

Paper 1 Human Core

UNIT 3 Settlement dynamics

Recommended Prior Knowledge Some of the ideas in this unit may be familiar from IGCSE. However the unit is self-contained and does not depend upon prior knowledge.

Context This unit consists of the study of urban and rural settlements and the processes which produce them. Both LEDCs and MEDCs should be studied as part of this unit. Parts of this unit have close connections to Units 1 and 2.

Outline The interaction and inter-relationships of rural and urban settlements are a fundamental aspect of the subject and it should be appreciated that settlement changes over time and space. Therefore the 'dynamics' of the unit title is its underpinning principle.

Resources An excellent resource is Witherick M and Adams K; Cities and Urbanisation; 2006; Philip Allan Updates. It has many well documented case studies and is highly recommended. The topics cover the whole syllabus and the text has case studies from both LEDCs and MEDCs.

Content	Objectives	Terminology	Teaching Strategies (TS) and Activities (A)	Resources
	General introduction Knowledge and understanding of the distinction between urban and rural	Rural Urban	TS Provide two images: 1. Rural 2. Urban Challenge the class to define the terms on the basis of the attributes shown by each image. Usually photographs are the most appropriate images, but it could be a passage from a novel, a cartoon, a painting, a poem, etc. Be inventive. A A spider diagram could be built up from the image and other characteristics added as the class think of ideas associated with urban and rural environments. It does not take long but is an effective way of introducing the new unit.	Nagle CS Chapter 1 Ross p.269 Prosser p.179 Nagle p.205 Carr has several relevant chapters 11-16 and good case studies for this section of the syllabus Nagle CS Chap 1
	Relationships between settlements	Settlement Function	TS Introduce the idea of rural and urban areas as systems with inputs and outputs in order to maintain the links with the physical core. Suggest that they are both subject to change and processes that result in change over time. Hence the unit title Settlement dynamics .	Flint and Flint p.42 Nagle p.249

<p>3.1 Changes in rural settlements</p>	<p>Understanding of the reasons for and consequences of growth or decline of rural settlement or rural area</p> <p>A case study of a rural settlement or rural area is required</p>	<p>Rural-urban migration Urban-rural migration</p> <p>Counterurbanisation Rural growth/decline Commuting Teleworking Farm diversification Sustainable development Rural conflicts Affordable housing</p>	<p>Could start by revising work already covered in Unit 2. Population on the move. Here emphasise the impact on urban growth rather than population change.</p> <p>Case study of a rural settlement or rural area. This can be selected from an MEDC or LEDC. It is ideal if the example can be a local one familiar to the students.</p> <p>Impacts of the two directional movements should be emphasised. Management of issues in the rural settlement or rural area resulting from growth (or decline).</p> <p>The case study should have detail about location (nationally, regionally, and locally), size, functions, land use, population structure (if possible), reasons for decline and/or growth. Accessibility, changing nature of economic activity, population change, trends, e.g. counterurbanisation, perceptions of rural life.</p> <p>Textbooks have good examples, which can be supplemented by other sources, e.g. maps and aerial photographs.</p> <p>Rural deprivation and poverty may be included in either LEDC or MEDC examples, e.g. lack of infrastructure, lack of services: financial, health, education. Changing lifestyles e.g. commuting, teleworking. Changing economic activity: tourism, farm diversification as possibilities for a rural area. Much depends upon the choice of case study. Any development strategies which are relevant to the chosen example, or of general application, can be considered.</p>	<p>Nagle AS pp.265-274 has several case studies Waugh Chapter 17 on rural environments Nov 2006 Q.11(c) needs a rural case study. Could be from an LEDC or MEDC.</p> <p>Hart p.174 Case study of rural decline in Co Durham, UK</p> <p>Nagle AS pp.275-6 and Bowen and Pallister p.207, case Study of Urchfont, Wiltshire, UK for rural decline and growth</p> <p>June 2004 Q. 10</p> <p>Geofile 570 Jan 2008 Bagston Hill (UK): A case study of village suburbanisation</p>
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<p>3.2 Urban trends and issues of urbanisation</p>	<p>Knowledge of process of urbanisation</p> <p>Knowledge and understanding of the processes associated with urbanisation</p>	<p>Urban growth</p> <p>Processes: Urbanisation Counterurbanisation Re-urbanisation Suburbanisation</p> <p>Causes: Push-pull factors</p> <p>Consequences: Urban sprawl Rural-urban fringe Rural-urban continuum Urban renewal</p>	<p>Be mindful that these case studies do not always fit the questions ideally. Check past papers when selecting case study material.</p> <p>Note This section should include management of the issues which will be dependent on the case study chosen of course. What is essential is the management responses to the issues identified: attempted solutions, successes and failures. They may be past, present and future.</p> <p>TS Suggest that so far the study has been a static one and now it is necessary to consider the processes.</p> <p>Growth links to the idea of urbanisation.</p> <p>Definition Distinguish between urbanisation (the concentration of population into urban areas) and urban growth (growth in population numbers and/or physical expansion of the urban area). Emphasise the distinction between these two terms.</p> <p>Causes and consequences of urbanisation in LEDCs and MEDCs.</p> <p>Settlements change over time. Growth - introduce the idea of the primate city with a definition. Suggest the idea of rank-size simply. Do not need detail, but it helps to endorse the idea of primacy.</p> <p>MEDCs e.g. UK Historical background – 19thc urbanisation and industrialisation, i.e. shift from primary to secondary industry, rural-urban migration as a consequence. Growth of the inner city, suburbanisation. Outward unplanned growth - urban sprawl. 20th and 21st century car culture in the USA could be mentioned for comparative purposes.</p>	<p>Nov 2006 Q. 11</p> <p>Witherick and Adams pp.1-7 Ross pp.270-1 Hart p.191 Nagle AS pp.206-213 Waugh pp.418-9 Prosser p.189</p> <p>Chapters 2 and 3 Nagle CS Hart p.197 Flint and Flint p.29 Nagle pp.26-9 Nagle pp.270-1 Nagle pp.258-9 Hart p.195 - very good on push-pull factors Prosser p.188 Witherick p.454 and Waugh p.516 rural-urban continuum</p> <p>June 2006 Q. 11 Nov 2006 Fig. 5 Model of</p>
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<p>3.3 The changing structure of urban settlements</p>	<p>Concept of a world city</p> <ul style="list-style-type: none"> • Growth • Causes • Hierarchy of world cities <p>Knowledge and understanding of the structure and dynamics of urban areas</p> <p>Be able to link processes studied in</p>	<p>Primate city Rank-size rule</p> <p>World city World city hierarchy Megacity Megalopolis</p> <p>Bid-rent theory Spatial competition PLVI (peak land value intersection) Functional zonation</p>	<p>A Annotate a diagram to show the rural-urban continuum. Will include intra-urban migration, link to 2.2 Internal migration (within a country)</p> <p>TS Introduce the idea of a hierarchy of settlement within a country using the rank-size rule. Emphasise the idea of a theory and application to reality. Case studies to show applicability. Local case study might be appropriate.</p> <p>Definition/classification of cities. The concept of a world city. Global hierarchy of world cities of differing status e.g. alpha, beta and gamma world cities. Causes of world city growth: economic, social, political.</p> <p>Consequences of the processes: urban structure</p> <p>TS Introduce bid-rent theory to establish location of the concentric rings. A simple graph of land value plotted against distance from the centre (PLVI) demonstrates changing land use across the urban area.</p> <p>A Need to explain and a graph can be built up and annotated.</p>	<p>counterurbanisation, useful teaching aid June 2007 Q. 5 Fig. 5 June 2004 Q. 4 Geofactsheet 165 Change and Conflict in the Rural urban fringe Geofactsheet 169 London: Contrasting suburbs</p> <p>June 2005 Q. 10 the whole question is about rank-size rule</p> <p>Witherick and Adams p. 7 has an excellent description of a world city (they call it a 'global city'). Distinguishes it from a megacity.</p> <p>June 2004 Q. 4 Geofile 546 April 2007 Shanghai coping with megacity status</p> <p>Waugh p.425 and Nagle p.272 bid-rent</p> <p>Models:</p>
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	<p>3.2 to outcomes of urban structure 3.3</p>	<p>Urban structure CBD Inner city Suburb Urban deprivation Residential segregation Multi-ethnicity Re-urbanisation Gentrification Urban renewal Counterurbanisation</p>	<p>TS The idea of a model to simplify the complexities of the reality of land use in the urban area. The models are not examined but may help understanding. e.g. Burgess, Hoyt, Harris and Ullman, models developed for urban areas in LEDCs.</p> <p>Consider the pattern, details of characteristics of each area, e.g. housing density, type, age, etc. Land use: residential, retail, manufacturing, services.</p> <p>Vertical, as well as horizontal, functional zonation. e.g. in the CBD office space above ground floor retail. Character and function of the CBD should be emphasised, distinction between core and frame is appropriate.</p> <p>Note Urban fieldwork is not compulsory, but questions may test skills and enquiry (Assessment Objective 3) and therefore knowledge of fieldwork methods <i>is</i> needed.</p> <p>Reasons: invasion and succession may not only be the result of economic and social factors, but also political factors, e.g. planning and changing government policy. For example, Johannesburg illustrates well how the post-apartheid government resulted in corporate business relocating to a northern suburb (Sandton), whilst the CBD was invaded by the black population who succeeded in taking over the high-rise, high value locations in the CBD with their small businesses (often ground floor retail and first floor services) and informal economy.</p> <p>These are the processes responsible for the urban structure outlined above.</p> <p>TS Change in urban areas: Counterurbanisation, re-urbanisation and gentrification need to be introduced and discussed.</p>	<p>Flint pp.54-6 Ross p.276 Waugh pp.420-3 Prosser p.184 Nagle AS pp.227-231 Bowen and Pallister p.215</p> <p>June 2008 Fig. 5 Q. 11 Bid-rent curves June 2006 Q. 5 Figs 5A and B Urban structure LEDC and MEDC, useful teaching tool. June 2005 Q. 5 Population densities within an urban area - useful teaching tool because it is an original method of depicting the data.</p> <p>Witherick and Adams p.23</p> <p>Geofile September 2007 Delimiting the CBD Nov 2005 Q. 11 Nov 2006 Fig. 5 Q. 5 Counterurbanisation model. This could be a useful teaching aid. Discuss (a) what is happening (description) and then (b) what is happening (explanation).</p> <p>Geofile 538 January 2007 Reflections on Urban segregation and Residential differentiation</p>
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