



Year 12 Geography: Urban Settlements

(Submitted by Samantha Jenkins, 2017, while serving as Head of Geography and Community Service Coordinator at St. Stephen's International School, Thailand)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass • Behavior Over Time Graphs (BOTG)
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview:</p> <p>I used the Sustainability Compass and Behaviour Over Time Graphs (BOTG) to facilitate students thinking about the impacts of the London Docklands Urban Regeneration project, in order to evaluate its success.</p>
Context of lesson/case study:	A Level Geography
Participants (# and description):	Year 12 students
Topic, Theme, or Key Understanding of unit/project:	Urban Settlements
Length of unit/project:	One lesson
Resources/materials & setting required:	PowerPoint and online access- students work paperless
Lesson Plan/Description of the Project:	
<p>Students came up with indicators that could be measured to assess the success of the urban regeneration project. Then constructed Behavior Over Time Graphs (BOTG) to plot how different stakeholders may be affected by the urban regeneration and looked at a number of indicators. After reading the text and completing the BOTG, they categorised the positive and negative impacts of the project and tried to identify leverage points that could have led to a more successful regeneration project.</p>	
Reflection	
Plusses:	
<p>The systems tools enabled students to break down this case study and evaluate it thoroughly in a different way. It certainly engaged them and made them think more deeply.</p>	
Challenges:	
<p>I would like more time on this. Unfortunately the solutions are not part of the specification, but I would like to spend time using some of the other systems tools to dig deeper into why this project was considered the best option and a success and how the urban planners may have been able to support the local people more too.</p>	
Suggestions for other practitioners and educators:	
<p>Spend more time on solutions if possible. Could use the circular feedback diagrams to observe how the</p>	








London Docklands became so deprived and also how a multiplier effect pulled it back out of deprivation.

Evidence and Resources:

Classwork Friday, 10 July 2020

Would you visit?



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Was the London Docklands Regeneration Project a Success?

Learning Objectives

➔


So That

➔

Outcome

- Why and how did they regenerate the London Docklands?
- Who were the winners and losers?

- You can evaluate how successful this urban regeneration project was.
- You feel confident answering an exam question on this case study.



Spec Check:

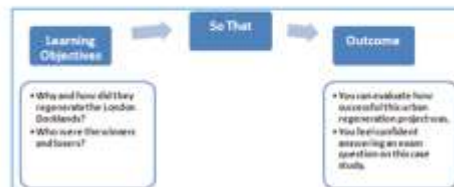
6.2 Urban trends and issues of urbanisation

Urban growth. The process of urbanisation and its causes and consequences in LICs, MICs and HICs, including counterurbanisation and re-urbanisation, competition for land and urban renewal.





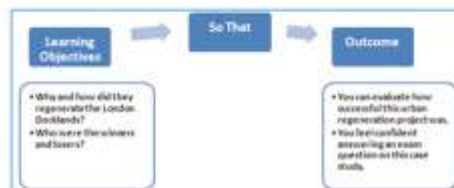
Urban Redevelopment: build completely from scratch.
 Urban Renewal: keeps the best parts and adapts new usages.
 Urban Regeneration- A combination of Urban redevelopment and urban renewal.



Classwork

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What happened in London?
 • In pairs, read the case study and use it to create a 'living graph' of the events that took place in the London Docklands area.





Classwork

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Classwork

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Who are the Winners and Losers?

- Who were the key stakeholders?
- Plot how the different indicators have changed over time for these stakeholders on your graphs.

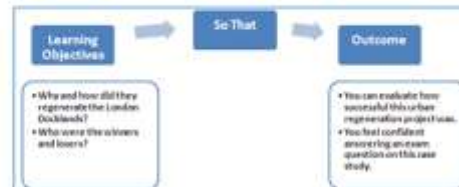
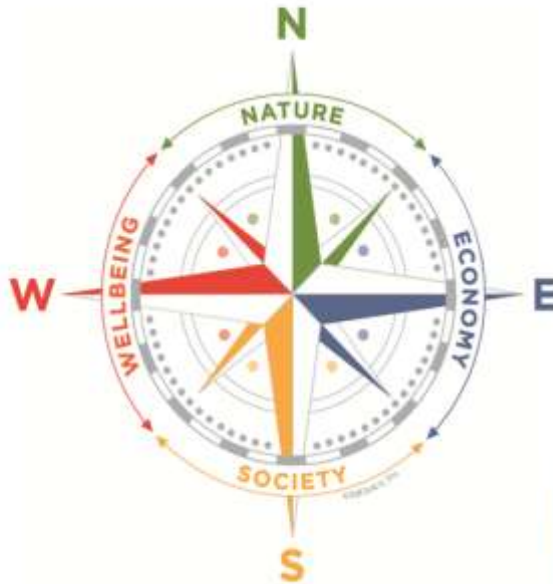




Classwork

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What were the positive and negative impacts?



Classwork

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Exam Practice

Exam Question

(c) With the aid of an example of an urban area you have studied, assess the extent to which a regeneration scheme has improved the lives of people.

Command words

Geographical words

Case Study required

How would this be marked?



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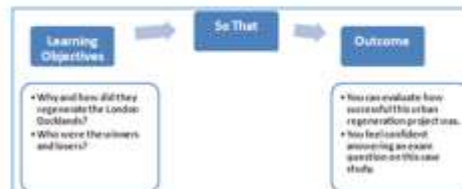
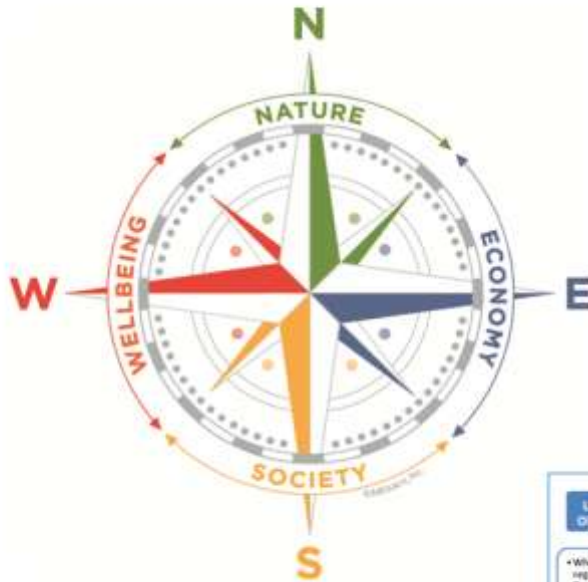
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Classwork

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Can you identify any leverage points? What could they have done differently?



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