

Edexcel GCSE Geography B

Practical support to help you deliver this Edexcel specification

Edexcel GCSE Geography B offers an issues-based approach to content and assessment, with the content split by global and UK scale. As with all GCSEs, teaching takes 120 guided learning hours over two years. This document provides a topic guide for teaching Topic 5: The UK's evolving human landscape, and can be adapted by centres to fit their own contexts and teaching styles. It has been produced as an example approach and is not intended to be prescriptive. The topic guides indicate resources that you can use to support your teaching. These are only suggestions and you are encouraged to use a wide range of resources to suit the needs of your own students.

The advised teaching time for Topic 5 is approximately 16 guided learning hours. This requires some blending together of the detailed content. In the guidance below, suggestions are made about contextualisation or stretch challenges that may be suitable for more able students, as well as expected lesson outcomes for those less able. Please note that these are suggestions only and not specific syllabus requirements.

The two- and three-year course planners suggest appropriate times to introduce this material. For example, in centres studying over three years, it is suggested that centres following the integrated approach cover the content for EQ1 in the second part of the summer term of Year 9 and EQ2 content in the summer term of Year 10. If following the three-year linear approach, the content for this topic should be covered in the later part of the autumn term in Year 10 and continued into the spring term of Year 10. If centres are doing the two-year course and following the integrated approach, Topic 5 could be taught in the spring term of Year 10. The two-year linear approach also suggests that this topic should be taught in the spring term of Year 10. This will allow for related fieldwork to be carried out in the summer term.

Enquiry question 1 is broken down into five one-hour sections, and Enquiry question 2 into 11 one-hour sections. Each begins with a quick overview of the breadth of the enquiry question, followed by a more detailed explanation of the key concepts and processes, examples of teaching strategies, guidance on integrating geographical skills, and a summary of the key terminology required. The structure is suggestive, not prescriptive.

Synoptic linkages and case study nesting

It is suggested that you select a case study that complements the located examples in Topic 4. For example, if you study London as your chosen major city, you could use the River Thames as a located example in the river processes and pressures sub-topic in Key idea 4.7b: the interaction of physical and human processes causing river flooding on one named river.

There are synoptic linkages to develop and make with Topic 2 and Topic 3 in Component 1 while teaching this topic, for example:

- Key idea 2.1b: how countries at different levels of development have differences in demographic data.
- Key idea 2.5b: where concepts such as globalisation and TNCs and FDI overlap with themes in this topic.
- In Topic 3 Key idea 3.2b: why urban economies are different in developed and developing and emerging countries.
- Key idea 3.3: how cities change over time and how this is reflected in changing land use, can be revisited in this topic.
- Key idea 3.4b: looking at city structure and urban zones.

Topic Booklet for Component 2, Topic 5: The UK's evolving human landscape

Introduction

Quick overview

- This topic starts with an overview of the changing and varied human landscape of the UK. This is followed by a more detailed case study of a dynamic UK city. These key ideas are studied around two enquiry questions:
- EQ1: Why are places and people changing in the UK?
- EQ2: How is **one** major UK city changing?

The aim of this topic guide is to gain an overview of the changes to the UK's population, economic activities and settlements over the last 30 years. This is followed by a detailed case study of one major city in the UK and its accessible rural areas. A major city is defined as a city with a population of at least 200,000 inhabitants. Links can be made with themes studied in Component 1: in Topic 2, Development dynamics and in Topic 3, Challenges of an urbanising world.

Things to bear in mind:

- 1) The right level of detail of the overview content. The population dynamics and the changing economy topics have gone, but students are required to know about:
 - the issues and variation of the UK's population in terms of density, age structure and economic activity between urban and rural areas and how government policies are trying to address these
 - how the UK has been affected by national and international migration
 - the changes to the UK's economic sectors
 - the role of globalisation, free trade policies, privatisation, FDI and TNCs.

Note that content covered in this overview section for EQ1 will not be assessed with any extended writing questions of 8 marks. Content for EQ1 will be limited to questions of up to 4 marks.

- 2) The depth needed for the case study of one major UK city. Students will need to have a thorough knowledge of one major UK city: its location, structure, the changes it has experienced as a result of migration and industrial change and its relationship with nearby rural settlements.
- 3) The content covered in this topic will form the theoretical basis of the human environment fieldwork in Topic 6: investigating dynamic urban areas or investigating changing rural areas. It is suggested that centres start to consider the fieldwork tasks for Topic 6 during this topic, to help contextualise the ideas, and that time is taken to explore and devise the geographical investigation enquiry questions, to cover how and where data could be collected and to go out and collect the data.

Enquiry Question 1: Why are places and people changing in the UK?

Teaching approach over 5 hours

Lesson 1 (1hr)	The differences between rural and urban areas of the UK
Lesson 2 (1hr)	The role of government policies and strategies in rural and urban settlements in the UK
Lesson 3 (1hr)	How and why is the UK's population changing?
Lesson 4 (1hr)	The changing UK economy
Lesson 5 (1hr)	The UK and the global economy

Lesson 1: The differences between rural and urban areas of the UK

Overview

The first lesson could tackle the first part of Key idea 5.1a so that students know the main characteristics and differences between urban core and rural settlements, in terms of population density and structure and economic activities.

- More able students could explore the differences between urban areas, especially how London the primate city differs to other urban areas and also how rural areas can differ.
- Less able students should know the major urban areas and that these are densely populated areas with more economically active people living in them, and where there are more job opportunities, and how this contrasts with sparsely populated rural areas, which have a more ageing population and fewer job opportunities.

Key concepts and processes

Students need to know:

- where the main urban areas in the UK are, for example Greater London, West Midlands (Birmingham), Greater Manchester, Central Clydesdale (Glasgow) Merseyside, Leeds
- that conurbations have high population densities, at over 600 people per km²
- that within the urban core areas, the population is more youthful than in the rural areas in the UK, with higher numbers of economically active people living there
- how this is linked to there being more economic activities, especially in services and manufacturing, and that therefore there are more employment opportunities in the urban cores.

Students should know that large parts of the south west, south and central Wales, northern England, Scotland and Northern Ireland are predominantly rural, with low population densities of less than 90 people per km². In contrast, rural areas have a

more ageing population, where many retired people have moved in and young people have left because of a lack of employment opportunities. The rural economy is characterised by more primary industries in farming, forestry and fishing, many of which had encountered challenges and decline in recent years, and a seasonal service industry linked to tourism. Many rural areas close to urban cores have become commuter settlements, where people live in the rural settlement but commute for work to nearby urban areas. This has created issues of declining services and an increase in house prices.

The integrated skill of the use and interpretation of UK population pyramids from different time periods will help students gain a good understanding of the key concepts. The [ONS](#) website is a good port of call for census data and information on the UK population.

Guidance on teaching

The 2011 map on page 4 of the [ONS](#) website could be used, alongside an atlas, to identify the major urban areas. Students could label copies of the map with the main human geographical features of the UK.

- In order to compare urban and rural areas, a comparison alley activity could be used, where students are given stimulus material, like a population pyramid, photographs, OS maps and census data. Using the format shown in Figure 1, students will identify and note the key differences and similarities.

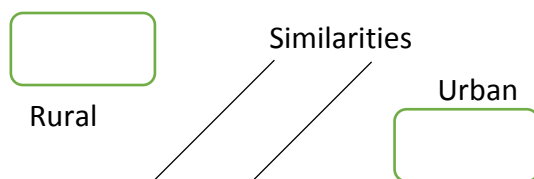


Figure 1

- In addition/instead students could complete a table like the one below to further cement their comparisons.

	Rural area	Urban areas
Population structure		
Level of deprivation		
Population density		
Employment		
Settlement pattern		
Settlement size		

- Using this information, students could write a comparative account of two contrasting areas of the UK. Less able students could be supported by VCOP mats with useful connectives.
- A final activity could be to give students small information profiles of a sample of a range of UK citizens and get them to think about the places where the different people might want to live and why.

Lesson 2: The role of government policies and strategies in urban and rural settlements in the UK

Overview

The second lesson could tackle the rest of Key idea 5.1a in looking at how the UK and EU government policies have attempted to reduce the differences between the urban core and rural settlements.

- More able students could dig deeper into some of the policies and evaluate their effectiveness.
- Less able students should know that there are differences in wealth in urban and rural areas and that various government policies have been used to try and address this imbalance.

Key concepts and processes

Students will need to have an understanding of the different levels of government that exist within the UK (such as local, regional and national), and of some of the different departments and schemes that work to address regional disparity across the UK. These include DEFRA, the Regional Growth Fund, Natural England, LFASS (Less Favoured Area Support Scheme), Enterprise Zones and transport schemes such as the proposed HS2. Students will need to understand how the UK has been affected by EU policies in urban areas, especially EU Regional Policy, and how this may change in the future.

A good source of information on this is:

http://ec.europa.eu/regional_policy/en/policy/themes/urban-development/

It might be a good idea to look at a couple of examples of EU projects funded by EU grants, perhaps one that may be local to the students and one that is linked to the major city in their case study.

Students could also look at how rural areas have been affected by the CAP and reforms of CAP.

Guidance on teaching

Students will need to establish where in the UK are the areas most in need of government assistance. A good source of data and graphics on this is:

http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/dcp171778_388340.pdf

The map on page 4 [here](#) is taken from this site. Students will need to use the population density map from lesson 1 to help them interpret this map and to establish that the wealthier areas are where the major urban cores are located, especially London, and the poorer regions are predominantly rural areas such as Wales and Northumberland.

Following this you could have a short discussion on the reasons why this pattern exists, to generate a list of reasons why incomes in rural areas are low. These will include: accessibility in peripheral areas, lack of employment

opportunities, depopulation, distance from markets and investors and challenging physical landscapes.

Government policy in the UK activity

This could be a card-sort exercise to produce a hierarchy of levels of government, to include the role of each level in improving low-income areas. In order to understand the strategies used to address the inequalities between urban and rural, a market-place exercise could be set up, where various government schemes are outlined around the room and students go round and find information on at least three schemes. They could be given a table like the one below.

Name of scheme	
Where has it been implemented?	
What were the aims of the scheme?	
How does it work?	
How effective has it been?	

Example schemes:

- Bridgewater in the south west benefited from RGF grants to open a Mulberry factory. Details of this can found on: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/321133/bis-14-886-regional-growth-fund-information-leaflet.pdf
- Teesside's enterprise zone. Details of this can be found at: <http://www.middlesbrough.gov.uk/index.aspx?articleid=2873>
- Developing eco-friendly products for a low carbon economy in Beacon.

For homework, students could find out more about one of their schemes.

Websites

There are various government websites for teachers to dip into and select information for use within this lesson.

http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/dcp171778_388340.pdf

<https://www.gov.uk/government/how-government-works>

<https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs>

<https://www.mygov.scot/less-favoured-areas-support-scheme-lfass/>

<https://www.gov.uk/government/policies/regional-growth-fund>

http://ec.europa.eu/regional_policy/en/funding/erdf/

<http://ec.europa.eu/agriculture/cap-post-2013/>

Lesson 3: How and why is the UK's population changing?

Overview

The third lesson should focus on Key idea 5.2a: how and why the UK's population size, structure and distribution have been affected by internal migration and international migration over the last 50 years.

Look at how the UK and EU immigration policies have contributed to increasing ethnic and cultural diversity.

- More able students could be given source material to find out whether this is just a UK trend.
- Less able students should know about different types of migration, how these have changed in recent years and how they have affected the UK's population.

Key concepts and processes

Students will need to be familiar with different types of migration, such as internal migration, international migration (including emigration and immigration), and the types of migrant, i.e. economic, social, political. An understanding of net migration will also be needed. A study of census data (integrated skill 2) will reveal that the UK has experienced an increase in the number of people who were born outside the UK. There has been a steady increase in net migration in the UK in the last 25 years.

Further study of census data will reveal that many of the new arrivals into the UK over the last 50 years are people from New Commonwealth countries such as India and Pakistan, and EU countries such as Poland, Ireland and Germany.

It is also worth pointing out that people have also left the UK for other places including Australia, the USA and Spain.

Within the UK, one major trend over the last 50 years has been counter-urbanisation as a result of the net decrease in population of the major urban areas like London and the net increase in population of more rural areas like the south west.

A quick look at the UK's migration policies and the UK's membership of the EU for the last 43 years has meant that since 1987 free movement of people across Europe has led to increasing ethnic diversity within the UK.

Guidance on teaching

The lesson could start with a migration classification exercise, exploring why people move.

See SAMs (1) Paper 2 Q5 for an example of a graph which could be used to show the population change in the different regions of the UK.

In order for students to analyse census data an information sheet could be prepared with a series of graphs and maps, and tables of data from ONS. This could be given to students with a question sheet to draw out the main

trends. It will be important that the following graph is used to show the changes in migration in the UK over the last 40 years. Students could generate a list of questions that could be asked from, for example, the [graph found here](#). They could then question each other on this.

Students could be given information on the UK's points-based system to do a short 'passport-control' exercise. Profiles of several contrasting potential immigrants are given and students have to decide 'who's allowed in?' according to the current UK policy.

For homework, students could tackle how migration has affected the population geography of the UK in terms of numbers, ages and diversity. Students could make a poster or infographic to highlight/celebrate this.

Websites

<http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/rel/migration1/migration-statistics-quarterly-report/february-2014/sty-ltim.html>

The DataShine website reveals the length of residency in the UK:

<http://datashine.org.uk/#table=QS803EW&col=QS803EW0003&ramp=YIOrRd&layers=BTTT&zoom=14&lon=-2.6338&lat=53.5409>

For a look at internal migration:

<http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/migrationwithintheuk/bulletins/internalmigrationbylocalauthoritiesinenglandandwales/2015-06-25>

For a look at the UK's points-based system: <http://www.bbc.co.uk/news/uk-politics-29594642>

For a look at the UK's ethnic diversity:

<http://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11>

Lesson 4: The changing UK economy

Overview

The fourth lesson should focus on Key idea 5.2b by looking at how the decline in primary and secondary sectors and the rise of tertiary sectors in urban and rural areas has altered economic and employment structure in contrasting regions of the UK.

- More able students could explore the links with the economic changes in other parts of the world and decide whether globalisation has been good or bad for Britain.
- Less able students should understand that the UK economy has undergone a change to a service-based economy.

Key concepts and processes

Students will need to understand and be able to define and classify the different types of industries: primary, secondary, tertiary and quaternary. They will need to know how the relative importance of these sectors has changed over the last 50 years in terms of jobs and wealth creation. A quick look at how this fits with the Clark Fisher Model will show that throughout the later part of the 20th century, jobs in primary industries, especially mining and agriculture, have declined and now make up only a small amount of employment in the UK. Reasons for this have included exhaustion of finite resources like coal, and a move away from the fossil fuels that cause high CO₂ emissions and mechanisation, which has made farming less labour-intensive and more efficient. Likewise, there has been a similar decline in secondary employment and output throughout the latter part of the 20th century, as a result of the global shift in manufacturing to NICs.

In the same time period there has been a significant increase in the number of people working in service industries such as finance, and the contribution of the service sector to the UK economy has increased. Most recently, in the last 20 years there has been the arrival and small growth in the quaternary sector. Industries like R&D in high technology are increasingly employing more people and contributing to the UK economy.

There may be opportunities to revisit content covered in Component 1, Topic 2: Development dynamics, to make comparisons with the economic structures of other countries such as China and India, in the context of globalisation and the role of direct foreign investment and TNCs, which follows in the next lesson.

It will be necessary to contrast two regions of the UK in terms of their changing economy. For example, you could contrast the change around London's Docklands (from manufacturing to a centre of international finance) with the decline of the steel industry in Middlesbrough. Students do not need to know examples, but using examples will help to make the contrast clearer.

Guidance on teaching

You could start the lesson by doing a 'When I grow up I want to be...' activity, getting students to think about the type of work/job they would like to do after completing their education. Consider what type of salary and working conditions they envisage this would involve and where in the world this job would be. After this you could define and classify a range of jobs from the different economic sectors.

A short class survey could list all the jobs done by parents, grandparents and great-grandparents. Students could then try to classify these jobs and then analyse their results to see if there are any trends. This could be compared with the UK data.

Students could be given some data on the amount of people working in different kinds of employment in the UK (e.g. agriculture, industry,

manufacturing) during different decades, and asked to use the data to create a graph.

There is an opportunity here to discuss and evaluate the best types of graphs to use for this sort of data. Students will then be able to describe the changes that have occurred and compare these with the class survey. They could also compare with other countries, especially the emerging country they studied in Topic 2.

It will be necessary to study the economies and employment structures of two contrasting regions of the UK, such as the north east and the south east. A good source of data for this is the 'nomis' website:

<https://www.nomisweb.co.uk/reports/lmp/gor/contents.aspx>, where you can find up-to-date data on the labour market from across the UK.

Websites

For economic data: <https://www.cia.gov/library/publications/the-world-factbook/geos/uk.html>

<https://www.nomisweb.co.uk/reports/lmp/gor/contents.aspx>

Lesson 5: The UK and the global economy

Overview

This lesson should focus on Key idea 5.2c on how globalisation, free trade and privatisation have increased foreign direct investment and the role of TNCs in the UK economy.

- More able students could consider whether globalisation has been a good thing for the UK.
- Less able students should understand the reasons why TNCs locate in the UK and the role they play in the UK economy.

Key concepts and processes

There is an opportunity here to revisit and go over some of the key terms and concepts covered in Component 1, Topic 2: Development dynamics around globalisation, FDI and TNCs. This can then be used to study how improvements in transport and communications, free-trade agreements and the removal of taxes and tariffs and privatisation have led to a large rise of FDI in the UK. Students will need to understand how FDI can take the form of companies locating operations in the UK, such as Nissan locating a car-assembly plant in the north east, or companies investing in or buying and taking over once British-owned businesses. An example of this could be the French-owned EDF investing in British nuclear power stations, or British Airways / Iberia operating as a single carrier (IAG).

A study of the [graph](#) found here (labelled 'UK Inward FDI stock – Major Source Countries') shows the scale and countries involved in FDI in UK.

Integrated skill 3 – use of Eurostat to investigate FDI will also reveal the main trends in FDI within the EU.

It will be necessary to explore why FDI has increased in the UK in recent years. Reasons will include the pull of London as a global centre for finance, free-trade deals with many countries across the world, membership of the EU and free trade across the EU member states, and government policies that have seen many industries privatised and incentives offered to foreign investors.

Finally, students will need to look at how the UK economy has been affected by TNCs. It will be important to take a balanced view on this, in that TNCs create jobs and employment, often in areas that need employment, and they are able to inject the capital investment for large-scale projects like building new nuclear power stations, which cost billions of pounds and often provide innovation in the form of new technology and business strategies. On the other hand, over-reliance on TNCs can mean insecurity for the UK economy, in that economic problems overseas can affect operations in the UK. Also, TNCs often drive out local business because they are able to out-compete them due to their advantage of scale.

Guidance on teaching

Globalisation activity – students could study a selection of foreign companies, for example Nissan, Tata Steel, AstraZeneca. Give students company profiles to study and give them headings so they can make their own fact files.

A silent debate could be used to discuss the influence of FDI in the UK. In groups, students are given different-coloured pens to silently comment and respond to a discussion question about whether FDI is positive or negative for the UK economy. Students could use the points that arise from this to complete an exam-style question on this.

Websites

A good government resource on UK Inward Investment:

<https://www.gov.uk/government/publications/ukti-inward-investment-report-2014-to-2015/ukti-inward-investment-report-2014-to-2015-online-viewing>

Eurostat resources:

[http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Foreign_direct_investment,_EU,_2010-13_\(1\)_ \(billion_EUR\)_YB15.png](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Foreign_direct_investment,_EU,_2010-13_(1)_ (billion_EUR)_YB15.png)

Key vocabulary for EQ1

Urban/Rural	Economic	Social
Urban core Conurbation Urban fringe Rural Periphery Population density Age structure Disparity Accessibility Marginal area Least favoured areas Decentralisation	Common Agricultural Policy Regional development funds Counter-urbanisation Economic activity Economic structure Employment structure Enterprise zones Primary industry Secondary industry Tertiary industry Quaternary industry Deindustrialisation Region Globalisation Free trade Privatisation Foreign direct investment (FDI) Transnational Corporation (TNC) Global shift Transport infrastructure Subsidies Grants Regional development Tax incentives	Migration Immigration Net migration Ethnicity Society Cultural diversity Population distribution Population change Depopulation

Enquiry question 2: How is one major UK city changing?

Teaching approach over 11 hours

Lesson 1 (1hr)	Where is the major city located and how is it connected to the wider world? What is it like?
Lesson 2 (1hr)	How has the major city changed in recent years?
Lesson 3 (1hr)	Why are there inequalities in the major city?
Lesson 4 (1hr)	What are the challenges facing parts of the major city?

Lesson 5 (1hr)	Why are some areas of the major city experiencing growth and prosperity?
Lesson 6 (1hr)	What strategies have been used to regenerate and rebrand the major city?
Lesson 7 (1hr)	How can quality of life in the major city be improved?
Lesson 8 (1hr)	How is the major city connected to its local rural settlements?
Lesson 9 (1hr)	How have local rural settlements changed?
Lesson 10 (1hr)	What are the challenges faced by local rural areas?
Lesson 11 (1hr)	How can quality of life in local rural areas be improved?

Lesson 1: Where is the major city located and how is it connected to the wider world?

Overview

The first lesson could tackle Key idea 5.3a and b, so that students gain the context of where the city is sited and situated and how it is connected in a national, regional and global context. Also, students must know the city's structure in terms of its functions and variations in building age and density, land use and environmental quality.

- More able students could start to appreciate that traditional urban patterns are changing as a result of some of the things they have studied in the overview content. They can then assess whether the city conforms to any of the expected urban models.
- Less able students should be able to describe the site and situation of the city and the different land-use zones found there.

Key concepts and processes

It is suggested that the lesson should begin with an introduction of the major city, perhaps with some images and information about the city. The terms and concepts of site and situation will need to be covered. 'Site' refers to the location on which the city is built. Factors determining the site of the city could be flatland, fertile land, proximity to water sources, a coastal harbour and nearby mountains. 'Situation' refers to the location of the city relative to its surroundings and other places. Factors to consider are accessibility and connections to other places and proximity to raw materials. Students should be able to analyse a range of different types of maps and atlases to establish the specific details of the site and situation of their major city study.

The concept of connectivity could be explored by getting students to think about how cities are connected to other parts of the world. These should include transport and communications, proximity to other places and the presence of global organisations (especially TNCs) in the city.

Functions of the city and the different land-use zones need to be established in this lesson. Students will need to be familiar with the different urban land-use zones, namely the CBD, inner city, inner suburbs, outer suburbs and the rural-urban fringe. Students need to be able to identify these different zones by studying the variations in building age and density, land use and environmental quality.

Should this be the city you are using to carry out the human fieldwork, there could be opportunities here to introduce the fieldwork and start to devise enquiry questions about the city.

Guidance on teaching

- Site and situation exercise. Students will need OS maps of the city, an atlas, and ideally Google Earth and other digital maps, in order to make statements about the site and situation of their case-study city. This could be done as a group exercise on two large pieces of paper, to which students will add factors. Once all factors have been agreed and exhausted, students write up their own descriptions.
- Land-use zones could be identified by means of a virtual field trip. If access to ICT is possible, a transect of the different land-use zones could be set up on Google Earth. Students would travel along the transect points, describing the different characteristics of the buildings and features in each zone. A base map of the case-study city will be useful.
- Homework could involve students being given some co-ordinates to look up in two contrasting areas of the case-study city and devising enquiry questions that could be investigated for fieldwork.

Lesson 2: How has the major city changed in recent years?

Overview

In the second lesson you could tackle the Key idea 5.4a by studying the causes of national and international migration that influence growth and character of the different parts of the city in terms of age structure, ethnicity, housing, services and culture.

- More able students could discuss whether their city study has been changed more by national or international migration.
- Less able students should know how and why the population has changed in the different parts of the city.

Key concepts and processes

Much of this lesson will revolve around census data for the major city being studied. A good source of data will be the ONS Neighbourhood Statistics website: <https://www.neighbourhood.statistics.gov.uk/dissemination/>

You can download the most recent census data for your city and use this to gather data on population size, ethnicity, immigration (people born outside the UK) and various deprivation indicators on health, housing, education and qualifications. The focus of the lesson should be on change, so data will be needed that shows how the

population has changed over the last 30 years. These can be seen on the ONS interactive content:

<http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/interactive/index.html>

It will be necessary to explain the changes. Population growth may be the result of reurbanisation and/or international immigration, because of the pull factors of job opportunities and better education and health facilities.

It is suggested that students understand the concept of a choropleth map. It is likely that they will have used many choropleth maps whilst studying Geography, but they will need to have a deeper, critical understanding of how these are constructed and when they should be used. Using the selected census data, students could construct their own choropleth maps, devising a suitable key and shading system. On final analysis, students should be able to identify some trends from their choropleth maps (or from one the teacher made earlier!). Linking back to concepts from lesson 1, it is likely that students will find that higher numbers of ethnic minorities and people born outside the UK will live in the inner city areas, where levels of deprivation are higher. The outer suburban areas are most likely to have more white British people living there and are much less deprived.

There are strong links to the urban fieldwork tasks here, and students should be encouraged during this lesson to explore further the sort of enquiry questions, the types of sample areas and the data and methods that could be collected on a field trip.

Guidance on teaching

- A 'living graph' activity could be done to show the population changes in the main city area. This would involve outlining the experiences of different residents of one street over several generations, plotted onto a population-change graph of the city.
- Students could be given census data from selected wards from the major city area to construct a choropleth map. Different groups could use different indicators, for example, one could show density of ethnicities, deprivation, people born outside the UK, and employment type.
- Using the student maps or teacher-prepared maps, students will need to identify and analyse the main trends.
- For homework, students could be given a photo of an urban fieldwork location and asked to devise a method for measuring environmental quality and comparing it with other areas.

A great resource to show how cities have developed over time is:

<http://maps.cdrc.ac.uk/#/geodemographics/oac11/default/BTTTTT/12/-2.2013/53.4350/>

Lesson 3: Where are the inequalities in the major city?

Overview

The third lesson should focus on Key idea 5.4b by exploring the reasons for different levels of inequality in employment and services, education and health in different parts of the city.

- More able students could start to think more widely about the issues caused by having wide disparities within one city, and what can be done to narrow this disparity, linking this with the causes of deprivation.
- Less able students should know where the most and least deprived areas of the major city are, and should be able to give reasons for this.

Key concepts and processes

This lesson should focus on the question 'what makes a good quality of life for people living in the major city, and how does this vary?' Once students have discussed what they think makes a good quality of life, they should be asked to consider what deprivation is, what it means, and what are the best indicators of deprivation. This might reveal smaller, higher density housing, poor educational qualifications, fewer professional workers, higher levels of unemployment. After this they should be introduced to the concept of the Index of Multiple Deprivation (IMD). Integrated skill (4). The IMD is explained well in the following government document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/464431/English_Index_of_Multiple_Deprivation_2015_-_Infographic.pdf

This explains how this is the official measure of deprivation for small areas and how it is a composite index using the following measures: income, employment, education, health, crime, housing, living environment.

Students should be able to locate their major city from the UK map of Multiple Deprivation and start to discover how deprived their major city is.

Students need to consider whether the level of deprivation will be same across the major city. If not, where might there be variations? In order to make comparisons between small areas, the students will need to be familiar with the IMD explorer:

<http://dclgapps.communities.gov.uk/imd/idmap.html>

This will enable students to study the variations in deprivation in their major city. They could identify two contrasting areas and describe the differences, and try to link this back to their choropleth maps from the previous lesson.

Students should be asked to consider why such inequalities exist. Reasons should include cheaper poor-quality housing in the inner city for immigrants and ethnic minorities who also want to live closer to the CDB to be close to employment opportunities and services and may not have private transport. Poorer educational achievement by children who may have English as a second language may mean fewer skills to gain high-paid employment, so they have to remain in the poorer parts of the inner city, where downward spirals of deprivation may exist.

Once again, there are strong links to the urban fieldwork tasks here, and students should be encouraged during this lesson to explore further the sort of enquiry questions, the types of sample areas and the data and methods that could be collected on a field trip.

Guidance on teaching

- Working in pairs or groups, students could cover the table with 'jot thoughts', by writing ideas on sticky notes on what makes a good quality of life. The group will then decide on the top nine ideas and rank them into a diamond rank.
- Students then need to explore and discuss what deprivation means. A photo stimulus could be used to let students discuss this in groups, perhaps using talking chips, where each student is given two tokens to state two ideas about what they think deprivation means.
- If you have access to ICT, students could use IMD explorer and neighbourhood statistics to identify contrasting areas of deprivation in the major city. If there is no ICT access, the teacher should produce data sheets and maps.
- In groups, students could try to list reasons for deprivation and perhaps share these with the whole class through a 'stand and share' exercise. Once a list has been produced, students could be challenged to see if they can order them into a cycle of deprivation.

Lesson 4: What are the challenges facing parts of the major city?

Overview

This should focus on Key idea 5.5a: how parts of the city have experienced decline (de-industrialisation, de-population), de-centralisation (out-of-town shopping centres, retail and business parks), e-commerce, developments in transport.

- More able students could use a variety of sources, including historical maps and sources, to investigate whether areas that had previously declined have changed since.
- Less able students should know where and why parts of the inner city and CBD have declined in the major city.

Key concepts and processes

This lesson should focus on how certain parts of the city have experienced decline in recent years. Students should look at how the inner city of the major city has experienced decline as a result of de-industrialisation because of the global shift in manufacturing and the resulting de-centralisation and out-migration of wealthier people to suburbs on the edge of the city and to nearby commuter settlements. Students should have an understanding of this from the earlier parts of this topic when they studied the UK economy in Key idea 5.2. The effects of this decline have been abandoned factories, population decline, unemployment and environmental and social decline. Links should then be made to how this is a contributing factor to the high levels of deprivation in this area.

Students should also study how there has been some decline and challenges within the CBD as a result of de-centralisation of retail, leisure and business to out-of-town sites. Reasons for this decline include the need for more space for larger retail units and businesses, cheaper rents, a better environment and proximity to main transport

routes. A recent challenge faced by the high street in the CBD is many shops closing or downsizing in response to changing shopping habits and the rise of e-commerce, as more people shop on the internet and in low-cost stores.

There may have been new transport developments within the major city, for example the tram metro link in Manchester. Often when there are new transport developments, economic activity is drawn to any new developments, displacing activities from other parts and causing decline.

It will be necessary to use OS maps to help study these concepts and to identify the different land uses. Historical maps may be necessary if your major city has undergone recent regeneration.

Guidance on teaching

- An OS map activity to identify areas of the city (CBD, inner city), where students list evidence from maps, photographs and census data from the selected declining zones.
- Using historical maps and/or photos, a spot-the-difference activity could be set up to draw out the major changes that the city has undergone.
- A card-sort exercise with events that have affected the different zones. Students sort cards into chronological order and locate them on a large map of the city.
- Students consolidate this information by completing a table like the one below.

	Map evidence	Photographic evidence	Census data evidence	Reason for decline
Inner city				
CBD				

Lesson 5: Why are some areas of the major city experiencing growth?

Overview

This lesson should focus on Key idea 5.5b: how parts of the city have experienced economic and population growth (sprawl on the rural-urban fringe, financial and business services, investment by trans-national corporations, gentrification/studentification, culture and leisure).

- More able students could use a range of different sources of information to demonstrate urban sprawl, gentrification and studentification for a variety of reasons. They could then discuss 'who is most responsible for the growth of the city'.
- Less able students should know where the rural-urban fringe is located and how and why there have been many new developments in recent years here and in other parts of the city where newcomers have moved in and improved the area.

Key concepts and processes

Students could use aerial photographs and OS maps to identify the location of the rural-urban fringe and the different land uses there. Development of this area has created jobs and drawn people to live there, increasing the population.

Students should be familiar with the growth of service industries, especially finance and banking. They should look for evidence of this in their major city study.

Students will know how TNCs can affect an area from EQ1. They need to know of some of the global corporations located in their major city study, as well as the reasons why they have located there and the impact they have had on the major city, e.g. AstraZeneca in Manchester.

The process of gentrification needs to be understood and identified in the major city study: wealthier people move into run-down low-cost areas, often in the inner city, and renovate housing, drawing more aspirational people into the area, causing growth of that area, but often displacing the poorest people and problems into other areas.

Most large cities have universities and often experience growth as a result, firstly because of the presence of students and secondly if highly skilled graduates remain in the city. Many university cities are now seeing the development of good-quality student accommodation and services, and the growth and prosperity of these areas.

Guidance on teaching

- It might be useful to have access to ICT for this lesson, so that students can access digital maps and other digital resources. Alternatively, they could use an OS map and/or aerial photographs. In groups, they could identify the different land uses at the rural-urban fringe. A close look on Street View (Google Maps) would allow students to analyse the age and quality of any developments in this area.
- Students could contrast two areas, one from the rural-urban fringe and the other from a declining inner-city area, and carry out environmental surveys and analyse demographic and economic data on the two areas. (Students could refer back to the homework they may have done on this, and/or refer to the fieldwork here.)
- Analysis of property websites could allow students to compare residential areas further.
- Newspaper articles/websites showing new developments could be researched and students could be given the task of designing a promotional web page enticing people and investors into these parts of the city.

Lesson 6: What strategies have been used to regenerate and rebrand the major city?

Overview

This lesson should focus on Key idea 5.6a: how regeneration strategies of the city have positive and negative impacts on people (increased population, environmental quality and economic opportunities).

- More able students could compare different regeneration schemes and evaluate their effectiveness.
- Less able students should know of the positive and negative impacts one regeneration scheme has had on the major city.

Key concepts and processes

Once the concepts of urban regeneration and rebranding have been established, much will depend on the local case study and the regeneration strategies that have occurred there.

Regeneration is the process whereby areas that were once in decline start to grow and prosper again, often as result of redevelopment projects or gentrification. Rebranding involves the creation of a new name, term, or image for a place. An urban area might be regenerated by an Urban Development Corporation (UDC), such as the London Docklands UDC, which transformed a run-down post-industrial area by rebranding it, attracting investment from financial organisations and new housing into what is now a thriving area known as Canary Wharf.

It will be important to include an evaluation of the strategies. Students should weigh up the positives, negatives and alternatives for the different groups of people living and working in the major city. There is a range of groups to consider: children, families, young economically active, retired, males, females, wealthy, poor, local, newcomers.

Guidance on teaching

- Students could set up and carry out a 'key term taboo' exercise. The key terms associated with this lesson could be written on cards. Students then write underneath each key term, three words that they would use to define it. These are put together so that groups can play 'taboo': a student describes the key term without using the words on the cards, and the rest of the group have to guess the term.
- A Positive/Minus/Interesting exercise could be done for a redevelopment scheme in the major city, considering the views of different groups of people living in the city – a critical look at a redevelopment scheme in the major city, along the following lines:

	Children	Young adults	Families	Retired people
Positive				

Interesting				
Minus				

- This could lead on to a piece of extended writing using a PEEL writing frame.

Lesson 7: How can quality of life in the major city be improved?

Overview

This lesson should focus on Key idea 5.6b: the strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing).

- More able students could discuss whether sustainable lifestyles benefit all groups in the city.
- Less able students should be able to discuss and evaluate a suitable sustainable scheme for their city case study.

Key concepts and processes

This lesson could start with a discussion on whether urban living is sustainable. Students should be familiar with the concept of sustainability from Component 1 Topic 3 Key idea 3.7. Remember that sustainable schemes should be long-term and do not negatively affect people, the economy and the environment.

The concept of carbon or ecological footprints could be introduced to demonstrate how much energy is consumed in urban areas. There are many websites that do this; a good one is the WWF:

http://assets.wwf.org.uk/downloads/city_footprint2.pdf

These discussions need to revolve around the major city case study. It may be necessary to look at some examples of sustainable schemes from around the world in order for students to understand what is possible. These might include:

- London Congestion charge
- recycling and public transport in York
- low-carbon living in BedZED, London.

Once the local problems have been established (i.e. a need to improve public transport, reduce waste, increase the use of renewable energy), suggestions on strategies for tackling these issues need to be made and developed. Students should consider what citizens can do, what local government and national governments can do, and the the role of the EU. Clearly any schemes already in place within the major city should be used.

Guidance on teaching

- Students could work in groups of up to four to produce ideas about 'what is urban sustainability?' using a centre piece strategy: students sit around a table; each student has a blank sheet of paper and there is an extra sheet in the middle of the table. Students take turns to say and write an idea on their paper and swap it

with the one in the middle. Ideas will build up on all the sheets, and students will end up with a list of ideas from the group.

- A three-way Venn diagram could be used to sort students' ideas into social/economic/environment categories. Students could then see which of their ideas fall into the centre overlap.
- A discussion on 'is urban life sustainable?', using talking chips, perhaps using some stimulus material, should draw out the main problems.
- A look at some headlines and articles from the local press and websites could draw out the main issues in the major city.
- Using an information sheet with examples of urban sustainable schemes from around the UK, students devise a sustainable scheme (which could be based on a real issue) for a bid for local funds.

Websites

<http://pollutionfree.files.wordpress.com/2009/09/footprints1.jpg>

http://assets.wwf.org.uk/downloads/city_footprint2.pdf

Lesson 8: How is the major city connected to its local rural settlements?

Overview

This lesson should focus on Key idea 5.7a: the city and accessible rural areas are interdependent (flows of goods, services and labour), which leads to economic, social and environmental costs and benefits for both.

- More able students could debate 'Does the city depend on its nearby rural areas more than the rural areas depend on their neighbouring city?'
- Less able students should understand what people and things move between the city and nearby rural areas and the effects of this.

Key concepts and processes

It is advised that you use accessible rural areas connected to the major city study for the case study. A good way of identifying these is to use interactive digital maps produced by the CDRS:

<http://maps.cdrc.ac.uk/#/geodemographics/oac11/default/BTTTTT/10/-2.4703/53.6319/>

The main concept to be covered in this lesson is the two-way flows between urban and rural areas of people (labour), and goods and services (money). People move from rural areas for employment, education and lifestyle reasons into urban areas, but there is a counter-movement from urban areas into rural areas of people who want a more peaceful lifestyle. In terms of services, rural residents use urban services such as hospitals and universities, and urban residents travel to and use the

rural landscape for recreation. Much of the food consumed in urban areas comes from rural areas, but rural residents use urban areas to obtain consumer goods.

Costs and benefits

Rural residents can commute to urban areas and earn higher wages, but continue to enjoy a better quality of life in a rural area. Rural residents can also benefit from using centralised services such as hospitals. On the downside there has been increased pressure on the rural-urban fringe and increased house prices in rural areas often push out locals.

If you are doing the 'changing rural areas' fieldwork in Topic 6, this would be a good time to introduce this and get students starting to think about the sort of geographical investigative enquiry questions that could be asked and places to investigate.

Guidance on teaching

- A 'bidding wars' game could be set up, where one group of students lists as many things as possible that a city area gets from its nearby rural areas, while another group lists the benefits that the rural areas get from the urban area.
- Students could complete a flow diagram by being given a series of statements about rural and urban areas to show the flows and transfers of people, money and services.
- Students could complete a table like the one below, showing the effects of the urban and rural flows.

	Economic costs	Social costs	Environmental costs
Rural			
Urban			

- Students could complete a forcefield analysis, showing the flows from urban to rural on the left and from rural to urban on the right. Bigger and fatter lines are drawn to show the extent of the force. An assessment could then be made about whether the forces going one way outweigh those going the other way.
- Using the information in the flow diagram, students could answer the 4-mark question in the SAMs (1) Paper 2 Question Q6(e). Students could peer-assess using the mark scheme and give feedback and improve their answer.

Lesson 9: How have local rural settlements changed?

Overview

This lesson should focus on Key idea 5.7b: why a rural area has experienced economic and social changes (counter-urbanisation, pressure on housing, increased leisure and recreation and population change) due to its links with the city.

- More able students could examine whether counter-urbanised areas provide everything their new residents need.
- Less able students should understand how a rural area has changed.

Key concepts and processes

One of the key themes of this lesson is the process of counter-urbanisation and how certain accessible rural areas have experienced growth in recent years as large number of commuters have moved in, causing a rise in house prices. It will be necessary to use census data and maps so show how these changes have occurred. Reasons for this are partly as a result of population change and the UK's ageing population, many of whom are moving into accessible rural areas. Other changes could be changes in services. There has been a decline in some essential services, e.g. post offices, petrol stations, banks, but a rise in leisure-related services.

Another issue to be explored is the rise of weekday ghost villages, where commuters are away working in nearby urban areas, leaving the rural areas desolate during the week, but overrun at the weekend.

If doing the rural fieldwork option, it is advised you use the issues raised in the lesson to get students devising enquiry questions and data-collection methods, and finding suitable sites to investigate.

Guidance on teaching

- You could start with this [cartoon](#) (page 8) and get students to interpret the message and the issues being represented.
- Students will need to study a variety of sources including census data, maps, newspaper articles and house price data to identify trends and issues.
- Using information provided by the teacher, students could produce a timeline of events to help explain the changes to the rural area being studied.

Lesson 10: What are the challenges faced by local rural areas?

Overview

This lesson should focus on Key idea 5.8a: the challenges of availability and affordability of housing, decline in primary employment, provision of healthcare and education, and how they affect quality of life (IMD) for some rural groups (elderly and young people).

- More able students could contrast different local rural areas to appreciate the variations that exist in rural areas.
- Less able students should understand that there is poverty in rural areas, what has caused this and how different groups are affected by it.

Key concepts and processes

From the previous two lessons, students should by now be familiar with the concept of why house prices have been rising in some rural areas. Perhaps you could spend more time exploring why this is an issue and challenge for people living in rural areas, especially in terms of young people not being able to afford to buy a house and stay in the area. Many are forced to move out of the area, leaving an ageing population and a depleted workforce behind.

Linking back to EQ1, students need to be reminded of the decline in primary industry and the pressure this creates on employment in rural areas. As with rising house prices, students should have an understanding of the decline in services in rural areas at this point. Time should be spent exploring why this is a challenge for people living in rural areas.

Using the IMD, students can investigate the impact these challenges are having on the rural areas they have been studying. Students need an appreciation that there are high levels of deprivation in some rural areas and that the challenges covered in the lesson reduce the quality of life for people living there.

If doing the 'changing rural settlements' fieldwork option *Investigating how and why deprivation varies within rural areas in the UK*, it will be important during this lesson to cover how and where qualitative and quantitative fieldwork data should be collected.

Guidance on teaching

- Produce a class word cloud of the issues/problems facing rural areas. You could use the following website <http://www.wordle.net>
- Students could select one issue to investigate and develop. They should try to find out why the issue has occurred and the effect it is having on the different groups of people living in the area. Students could then exchange the key points of their issues with a partner and other people in their group.
- Access to ICT would help students identify contrasting rural areas using the IMD explorer: <http://dclgapps.communities.gov.uk/imd/idmap.html>
- Introduce different characters from a rural-based radio soap opera like *The Archers*. Students then devise a script for a radio soap opera that highlights the challenges facing rural areas.

Lesson 11: How can quality of life in local rural areas be improved?

Overview

This lesson should focus on Key idea 5.8b: new income and economic opportunities are created by rural diversification (farm shops, accommodation, leisure activities) and tourism projects, but these may have environmental impacts.

- More able students could judge whether life in rural areas is getting better or worse.
- Less able students should understand and know how rural areas can be improved through diversification and tourism projects.

Key concepts and processes

One key concept that students need to understand is that of farm diversification. This is a result of cheap imported food and pressure from supermarkets to keep food prices down – many farmers can no longer make a living solely from producing food, so have been forced to find alternative ways of making money from their land. Some have continued to farm alongside other businesses, for example farm shops and converting outbuildings into holiday lets; a good example is of this Low Sizergh Barn in Cumbria. Others have turned their farms into completely different businesses like Holmescales in Kendal, where a farm has been converted into a corporate activity centre. Links could be made back to the role of the EU’s Common Agricultural Policy.

Other rural schemes such as the Eden Project and National Park schemes could also be used to look how new opportunities have arisen in some rural areas. It will be important to evaluate all schemes studied and to focus especially on the environmental impact of any rural scheme studied.

Examples must be local to the major city.
The integrated skill of using OS maps to identify different land-use types will be necessary here.

Guidance on teaching

Two rural schemes could be critically evaluated by using a De Bono’s ‘thinking hats’ exercise:

	White hat - facts and information	Yellow hat - good points	Black hat - bad points	Red hat - feelings and emotions of people involved)	Green hat - creative thinking: what are the alternatives?	Blue hat - reflection: what else is needed before a conclusion is made?
Scheme 1						
Scheme 2						

This could lead to a piece of extended writing to evaluate the effectiveness of rural schemes using the PEEL framework:

- Point – key idea identified
- Explanation – development of the point
- Evidence – facts and figures to support the point
- Links – to the question or to other points.

Key vocabulary for EQ2

Urban/Rural	Economic	Social
Site Situation Connectivity CBD Inner city Suburbs Rural-urban fringe Urban function Urban structure Building age Housing density Land-use zones Environmental quality Pollution Green open spaces Quality of life Services Urban growth Urban zones Inequality Deprivation Index of multiple deprivation Urban decline Decentralisation Deindustrialisation Depopulation Out-of-town shopping centres Factory outlet shopping Retail park Business park By-pass Urban sprawl Natural environment Greenfield sites Counter-urbanisation Urban sprawl Suburbanisation Gentrification Leisure developments Suburbanisation Reurbanisation Rebranding Environmental impact	Economic investment Employment Unemployment Employment change e-Commerce Transport infrastructure Primary employment Secondary employment Employment structure Land ownership change Diversification Tourism Development project Job creation Multiplier effect Financial sector Planning department Regeneration Redevelopment TNCs Sustainability Recycling Job creation Public transport Park and ride Affordable housing Energy-efficient housing Emission zone Congestion charging Bicycle hire and lanes Green buildings Accessible rural area Interdependence Benefits Flow of goods/products Flow of services Flows of labour/works Farming uncertainty Land value change Commuting Housing supply Leisure and recreation needs Socio-economic background	Migration Healthcare system Education system Car ownership Housing affordability Housing availability Healthcare provision Elderly population group Young population group Young adult population group Crime rate