**A Level Geography: Personal Learning Checklist**

**AREA OF STUDY: Shaping Places Topic: Diverse Places Spring Term Y12**

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| **What do I need to know?** |
| **EQ1: How do population structures vary?** |
| **Key Idea** | **Detailed content** | **PLC** |
| **RED** | **AMBER** | **GREEN** |
| 4B.1 Populationstructurevaries fromplace to placeand over time. | a. The population of the UK has grown unevenly in the last 50 years, with some regions growing rapidly (London and the south-east) whilst others have grown more slowly (the north-east of England) |  |  |  |
| b. Population structure and density varies according toplacement in the rural-urban continuum and, thereforeaccessibility, physical factors, historical development and the role of planning. |  |  |  |
| c. Population structure and dynamics are a result of differences in fertility and mortality rates as well as international and internal migration. |  |  |  |
| 4B.2 Population characteristics vary from place to place and over time. | a. There can be considerable variation in population characteristics (gender and ethnicity), both in and between settlements |  |  |  |
| b. Different levels of cultural diversity in places can be explained by social clustering, accessibility to key cities, physical factors and government planning policy. (A: actions by governments may foster or supress diversity) |  |  |  |
| c. Fertility and mortality rates, as well as international and internal migration, are changing the cultural characteristics of places |  |  |  |
| 4B.3 How past and present connections have shaped the demographic and cultural characteristics of your chosen places | a. Regional and national influences that have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How lives of students and those of others are affected by this continuity and change, both real and imagined. |  |  |  |
| b. International and global influences that have shaped your chosen places. These places can be represented in a variety of different forms, 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. (P: increasing roles of especially TNCs and IGOs) |  |  |  |
| Consideration of the way in which the demographic and cultural changes in your chosen local place have impacted on people’s identity. (1) |  |  |  |

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| **EQ2: How do different people view diverse living spaces?** |
| **Key Idea** | **Detailed content** | **PLC** |
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| 4B.4 Urban places are seen differently by different groups because of their lived experience of places and their perception of those places. | a. During industrialisation, urban places were perceived by some as dangerous and threatening (ü Victorian London); currently they could be seen as attractive because of their range of economic opportunities and the variety of social and leisure activities that attract young people and migrants. |  |  |  |
| b. Some urban locations are perceived as undesirable or even threatening by residents and/or outsiders due to high crime rates, low environmental quality, population characteristics and reputation based on quantitative data but also due to lived experience and media representation. (2) |  |  |  |
| c. Suburban and inner-city areas are perceived differently in terms of their desirability as places to live and work by contrasting demographic groups (by age, ethnicity, life-cycle stage). (3) (A: attitudes may vary) |  |  |  |
| 4B.5 Rural places are seen differently by different groups because of their lived experience of places and their perception of those places. | a. Rural places are often perceived as idyllic because of their tranquillity, natural landscapes and historical and cultural associations (ü Hardy’s ‘Wessex’). (4) (A: Urban and rural residents may differ in their attitude to places.) |  |  |  |
| b. Some rural locations are perceived as undesirable by residents and/or outsiders because of remoteness, limited social opportunities, limited range of services, high transport costs, population characteristics and reputation based on quantitative data but also because of lived experience and media representation. |  |  |  |
| c. Rural areas are viewed in different ways: from very remote areas to retirement villages and commuter villages. (A: attitudes may vary) |  |  |  |
| 4B.6 There is a range of ways to evaluate how people view their living spaces | a. The use of statistical evidence to determine whether people have a positive or negative image of your chosen local place. (5) |  |  |  |
| b. Different media can provide contrasting evidence about the image different people have of your chosen local place. |  |  |  |
| c. How different representations of your chosen local place could be used to influence the perception of cultural and demographic issues and conflict (6) |  |  |  |

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| **EQ3: Why are there demographic and cultural tensions in diverse places?** |
| **Key Idea** | **Detailed content** | **PLC** |
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| 4B.7 Culture and society is now more diverse in the UK. | a. Significant internal movement of people within the UK has created uneven demographic and cultural patterns. (London and the south-east) |  |  |  |
| b. Culture and society in the UK has changed because of significant international migration flows from former colonies (Indian sub-continent and the West Indies) and from the European Union. (P: the main gatekeeper player affecting flows is the Government) |  |  |  |
| c. Some international migrants choose to live in rural areas for specific reasons, creating social challenges and opportunities. (East Europeans in Lincolnshire) |  |  |  |
| 4B.8 Levels of segregation reflect cultural, economic and social variation and change over time. | a. International migrants tend to live in distinctive places Russian oligarch families in London) with ethnic segregation closely related to economic indicators (income and employment) and social indicators (health, crime and education). (7) |  |  |  |
| b. Diverse living spaces in urban areas have social characteristics that reflect ethnicity and culture in terms of distinctive retail outlets, places of worship and leisure. (Southall) (8) |  |  |  |
| c. Experiences and perceptions of living spaces change over generations as communities have evolved economically and culturally. (A: intergenerational attitudes and norms may change from global cultural trends) |  |  |  |
| 4B.9 Changes to diverse places can lead to tension and conflict. | a. Different community groups, local and national governments and TNCs may make changes to land uses that create challenges and opportunities for local people and their lived experience of place. (A: different actions may have different impacts) |  |  |  |
| b. There are frequent tensions over the diversity of living spaces, especially between long-term residents who seek continuity and recent in-migrants who may seek change. (9) (Luton) |  |  |  |
| c. Changes to the built environment will bring benefits to some groups but can provoke hostility from other groups that perceive migrants as a threat to their culture. Migrants may experience a sense of social exclusion. (Glasgow) (P: planners and developers may make controversial decisions.) |  |  |  |

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| **EQ4: How successfully are cultural and demographic issues managed?** |
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| 4B.10 The management of cultural and demographic issues can be measured using a range of techniques. | a. Management can be assessed using measures of income and employment (both relative and absolute changes) both in areas and by comparison to other areas. |  |  |  |
| b. Social progress can be measured by reductions in inequalities both between areas and within them as well as improvements in social measures of deprivation and demographic changes (improvements in life expectancy). (8) |  |  |  |
| c. Assimilation of different cultures can be measured by levels of political engagement through voter turnout, the development of local community groups and reductions in ‘hate’ crime and racism. |  |  |  |
| 4B.11 Different urban stakeholders have different criteria for assessing the success of managing change in diverse urban communities. | a. A study of the contrasting ways in which different demographic and ethnic groups view an urban living space and the impact of national and local strategies in resolving issues (Aik Saath in Slough). |  |  |  |
| b. The changes that have taken place can be judged using a range of economic, social, demographic and environmental variables in the changing urban area. (F: changes may create differing legacies) |  |  |  |
| c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria depending on the meaning of the place and the impact of change on both the reality and their image of that place. (10) (A: ‘success’ depends on the attitudes of different players) |  |  |  |
| 4B.12 Different rural stakeholders have different criteria for assessing the success of managing change in diverse rural communities. | a. A study of the contrasting ways in which different demographic and ethnic groups view a rural living space and the impact of national and local strategies on a rural area (Lake District Rural Revival Partnerships). |  |  |  |
| b. The changes that have taken place can be judged using a range of economic, social, demographic and environmental variables in the changing rural area. (F: changes may create differing legacies) |  |  |  |
| c. Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria, depending on the meaning of the place and the impact of change on both the reality and their image of that place. (A: ‘success’ depends on the attitudes of different players) |  |  |  |

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| **Geographical Skills for Topic: Diverse Places**  |  |
| *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.* | **PLC** |
| **RED** | **AMBER** | **GREEN** |
| (1) Investigation of social media to understand how people relate to the places where they live. |  |  |  |
| (2) Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities. |  |  |  |
| (3) Interviews with local residents to interpret information representing cultural and demographic issues in a local place. |  |  |  |
| (4) Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place. |  |  |  |
| (5) Testing of the strength of relationships through the use of scatter graphs and Spearman’s rank correlation. |  |  |  |
| (6) Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place. |  |  |  |
| (7) Use of indexes to measure ethnic and cultural diversity. |  |  |  |
| (8) Interpretation of photographic and map evidence showing ‘before and after’ cross-sections. |  |  |  |
| (9) Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. |  |  |  |
| (10) Analysis of contrasting newspaper reports about a change, including opinions about that change. |  |  |  |