone. We value feedback from our users, as it helps us shape the future of our programme. If you have any resources or information you would like to share with us, please do not hesitate to get in touch. We welcome all contributions that can help us improve our programme and make it even more impactful.

Make MEMF a part of your social impact activities or Section 106 initiatives. By incorporating our programme into your existing initiatives, you can help create positive change in your community and beyond. Join us in our mission to empower people with the skills they need to succeed in their chosen careers.

If you have any questions about the programme, please do not hesitate to get in touch! For all enquiries, please contact us via email at [info@memf.careers](mailto:info@memf.careers) or through our contact page. We look forward to hearing from you.



Email us at [info@memf.careers](mailto:info@memf.careers)

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