### Aims
To investigate changes in the economic and built environments of the London Docklands during the 1980’s and 1990's brought about by the LDDC.

### Learning Objectives

**Knowledge**
- That changes were administered by the LDDC
- Specific information related to parts of the redevelopment (e.g. Canary Wharf, Light Railway)
- The geographical area of the LDDC (inc. Isle of Dogs, Royal Docks etc.)

**Understanding**
- Redvelopment took the form of demolition (especially of warehouses and other port related buildings) rebuilding (of housing, office buildings, leisure facilities, retailing). There were also improvements to infrastructure.
- The redevelopment was on a large scale & included 'flagship' developments
- Significant changes to land use - especially industry → housing, port facilities → leisure, commerce and office functions

**Skills**
- Research skills - reading, selecting text and graphics, note making, organising information, map analysis,
- ICT skills - use of selected websites, cut and paste, printing selections
- Social skills - working as a member of a group
- Communication skills - presentation of info (homework)

### Keywords
LDDC, redevelopment, settlement function, land use

### Cclinks
- Literacy - (spellings) in feedback of previous work
- ITC - some pupils involved in using web sites for research
- Various - dependant on choice of presentation method for h/work

### Resources
- Geography Today 1 - (Collins) p 50 - 53
- PC's in rm 12 with collection of websites
- 4 X recording sheets, GeoActive No 139 1996, photosheet (before and after photos)

### Time | Teaching activities | Pupil activities/tasks
--- | --- | ---
0 - 5 | Return ex. books, give feedback | Check Record Sheets, comments in books, targets, commendations etc.
5-15 | Recap on previous lesson - Q and A on the causes of decline in the Docklands. Headings & bullet points on w/board Assist as nec. Sign commendations. | Involvement in Q and A Write bullet points about 'Changes in the docks', 'The solution', 'New problems'
15-20 | Setting pupil research activity | Distribute note making/recording sheet (incl tasks for research)
20-40 | Assisting pupils as necessary | Working in groups on research activity - Textbooks - web sites - info sheets
40-50 | Discuss research findings Ask Q's about their findings. Check for misconceptions. | Respond to Q & A Add further info to notes
50-55 | Set h/\wk Tidy up. Collect resources etc | Write h/\wk in diaries Tidy up.

### Homework
Present the information that they have researched during the lesson. Presentation could be in form of - written list, annotated map, sketch, strip cartoon, poem, song/rap, diagram, annotated photos or combination.

### Assessment opportunities
Informal - verbal responses to Q & A

### Differentiation strategies
Differentiation by outcome - common research task and common presentation of information task