BBC Northern Ireland Education Online

KS3 Geography
Sustainable Development

Settlement

Introduction

The aim of this web site is to provide teachers with a means of

- delivering up to date material.

- using local examples.

- covering a wide range of geographical themes.

- integrating ICT with good classroom practice.

- examining the themes with a sustainable focus.

- applying the differentiated tasks according to ability.

What is Education for Sustainable Development?

"Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future."

(Panel for Education for Sustainable Development, 14 September 1998)

How to use site

The site is designed to allow teachers to integrate the material on the web site into their classroom practice. The material is available in a variety of formats to allow as wide a range of flexibility as possible. The material is available on CD-ROM, and on the Internet. The material can be accessed 'live' or downloaded to a single or cached computer.

The material covered within each section is sequential. However the individual topics of each theme may be examined separately. Initially each section is placed in a spatial context and then the relevant geographical themes are explored through a wide range of resources, with tasks and activities throughout. Within each section there is direct reference to the sustainable nature of the area in question. Each section has a terminal task in which the overriding themes are explored. Each section of the site has a Scheme of Work. This outlines the main Teacher activities, as well as pupil activities and links to other sites.

Therefore a wide range of approaches may be adopted when using the site.

- The material may be followed through from beginning to end in a linear fashion, using the tasks within the site and worksheets provided on the teachers' site.

- Separate areas may be examined as part of a wider unit of work, as exemplar, or applicable tasks.

- Individual pieces of information may be lifted for use with KS3 students or older, or even to address different themes, or different subjects.

- Tasks may be set based on research from the material presented.

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Teachers' Notes

The aims of this section are that students will

- have an appreciation of the differences that can exist within and between settlements.

- realise that settlements can grow and develop or decline through time.

- understand that decisions have to be made in order to ensure the sustainable development of settlements.

Learning Outcomes

By the end of this section the students will be able to

- Understand that people live in different sized settlements.

- Realise that settlements can be categorised according to size.

- Realise that settlements can be categorised according to the services they offer.

- Identify the functions of a range of settlements in Northern Ireland.

- Recognise that there are different land use zones within settlements.

- Appreciate that settlements may grow in size through time.

- Understand that land use in settlements may change through time.

- Recognise some of the transport issues facing settlements in the 20th C.

- Identify some of the issues facing planners both in rural and urban areas.

- Appreciate that areas within a settlement change significantly through time.

- Appreciate that different people have different points of view with regard to a redeveloped region.

- Understand that the sustainable development of an area within a city is about meeting the needs of all people who live and work in the area.

Scheme of Work - Settlement

Activity	- exercise within the site. Individual / Group-work.
Worksheet	- PDF printable downloadable file.
Differentiated	- depending on ability, age range, differentiation can be upward or downward.

Topic titles	Learning outcomes	Teaching activities	Pupil activities	Further activities [Differentiation U - upwards D - downwards]
• Introduction	• Understand that people live in different sized settlements.	• Outline that different people live in different parts of Northern Ireland. • Definition of sustainability in the context of settlement. • Explanation that the growth of settlements needs to be sustainable.	• **Group-work** Investigate text material. • Discuss definition of sustainability in context of settlements - explore local examples.	• **Group-work** Describe how a local settlement has grown or declined. What have been the changes to the settlement? Which have been successful, which unsuccessful? [U] [D]
• Different sized settlements	• Realise that settlements can be categorised according to size.	• Explanation that there are different sized settlements across NI, and that different settlements have different characteristics.	• **Individual** • Drag and drop correct settlement names to the map. • **Group-work** Investigate information about each settlement.	• **Worksheet A[D]**. Rank settlements from the largest to the smallest. Describe a relevant characteristic of each settlement.
• Settlements' services	• Realise that settlements can be categorised according to the services they offer.	• Settlements can be categorised according to their size **and** the services they offer. • Different sized settlements have different services.	• **Individual** based on text/photo & video information. Drag and drop exercise according to services.	• **Worksheet B[D]** • Categorise settlements according to services as outlined.
• Function of settlements	• Identify the functions of a range of settlements in Northern Ireland.	• General outline of the different functions that settlements may have. Related to the examples presented. • Investigate the functions of local settlement.	• **Individual/ group-work.** Investigate the range of functions in general and in relation to the specific settlements and drag and drop functions to the appropriate settlement.	• [U][D] Investigate the function of local town and region. Is there just one function or more? How has the function changed through time?
• Land use zones	• Recognise that there are different land use zones within settlements.	• Outline the different land uses that may be found in a town or city.	• **Individual/ group-work** • Build map of theoretical town, showing land use zones, creating a simple land use model.	• **Worksheet C [U][D]** Shade model according to the different land use zones outlined. • [U]. Describe a journey from the centre of the town to the outskirts. Identify the different land use zones that are passed through.

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Scheme of Work - Settlement Continued

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Worksheet	-	PDF printable downloadable file.
Differentiated	-	depending on ability, age range, differentiation can be upward or downward.

Topic titles	Learning outcomes	Teaching activities	Pupil activities	Further activities [Differentiation U - upwards D - downwards]
• The growth of Belfast	• Appreciate that settlements may grow in size through time.	• Explanation of the growth of Belfast through time from original settlement to latest population figures.	• **Activity Group-work/ individual** Explore information, video clip etc. • Build graph of Belfast's population using format provided. • Build map of Belfast using timeline.	• [D][U] Draw and label population graph using figures from the site.
• Land use map of Belfast	• Understand that land use in settlements may change through time.	• Referring back to land use in previous section, identify the different land use zones of Belfast.	• **Individual/ group-work** Build land use map of Belfast.	• **Worksheet D [U][D]** Shade map of Belfast, creating key for growth over time periods outlined. • Complete shading of Belfast land use map.
• Transport	• Recognise some of the transport issues facing settlements in the 20th C.	• General outline of issues surrounding traffic volume within as well as to and from Belfast.	• **Activity group-work** discussion of information, completion of graph and discussion of issues surrounding transport.	• [U][D] What solutions can be proposed to deal with Belfast's transport problems, what are the benefits and disadvantages of each proposal?
• The role of	• Identify some of the the issues facing planners both in rural and urban areas.	• General explanation of the role of a planner and the general issues of urban and rural planning.	• **Activity group-work** Discuss and arrange the factors that a planner has to take into consideration when making decisions.	• [U][D] List the most important factors that a planner has to consider/make. Explain why these were the most important factors.
• Laganside past and present	• Appreciate that areas within a settlement change significantly through time.	• Outline the different stages in the history of Laganside, considering changes through time. • Investigate the options needed to revitalise the Laganside.	• **Group-work** Each group allocated a problem/possibility and discuss the options that each incorporates.	• **Worksheet E [U][D]** What would you include if redeveloping the Laganside area? Give reasons.
• Redevelopment of Laganside.	• Realise that the changes that occur in the redevelopment of a region may have a wide range of consequences.	• Investigate the different areas of Laganside's development.	• **Activity group-work** Investigate the current areas being developed and discuss the sustainable nature of these developments.	• [U][D]Select a number of the developments. What are the advantages and disadvantages of each selected.

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• Meeting the people	• Appreciate that different people have different points of view with regard to a redeveloped region.	• Investigate the different opinions that different groups have regarding developments.	• **Group-work** Discussion of the benefits and disadvantages to each group.	• **Worksheet F[D]** • Match the opinions to the characters.
• Laganside rises again	• Understand that the sustainable development of an area within a city is about meeting the needs of all people that live and work in the area.	• Time to give opinion. Is the Laganside redevelopment sustainable?	• **Individual** Complete the newspaper activity, using information and images throughout. Decide if the development of the Laganside is sustainable. Are there approaches that could be adopted to make it more sustainable?	