



# YEAR 12 Autumn TERM

'An ambitious curriculum that meets the needs of all'


## Medium Term Planning - Topic: Changing Places

### Curriculum Intent

In addition to working further on objectives from Years 7 – 12, pupils will be taught, following the AQA A-level specification, the following this term:

1. The nature and importance of places
  - a. Insider and outside perspectives on place
  - b. Categories of place (near/far, experienced/media)
  - c. Factors contributing to the character of places: endogenous (location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics) and exogenous (relationships with other places) factors.
2. Changing places – relationships, connections, meaning and representation
  - a. How relationships and connections affect continuity and change in the nature of places, and our understanding of place.
  - b. How meaning and representation affect continuity and change in the nature of places, and our understanding of place.
  - c. The ways in which student's own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.
  - d. The impact of relationships and connections on people and place with a particular focus on economic change and social inequalities.
  - e. How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas all scales from local to global.
  - f. The characteristics and impacts of external forces operating at different scales from local to global including government policies.
  - g. How past and present connections, within and beyond localities, shape places and embed them in the regional, national and international and global scales.
  - h. The importance of meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and present.
  - i. How humans form attachments to places and how they present and represent the world to others.
  - j. How external agencies (government, corporate bodies and local groups) make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.
  - k. How places may be represented by a variety of forms (film, photography, art etc.) that often give contrasting images to that presented formally or statistically such as cartography and census data (with reference to place studies – Uppermill and Hulme).
3. Quantitative and qualitative skills
  - a. Quantitative – including geospatial data, used to investigate and present place characteristics.
  - b. Qualitative – how place is represented, analyzing the impact of different media on place meanings/perceptions of place.
4. Place studies:
  - a. Fieldwork completed in Hulme and Uppermill
  - b. Local place study (Uppermill) – exploring the developing character of a place local to the students.
  - c. Contrasting place study (Hulme) – exploring the developing character of a contrasting, distant place to the students.

### Skills/Assessment Objective Links

	<p>d. Using these place studies to apply the knowledge acquired in the specification. Both place studies focus on people's lived experience of place, past and present, as well as economic change and social inequalities.</p> <p>e. Using data sources such as: census data, maps, photographs, varied media text, artistic representations, interviews etc.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Exploring the values and viewpoints of people from varying places. Understanding insider and outsider perspectives, and how people's background, socioeconomic status can have an impact on people's experience and perception of place.</p> <p><b>PSHE/British Values:</b> Understanding and tolerance of different viewpoints, different perspectives. Mutual respect.</p> <p><b>Skills Builder:</b> Analysis of quantitative and qualitative data. Analysis of different types of maps; flow lines/geo-spatial/proportional symbols/choropleth. Interpretation of different types of graphs; line graphs, bar graphs, graphs with logarithmic scales. Statistics: spearman's rank</p>
<b>Numeracy</b>	<p>Interpretation of different types of graphs; line graphs, bar graphs, graphs with logarithmic scales. Statistics: spearman's rank</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Analyse, annotate, assess, calculate, critically, define, describe, discuss, evaluate, examine, explain, interpret, justify, outline, interpret, to what extent, economic, political, social, environmental, local, regional, national, international.</p> <p><b>Vocabulary Tier 3: Demographic, exogenous, endogenous, gentrification, inequality, insiders, outsiders, lived experience, locales, perception, placelessness, segregation, regeneration, rebranding, social exclusion, urbanisation .</b></p> <p><b>Reading:</b> Research Liverpool as an area of deindustrialisation and redevelopment.</p> <p><b>Writing:</b> Essay writing practice throughout the topic (9 &amp; 20 mark essays)</p> <p><b>Oracy:</b> discussion and debate regarding the issues explored throughout the entire topic as outlined above.</p> 
<b>Becoming future ready</b>	<p><b>Careers/Employability/futures:</b> Careers related to town planning, social work, regeneration, local governance.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Explain how humans perceive, engage with and form attachments to place</li> </ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• Explain how place-meanings are bound up with different identities, perspective and experiences.</li> <li>• Engage with the concept of place and its importance in human life.</li> <li>• Identify the mutual links between place-meaning and identity</li> <li>• Explain how and why people may feel like insiders in some places, and like outsiders in others.</li> <li>• Categorise place into near, far, media and experienced.</li> <li>• Develop their understanding of, and how we attach meaning to experienced places, and explain how this differs from media places.</li> <li>• Know about the different factors that help to shape the character of places and the communities that occupy them, both local influences and relationships with other places.</li> <li>• Explain how external forces of change have both current and historic impacts on place.</li> <li>• Identify the ways that external agencies (governments, companies, local groups) attempt to influence or create specific place-meanings in order to shape the actions of others.</li> </ul> <p>Students will have time to build up their two contrasting place studies to illustrate and analyse the key themes set out in the specification.</p>
<b>Current learning to be developed in the future within:</b>	<p>Synoptic links to other A-level topics as part of revision and exam preparation lessons.</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>