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| **What will we be learning?**AQA A Level Geography:Changing Places: Paper 23rd 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 placePerspectiveCharacterEndogenousExogenousInsideOutsiderOthering of placeXenophobiaMedia PlaceExperiences PlaceNear PlaceFar PlaceManipulation of placePlace MeaningRebrandingReimagingPlace MarketingRegenerationShifting FlowsQuantitativeQualitativeLived ExperiencesThis 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?
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| **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 perspectiveTuan 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
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