

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: Dynamic Places

Topic 4A: Regenerating Places

Spring Term Y12

Overview: 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.

Students should begin by studying the place in which they live or study in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They should then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped.

What do I need to know?

EQ1: How and why do places vary?

An in-depth study of the local place in which you live or study and one contrasting place

Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
4A.1 Economies can be classified in different ways and vary from place to place.	a. Define each sector of economy activity (primary, secondary, tertiary and quaternary) and know economic activity can also be classified by type of employment (part-time/full-time, temporary/permanent, employed/self-employed).			
	b. Give reasons for differences in economic activity (employment data and output data) which is reflected through variation in social factors (health, life expectancy and levels of education).			
	c. Use quality of life indices to illustrate the inequalities in pay levels across economic sectors and in different types of employment.			
4A.2 Places have changed their function and characteristics over time.	a. Give examples and reasons for changing functions (of places) over time (administrative, commercial, retail and industrial). Refer to physical factors, accessibility and connectedness, historical development and the role of local and national planning.			
	b. Give examples and reasons for changing demographic characteristics (of places) over time (gentrification, age structure and ethnic composition). Refer to physical factors, accessibility and connectedness, historical development and the role of local and national planning.			
	c. Understand how these changes are measured using employment trends, demographic changes, land use changes and levels of deprivation (income deprivation, employment deprivation, health deprivation, crime, quality of the living environment, abandoned and derelict land).			

4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.	a. Explain how regional and national influences have shaped the characteristics of your chosen places. Remember places can be represented in a variety of different forms (e.g. media, art), giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. Refer to roles of TNCs and IGOs.			
	b. Explain how international and global influences have shaped of your chosen places. Remember places can be represented in a variety of different forms (e.g. media, art), giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined. Refer to roles of TNCs and IGOs.			
	c. Discuss how economic and social changes in your places have influenced people's identity.			

EQ2: Why might regeneration be needed?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
4A.4 Economic and Social inequalities Changes people's perceptions of an area.	a. What are the benefits of successful regions (See: San Francisco Bay area) (high rates of employment, inward migration (internal and international) and low levels of multiple deprivation) and the disadvantages (high property prices and skill shortages in both urban and rural areas).			
	b. Discuss the negative side to economic restructuring in some regions (See: The Rust Belt, USA) including increasing levels of social deprivation (education, health, crime, access to services and living environment) in both deindustrialised urban areas and rural settlements once dominated by primary economic activities.			
	c. Assess the priorities for regeneration due to significant variations in both economic and social inequalities (gated communities, 'sink estates', commuter villages, declining rural settlements).			
4A.5 There are significant variations in the lived experience of place and engagement with them.	a. Explain reasons for wide variations in levels of engagement in local communities (local and national election turnout, development and support for local community groups).			
	b. Discuss how people's experiences and their attachment to place(s) is affected by age, ethnicity, gender, length of residence (new migrants, students) and levels of deprivation; these in turn impact on levels of engagement.			
	c. Explain why groups in communities have different views about priorities/strategies for regeneration and how these views can lead to conflict (lack of political engagement and representation, ethnic tensions, inequality and lack of economic opportunity).			

4A.6 There is a range of ways to evaluate the need for regeneration.	a. Demonstrate the use of statistical evidence to determine the need for regeneration in your chosen local place.			
	b. Discuss that media can provide contrasting evidence, questioning the need for regeneration in your chosen local place.			
	c. Examine how different representations of your chosen local place could influence the perceived need for regeneration.			

EQ3: How is regeneration managed?				
Key Idea	Detailed content	PLC		
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4A.7 UK Government policy decisions play a key role in regeneration.	a. Explain how infrastructure investment is needed to maintain growth and improve accessibility to regenerate regions (high speed rail, airport development). Refer to national government in partnerships with charities and developers.			
	b. Understand that rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affects economic regeneration of both rural and urban regions.			
	c. Understand how potential for growth and direct and indirect investment is affected by UK government decisions about international migration and the deregulation of capital markets. (See: foreign investment in London real estate).			
4A.8 Local government policies aim to represent areas as being attractive for inward investment.	a. Explain, with examples, how local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors (Science Parks).			
	b. Describe the roles of local interest groups (Chambers of Commerce, local preservation societies, trade unions) in regeneration decision making.			
	c. Discuss the tensions between these groups - those that wish to preserve urban environments and those that seek change. (See: London 2012).			
4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.	a. Describe different urban and rural regeneration strategies - to include retail-led plans, tourism, leisure and sport. (See: London 2012) Public/private rural diversification. (See: Powys Regeneration Partnership).			
	b. Describe the process of rebranding, to include re-imaging places using a variety of media to improve the image of both urban and rural locations and make them more attractive for potential investors.			
	c. Understand how rebranding can stress the attraction of UK deindustrialised cities - creating specific place identity - building on their industrial heritage. Thus attracting visitors. (See: Glasgow 'Scotland with Style'.			
	d. Describe and explain rural rebranding strategies (based on heritage and literary associations, farm diversification and specialised products, outdoor			

	pursuits and adventure in both accessible and remote areas). (See: Bronte country, Kielder Forest).			
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EQ4: How successful is regeneration?				
Key Idea	Detailed content	PLC		
		RED	AMBER	GREEN
4A.10 The success of Regeneration uses a range of measures: economic, demographic, social and environmental.	a. Assess the success of economic regeneration, using measures of income, poverty and employment (both relative and absolute changes) both within areas and by comparison to other more successful areas.			
	b. Assess the social progress made by using reductions in inequalities both between areas and within them as indicators; social progress can also be measured by improvements in social measures of deprivation and in demographic changes (improvements in life expectancy and reductions in health deprivation), as indicators.			
	c. Evaluate the success of regeneration on the understanding that it must lead to an improvement in the living environment (levels of pollution reduced, reduction in abandoned and derelict land).			
4A.11 Different urban Stakeholders have different criteria for judging the success of urban regeneration.	a. CASE STUDY: e.g. Salford Quays - Describe the strategies used in the regeneration of an urban place. Evaluate the (contested) decisions within local communities. Refer to NIMBYism.			
	b. Describe and explain the changes that have taken place as a result of national and local strategies in an urban area.			
	c. Discuss these changes using a range of economic, social, demographic and environmental variables in an urban area.			
	d. Understand that different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on the reality/image of that place.			
4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.	a. CASE STUDY: e.g. North Antrim Coast - Describe the strategies used in the restructuring of a rural place. Evaluate the (contested) decisions within local communities. Refer to NIMBYism.			
	b. Describe and explain the changes that have taken place as a result of national and local strategies in the rural area.			
	c. Discuss these changes using a range of economic, social, demographic and environmental variables in a rural area.			
	d. Understand that different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on the			

	reality/image of that place.			
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Geographical Skills for Topic 4A (focus on qualitative approaches)			
<i>Note: These skills are not exclusive to the topic areas under which they appear; you will need to be able to apply these skills across any suitable topic area throughout their course of study.</i>	PLC		
	RED	AMBER	GREEN
Use of GIS to represent data about place characteristics.			
Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.			
Use of Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation.			
Investigation of social media to understand how people relate to the places where they live.			
Testing of the strength of relationships through the use of scatter graphs and Spearman's rank correlation .			
Use of different newspaper sources to understand conflicting views about plans for regeneration.			
Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.			
Exploration of discursive/creative media sources to find out how place identity has been used as part of rebranding.			
The interpretation of photographic and map evidence showing 'before and after' cross-sections of regenerated urban and rural places.			
Interrogation of blog entries and other social media to understand different views of the success of regeneration projects			
<u>NOTES/CASE STUDY INFORMATION:</u>			