

Colton Hills Community School medium term planning

<p>Topic title: Changing Places</p>	<p>Year: 12 Term: Autumn 1</p>	<p>Why we teach this: Many themes from the changing places unit are applicable to practically every place. Lessons from this unit will give students new perspectives on the place that they live in. Students will look at perspectives on places through many different viewpoints, such as media, insiders, outsiders, near, far and excluded people.</p>	<p>Why we teach this here: Changing places is Section B of the exam. It is the first and smaller unit that is compulsory. It builds up to the key skills and knowledge required for the global governance and systems unit. It also starts to introduce case studies required for the contemporary urban environments unit.</p>
<p>Big questions:</p> <ol style="list-style-type: none"> 1. What is the concept of a place? 2. How are places important in human life and experiences? 3. How do insiders and outsiders view places differently? 4. What are highs and lows of places? 5. How can places be categorised? (Near, far, media and experienced places) 6. How can places be shaped? (Endogenous and exogenous factors) 7. How are places shaped by connections and relationships? 8. How are meanings and place representations viewed? 9. How do shifting flows affect a places character? 10. How can place perceptions be manged and manipulated? 11. How can representations of place be critically analysed? 12. Historical place representations of Blakenhall. 13. What is the demography of Blakenhall? 14. What are the modern perceptions of Blakenhall? 15. How did Detroit 'boom' and go 'bust'? 16. What were the causes and effects of Social segregation in Detroit? 17. How were the issues in Detroit settled? Were they successful? 		<p>Builds on previous topics: Use of case studies. Fieldwork (Year 9), Urban issues and challenges (year 11).</p>	<p>Links to future topics: Year 12 Contemporary urban environments Changing places is one of the first 'abstract' unit taught in geography that is seen in many units at university.</p>
		<p>Key knowledge:</p> <ul style="list-style-type: none"> - How to define a place - How attachments to places change over a life span - Insider and outsider perspectives - How do highs and lows of places change perceptions? - What are near and far places? - What are media and experienced places? - How do endogenous factors shape places? (location, topography, physical geography, land use, built environment, demographic and economic characteristics) - How do exogenous factors shape places? (flows of people, resources, money, investment and ideas). - How do places change over time- Bournville and Plymouth. - How is Belfast represented? - How do external forces affect place change? (Government policies, TNC'S, global institutions and sporting events). 	<p>Key knowledge continued:</p> <ul style="list-style-type: none"> - How can place representations be managed through rebranding, reimaging and regeneration? - How have local community groups, governments and corporate bodies affected place change? (In Amsterdam and Llandudno) - How can places be represented (through quantitative and qualitative data)? - Using geo-spatial data - Local place case study of Blakenhall- Historical representations, demography and live experiences. - Faraway place case study- Detroit. Boom and bust and racial segregation. - Critically analysing representations of Blakenhall and Detroit.

<p>Skills developed: Use of case studies. Use of a wide range of data sources. Analysing data from Maps and data sources. Using quantitative data, including geospatial data, Analysing the impacts of media. Using qualitative approaches to investigate geographical phenomena.</p>		
<p>Mini/Interim assessments:</p> <ul style="list-style-type: none"> - In-class exam questions. - Pop quizzes <p>Termly summative assessment:</p> <ul style="list-style-type: none"> - Changing places a-level exam paper. 	<p>Independent study tasks/resources:</p> <ul style="list-style-type: none"> - Weekly retrieval - Pop Quiz - Cool Geography - Seneca learning 	<p>Key vocabulary 1: Placelessness, Location, Locale, Sense of place, Globalisation, Localisation, Homogenised, Clone Town, Insider perspective, outsider perspective, Social exclusion, Highs and lows of places, Topophilia, Topophobia, The tourist gaze, Near places, Far places, Experienced places, Endogenous factors, Exogenous factors, Place memory, Perception of place, Social Inequality, Corporate bodies, place Marketing, reimagining, Quantitative data, Qualitative data, using geo-spatial data Deprivation, Index of Multiple deprivation, Census data, Racial segregation, Integration and Disintegration.</p>
<p>Cultural capital opportunities: ...</p> <p>Use of big data sources, like the census data. What is my local areas geography like? Collecting data through questionnaires, interviews and focus groups.</p>	<p>Whole school Curricular Concept links:</p> <p>Precious Planet, Social Justice.</p>	

<u>Week/Phase</u>	<u>Key Features</u>	
1	Small Questions: ...	
	<p>Key Activities/Resources:</p> <p>...</p>	<p>Retrieval focus:</p> <p>...</p> <p>Independent study:</p> <p>...</p>

2	Small Questions: ...	
	<p>Key Activities/Resources:</p> <p>...</p>	<p>Retrieval focus:</p> <p>...</p> <p>Independent study:</p> <p>...</p>
3	Small Questions: ...	

	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
Week/ Phase	Key Features	
	Small Questions: ...	
4	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
	Small Questions: ...	
5	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
	Small Questions: ...	
6	Small Questions: ...	

	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
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