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| **What will we be learning?**  AQA A Level Geography:  Changing Places: Paper 2  3rd Human Geography Unit | **Why this? Why now?**  This unit has the **most synoptic links** with the greatest number of modules so by studying this at the end of the course allows you to **retrieve** key concepts from other units and then **apply** them to the topics in this module.  The detailed case studies in this unit require a strong understanding of types of data and an ability to **assess the usefulness of sources** in showing specific ideas. This is a key feature of the **NEA**, which is studied and completed before this unit is started.  This unit has a number of **subjective concepts** that are more easily understood after you have consolidated the jump in learning and writing from GCSE to A Level. | **Key Words:**  Sense of place  Perspective  Character  Endogenous  Exogenous  Inside  Outsider  Othering of place  Xenophobia  Media Place  Experiences Place  Near Place  Far Place  Manipulation of place  Place Meaning  Rebranding  Reimaging  Place Marketing  Regeneration  Shifting Flows  Quantitative  Qualitative  Lived Experiences  This is just a selection of key terms. The website below is brilliant for key terms and definition for this unit.  [AQA Changing-Places Glossary of Definitions - Changing Places - AQA Geography A-level (physicsandmathstutor.com)](https://www.physicsandmathstutor.com/pdf-pages/?pdf=https%3A%2F%2Fpmt.physicsandmathstutor.com%2Fdownload%2FGeography%2FA-level%2FNotes%2FAQA%2FChanging-Places%2FGlossary%2520of%2520Definitions%2520-%2520Changing%2520Places%2520-%2520AQA%2520Geography%2520A-level.pdf) |
| **What will we learn?**   * What is the **nature and importance** of place? * How can you **categorise** ‘place’? * What affects a person’s ‘**sense of place’**? * How do **endogenous and exogenous factors** affect the changing **character** of a place? * How are places **represented**? * How can you **manipulate place meaning**? * **Two contrasting Case Studies**: Boscombe (Local) and Detroit (Distant) * How do both **quantitative and qualitative sources** of information show economic change, place meaning and lived experiences for Boscombe and Detroit? * How do **shifting flows** of people, money, resources and investment lead to **economic change and inequality** in Boscombe and Detroit? * How might **past and present developments** affect economic change and inequality in Boscombe and Detroit? * How **individuals perceive** these changes? | |
| **What opportunities are there for wider study?**  **Careers:**   * Urban Planning * Council Roles regarding regeneration and place manipulation * Marketing and advertising of places * Tourism Roles   **Trips:**   * Year 13 Southampton trip: Do we need more regeneration? * Year 12 Coast Trip   **Wider Reading:**  [GetFile.aspx (rgs.org)](https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=944f2503-af13-4c7f-b178-e4bbaffb38eb&lang=en-GB) This is a brilliant overview of this unit from a researcher and geographer’s perspective  Tuan Y, 2001, Space and Place: The Perspective of Experience, Univ. of Minnesota Press (ISBN 978- 0816638772)  **Costing the Earth** – There are some great podcasts here to pick from on a wide variety of geographical issues <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> (many topics, including amongst others.. climate change, carbon, urban greening, deforestation, alternative power, plastics etc.)  **Royal Geographical Society** – “Ask the Geographer” podcasts - <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> - a fantastic set of podcasts to keep A Level studies up-to-date with the latest geographical research – pick out some that interest you and give them a go! | |
| **How will I be assessed?**  This is a short Human Unit:   * 4 Marker: Outline/Suggest * 6 Marker: Analyse with source material * 6 Marker: Explain/To what extent * 20 Marker | |