

Unit Overview: Regenerating Places

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| Half- Term: | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | No of Lessons: | |
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Key Focus for Unit:

What is the key knowledge being delivered?

What is the intent of this unit?

Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.

Key Knowledge and Big Ideas:

*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are they being closed?*

Powerful Knowledge:

- Space
- Place
- Inequalities
- What makes a place

Case Studies

- Brixton
- Merton / Richmond
- San Francisco
- Detroit
- London Riots
- HS2/Heathrow expansion
- Newcastle Science Central
- London Olympics
- Powys Regeneration

Big Ideas:

Place - what makes a location

Scale - local, national, global

Interconnections - how and why things are linked

Environment- what's around us

Change - how things become different

Sustainability - now and the future

Processes - how things work

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

Half termly assessed exam practice

Bi weekly exam practice.

Key Skills Explored

Vocabulary Selected for DVI

Links to Previous Unit

- (1) Use of GIS to represent data about place characteristics.
- (2) Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.
- (3) Use of Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation.
- (4) Investigation of social media to understand how people relate to the places where they live.
- (5) Testing of the strength of relationships through the use of scatter graphs and Spearman's rank correlation.
- (6) Use of different newspaper sources to understand conflicting views about plans for regeneration.
- (7) Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.
- (8) Exploration of discursive/creative media sources to find out how place identity has been used as part of rebranding.
- (9) The interpretation of photographic and map evidence showing 'before and after' cross-sections of regenerated urban and rural places.
- (10) Interrogation of blog entries and other social media to understand different views of the success of regeneration projects.

See Physics Maths Tutor glossary

- **Globalisation**

| <u>Links to Careers/Employability</u> | <u>How does this unit prepare students for the next unit?</u> |
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| <ul style="list-style-type: none">• Architectural technologist• Business analyst• Cartographer• Data analyst• Environmental consultant• Geographical information systems officer• Marketing executive• Secondary school teacher• Social researcher• Town Planner | <ul style="list-style-type: none">• Migration, identify and sovereignty |