

Concreting the Countryside

Lesson 1: Where has the concrete been going? Lesson Plan

Theme/ Topic	And does it matter?		
Learning Objectives	Students to: <ul style="list-style-type: none"> • appreciate that the recent patterns of housing development have different impacts on different areas and may not be sustainable. • understand that Britain’s housing needs are not being met in all parts of GB • understand that the perceived impacts can cause conflicts • realise that homes are homes first and property investments second 		
Learning Outcomes	<ul style="list-style-type: none"> • Students to be able to recognise the geographical processes and their impacts on society, economy and the environment • Students to acquire skills of critical analysis and the ability to question the world around them • Students to be able to demonstrate an understanding of key geographical processes and their impacts 		
Lesson Context	An introductory lesson to the issues relating to the housing crisis in Great Britain		
LEARNING AND TEACHING ACTIVITIES			
Introduction	Use the introduction video talk by Simon Jenkins from the website to raise the key issues. Draw attention to the scale of the problem through quick review of selected newspaper articles from the ‘in the news’ section: Telegraph 26/06/08, Times 27/07/08, Telegraph 27/10/08 , Times 30/01/09, Guardian 23/02/09 Open PowerPoint GeoBlockbusters – (Click on the hyperlink at the bottom of slide 1 to find the theme tune of the TV programme ‘Blockbusters’) Explain nature of the lesson – GeoBlockbusters as on teachers’ notes sheet Distribute additional student sheets as appropriate – Winners and Losers (Impacts sheet) and/or ‘Sustainability Test’ sheet Divide the group into 2 teams		
Main	Pupils to play GeoBlockbusters and according to levels of ability (see inset table) they can either discuss who the winners and losers are as each image is selected or complete their Impacts Sheet Each pupil will be expected to complete their own Impacts sheet; Level threes should complete the sustainability test. On random Letter selections insert extracts from the key speeches – e.g.: Sir Peter Hall 0 to 4.58 mins general issues; 5.00-6.58 Green Land use; 16.20- 18.14 Summing up. From Martin Crookston use 3.20mins to 9.30 Policy shifts;		
Level 1 single lesson Fast paced but introductory lesson as a game only	Level 2 double lesson	Level 3 double lesson	
Use instructions for slides 1 and 2 above only	As for L1 plus analysis of photographs and completion of Impacts table	As for L1 and L2 plus use of sustainability criteria	

Plenary	<p>all pupils should be able to complete the plenary CAUSES AND CONSEQUENCES summary sheet</p> <p>They should be able to distinguish between positive and negative impacts of where the concrete has been going</p> <p>-add specific video clip from Martin Crookston 12.54- 13.23 'Nowheresville'</p>
Resources	<p>GeoBlockbusters PowerPoint and question sheet</p> <p>Winners and Losers (Impacts Sheet)</p> <p>Criteria for assessing sustainability sheet (both as A3 sheets)</p> <p>Plenary CAUSES AND CONSEQUENCES summary sheet</p> <p>Completed Plenary CAUSES AND CONSEQUENCES summary sheet</p> <p>Access to the 21Century Challenges website/internet</p> <p>Martin Crookston video clip</p> <p>Simon Jenkins video clip</p> <p>Fact Sheet</p> <p>Teachers Notes</p>
Assessment opportunities	<p>through class discussion and ability to identify key terms/processes and through completion of A3 sheets and plenary summary sheet</p>
Key Skills	<p>listening to others, analysing images and questioning pre-conceptions, evaluating attitudes and responses to a growing crisis. Developing a moral and ethical view to large scale developments</p>