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| **Unit = Regenerating Places** | **A Level geography Road Map** |
| In this unit you will investigate  | Assessment Grades- exam questions throughout topic and Exam at the end |  |
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| **Themes** | **Learning Goals/Outcomes/Content** |  |  |  |
| Key Questions | Learning Goals Outcomes/Content |  |  |  |
| 1How and why do places vary? | LG1 Know how to distinguish what makes places distinctive. |  |  |  |
| 2How and why do economies vary from place to place? | LG1 Know how to classify economies by sector / change over timeLG2 Apply to UK |  |  |  |
| 3How does pay vary across economic sectors and what is it’s impact? | LG1 Know pay variation by sector and type of employmentLG3 Use of GIS IMD choropleth and data |  |  |  |
| 4Central tendency and data variance | LG3Apply methods to place data |  |  |  |
| 5How does pay vary depending upon qualifications and what is the impact? | LG3 Testing strength of relationships through scatter graphs and Spearman’s rank calculations. |  |  |  |
| 6Changing Places | LG 1 2 Examine how and why the demographics and function of a place change over time.  |  |  |  |
| 7Variations in places | LG1 How can we explain and measure the changes in a place over time? |  |  |  |
| 8How have the past and present changed our local place and our contrasting place ? | LG1 2 3Investigate and present information using a wide range of methods. |  |  |  |
| 9EQ2Why might regeneration not be needed? | LG2 Investigate a successful region – San Francisco- but also identify socio-economic issues |  |  |  |
| 10Unsuccessful places – Rust belt USA | LG2 Investigate how the spiral of decline has impacted on urban and rural settlements in parts of the USA |  |  |  |
| 11How do we choose where regeneration should happen? | LG1 Examine how the need . priorities fir regeneration is decided. LG3 choropleth and GIS |  |  |  |
| 12Lived experience and engagement | LG1 Investigate how and why community engagement variesLG3 choropleth and GIS |  |  |  |
| 13Lived experience and levels of engagement | LG1 What factors influence lived experience and engagement with a placeLG2/3 Empathetic understanding |  |  |  |
| 14How could regeneration produce conflict? | LG1 Understand how differing views on regeneration can cause conflict.LG2 Apply to Olympic regen LG3 Research using range of sources |  |  |  |

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| 15How can representation of place present the need for regeneration? | LG3 Use range of sources of info to finish fact file on local and contrasting place. |  |  |  |
| 16EQ3How do government policy decisions play a key role in regeneration? | LG1 know how infrastructure development aims to maintain growth and improve accessibility to regenerate regions LG3 Skills – success evaluation |  |  |  |
| 17How can government decisions affect regeneration? | LG1 Know the role of national government in regeneration  |  |  |  |
| 18Local government policies  | LG1 Know how local gov create good business environments (focus enterprise zones and science parks) |  |  |  |
| 19Local government policies 2 | LG2 How can local interest groups play a key role in the decision making process? |  |  |  |
| 20 two lessons!How can rebranding change the image of urban spaces? | LG2 Describe three urban regeneration strategies and evaluate their effectiveness. |  |  |  |
| 21Rebranding and rural regeneration | LG1 Understand role of rebranding for rural areas LG2 apply to case studies x3 |  |  |  |
| 22EQ4 Measures of regeneration success | LG1 Investigate range of measures used to evaluate success |  |  |  |
| 23Success of urban regeneration considering stakeholder views | LG1 More ways to measure ad examine how conflict can occur between stakeholders |  |  |  |
| 24 Two lessonsHow to evaluate rural regeneration? | LG1 Know techniques used to measures rural regeneration and how different stakeholders judge success  |  |  |  |

**Links:**

LG1:

LG2:.

LG3:

ASSESSMENT = end of topic exam

