

Knowledge Focus: Rural and Urban settlements, population, development, housing crisis, migration, Greenfield and Brownfield sites, CBD and megacities

Skills, knowledge and understanding to be developed in this Learning Plan:

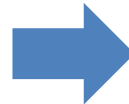
- Investigation of how rural and urban areas are linked in Wales, the UK and globally. Skills gained include data interpretation, representation and analysis.

Key terms to be learned in this LP:

Rural, urban, commuting, push & pull factors. Ageing population, Brownfield site, Central Business District (CBD), Comparison goods, Convenience goods, Counterurbanisation, Egan's wheel, Garden cities, Green belt, Greenfield site, NIMBY, Range, Re-urbanisation, Second homes, Sustainable community.

Week/Wythnos 1 - 2 Learning Objectives:

- To study and understand key terms involving population density of Wales.
- To study what a sphere of influence is and how it can manipulate surrounding areas.



Objective assessments:

Be able to:

- Complete a choropleth map, evaluation the population density.
- Complete a location description, factfile on location through reading comprehension.

Homework/Gwaith cartref:

To research what is a push and pull factor is and provide 3 examples of both.

Set: This week
Due: Next week

Week/Wythnos 3 Learning Objectives:

- To understand why people may choose to move from urban areas to the rural communities.
- To understand the positive and negative impacts of counter-urbanisation.



Objective assessments:

Be able to:

- Annotate counter-urbanisation symbol. Categorise statements into SEEP and push/pull.
- Annotate pictures and make inferences, complete a chain diagram of information using the statements of impacts.

Homework/Gwaith cartref:

Assessment
GCSE Style Question:
Suggest how counter-urbanisation may impact rural communities both economically and socially. (4)

Set: This week
Due: Next week

Week/Wythnos 4 Learning Objectives:

- To study the commuting patterns of rural and urban areas and to evaluate the good the bad the ugly of it.
- Consolidating new information about counter-urbanisation by developing points learnt and looking into commuting and the issues of it.



Objective assessments:

Be able to:

- Create a choropleth map to show daily commuter movements to Cardiff. To analyse the data presented.
- Categorise statements, make inferences from photos, reading

Homework/Gwaith cartref:

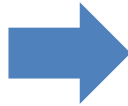
To research what is Egan's Wheel?

Set: This week
Due: Next week

comprehension.

Week/Wythnos 5 Learning Objectives:

- Looking at how differences in age and culture may influence where you live and why.
- Learning a new graph skill: population pyramids.



Objective assessments:

Be able to:

- Complete Anticipation Guide. True / False, read the article, rewrite any incorrect statements underneath, complete a cycle of deprivation. Reading comprehension task.
- Compare and annotate two opposing population pyramids. Complete exam questions on PP.

Homework/Gwaith cartref:

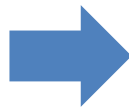
Assessment

Revision a4/3 sheet

Set: This week
Due: Next week

Week/Wythnos 6 Learning Objectives:

- Cross reference population information to a local and national case study.
- Understand what migration is and why people migrate around the world.



Objective assessments:

Be able to:

- Read and categorise statements into whether they affect birth rates or death rates. Categorise and write in each box whether it is economic, environmental and social. Exam style question.
- Exam style questions, read & categorise the statements into whether they are Reasons people move INTO the UK or Reasons people move WITHIN UK. Categorise & write in each box, whether it's an economic, social or political factor. It can be a mixture of all three. Write an account of why you would like to move to the UK or to a

Homework/Gwaith cartref:

Assessment

GCSE Style Question:
Outline how technology has impacted the pattern of commuting. (2)

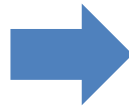
Set: This week
Due: Next week

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different area of the UK.

Week/Wythnos 7 Learning Objectives:

- Moving on in population, learning the different types of population you can be: ageing population.
- Understand what the housing shortage is and why it is a problem.



Objective assessments:

Be able to:

- Consolidation questions using population pyramids. Use the statements in the word boxes to complete the chain diagrams to explain how the UK's ageing population causes challenges & opportunities. Exam Question.
- Video – notes, Exam question: Describe the pattern of house building since 1969. (2).
- Use one colour to shade the different areas of the UK. Darker shade = higher population growth, lighter shade = lower population growth. Describe the distribution of population growth in the UK. Where is it generally highest? Explain why choropleth maps are a useful way of presenting this data?

Homework/Gwaith

cartref:

Assessment

GCSE Style Question:

Explain the issues created by commuting in a named location. (6)

Set: This week

Due: Next Week