This half term: **Skills, Knowledge** and **Understanding** to be developed:

- **Skills**: Students will be able to — interpret various choropleth maps, data analysis.
- **Knowledge**: Students will know — about the cause and effects of rural poverty and deprivation and the process of depopulation of remote rural areas; about the impacts of urban spheres of influence and technological change on service provision in rural areas; strategies for creating sustainable rural communities; about the causes and effects of population change. How and why waterfront areas in the UK have been renewed (case study), the causes and consequences of an ageing population, how and why retail is changing in the UK.
- **Understanding** — Students will understand - the process of counter-urbanisation; that there are challenges associated with creating sustainable urban communities, how the concept of Egan’s wheel can be applied to assess the sustainability of a community. How the distribution of global cities has changed over time.

### LP 3 – Week 1 Learning Outcomes: KQ2.1.2

1. Students will know about the impacts of urban spheres of influence and technological change on service provision in rural areas.
2. Students will know the cause and effects of rural poverty and deprivation and the process of depopulation of remote rural areas.

### Success criteria:
Students can explain why rural areas are changing in terms of commuting, technological change and the impact on service provision as well as issues created by commuting and second homes.

### Homework
Revise for LP3 APP

### LP 3 – Week 2 Learning Outcomes: KQ2.1.2/2.2.1

1. Students will know about strategies for creating sustainable rural communities.
2. Students will be able to apply the concept of a sustainable community to Ebbsfleet
3. Students know about the causes of population change.

### Success criteria:
Students can link population issues in rural areas to sustainable solutions. Explanations of social, economic and political factors that affect population change in Wales - life expectancy increase, lower BR, migration.

### Homework
Improving rural communities-secondary education provision in Powys.

### LP 3 – Week 3 Learning Outcomes: KQ2.2.1

1. Students will know about the consequences of an ageing population in the UK.
2. Students will know how the UK should prepare for an ageing population.

### Success criteria:
Explanations include economic, health and social challenges created by an ageing population. Explanations include strategies such as raising the retirement age and encouraging pension schemes at an early age.

### Homework
Ageing populations in Wales questions

### LP 2 – Week 4 Learning Outcomes: KQ2.2.1/KQ2.2.2

1. Students know the areas of the UK that require new homes.
2. Students will know some of the challenges of creating urban sustainable communities.
3. Students will understand the challenges and solutions to developing the waterfront at Ipswich/ Cardiff Bay. (urban renewal)

### Success criteria:
Students can explain what challenges face urban areas in becoming more sustainable and the criteria that we can use to judge a sustainable community- Egan’s wheel. Explanations to cover decline of inner city areas and the resulting redevelopment

### Homework
BedZED questions. P.72/73

### LP 2 – Week 5 Learning Outcomes: KQ2.2.2 / KQ2.2.3

1. Students understand the arguments for and against building on greenfield sites in Oxford

### Success criteria:
A knowledge of issues created by the redevelopment as well as the protests about local planning issues-

### Homework
Revise for LP3 SA
2. Students will know how and why the pattern of retailing has changed in the UK.

NIMBYism and development of Green belt land in Oxford.

<table>
<thead>
<tr>
<th>LP 2 – Week 6 Learning Outcomes: KQ 2.3.1</th>
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<tbody>
<tr>
<td>1. Students will know how the British high street has tried to fight back against OOTS and internet shopping.</td>
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<td>2. Students will know the global patterns of urbanisation and the distribution of global cities as well as the factors that make a global city and have described and explained the pattern of global cities and the changes over time.</td>
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<td>3. Students will know the features of a megacity such as Mumbai.</td>
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<td>Explanations to include changes in technology, the rise of internet shopping, 24 hr shopping, Superstores, OOTS centres. Students describe and explain the pattern-mega cities/ global cities- moved from HIC's to NIC's and LIC's the role of NIC's and globalisation as well as characteristic features of mega cities such as migration, culture, globalisation, finance, trade, transport hubs etc.</td>
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<th>Homework:</th>
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<tr>
<td>Research on Mumbai</td>
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Please note: This Learning Programme is subject to change.