

UNIT TITLE: 9.3 How has Liverpool changed over time?



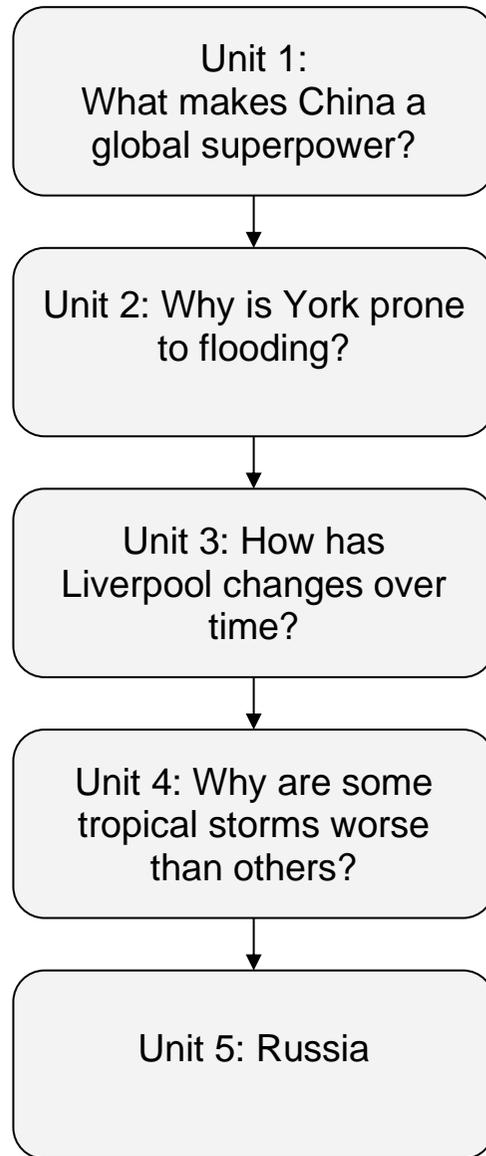
ALL SAINTS
Sixth Form College



THE ACADEMY OF
ST NICHOLAS

<p>Possible Lesson Breakdown:</p> <ol style="list-style-type: none"> 1) Welcome to Liverpool 2) Structure of cities in HICs 3) How are cities in HICs changing? 4) How has Liverpool changed over time? 5) Causes of deindustrialisation 6) Diagnostic/therapies 7) Mapping industrial change in Liverpool 1 8) Mapping industrial change in Liverpool 2 9) What happened as a result of deindustrialisation? 10) Impact of deindustrialisation in Liverpool 11) Explaining the impact of deindustrialisation 12) Regeneration in Liverpool 13) End of unit assessment 	<p>Unit Knowledge: (key terms in bold)</p> <ul style="list-style-type: none"> • The location of Liverpool within the UK, Merseyside and NW region. • How industry in Liverpool has changed over time (from 1700s to present day): population change and economic change. • The structure of cities in HICs and the characteristics of each area: CBD, industrial zone, inner city, suburbs, rural to urban fringe). • Causes of deindustrialisation (globalisation and mechanisation). • Impacts of deindustrialisation on Liverpool (declining inner city areas, unemployment rates). • Impact of regeneration on Liverpool (Albert Dock) 	<p>Assessment:</p> <p>Lesson 6: Diagnostic/therapies Lesson 13: End of unit assessment</p>
<p>Tier 2 Vocabulary</p> <ul style="list-style-type: none"> • Deprivation • Regenerate • Characteristic • Fringe 		<p>Literacy Tasks – Personalised feedback given on each</p> <p>Lesson 11: Explaining the impact of deindustrialisation on Liverpool</p>
		<p>Skills Coverage</p> <ul style="list-style-type: none"> • OS maps: 4 and 6 figure grid references, identifying human characteristics • Using aerial photos • Using atlas maps on a range of scales • Interpreting data • Bar charts/line graphs
		<p>Notes</p>

5 Year Plan Outline



Notes

This unit uses a lot of prior knowledge that students have gained about human processes and how urban landscapes are changing in different places to help them understand the city they live in. Students use this knowledge to understand the processes that have affected Liverpool in the past and present and how it will likely change in the future.

Key Knowledge Themes:

People and where they live: The structure of HIC cities. Causes and impacts of deindustrialisation. Regeneration in cities.

A connected world: The global shift of manufacturing

Place knowledge: Liverpool, The geography of the NW of England

Links to Prior Learning:

People and where they live: (7.3, 8.4, 8.5, 9.1): How cities around the world are changing, population change around the world. Impacts of economic growth.

A connected world: (7.3, 8.5, 9.1) The global shift of manufacturing, changing resource supply in countries of varying wealth, impact of economic change.

National Curriculum Links:

How geographical processes interact to create distinctive human landscapes that change over time.

Human geography relating to population and urbanisation; international development, economic activity in the primary, secondary, tertiary and quaternary sectors.

Understand how human processes interact to influence, and change landscapes, environments and the climate.