



Lesson Three:	Urban or Rural – Which is better?		
Aim:	To compare life in urban and rural areas of the UK and Oman		
NC Links:	Describe and understand types of settlement; Understand how some aspects change over time; Interaction between human and physical processes; Environmental, cultural and political change		
Scottish NC Es and Os:	SOC 3-13a, LIT 3-05a, HWB 3-14a		
Key Vocabulary:	urban migration	urban migration	urban migration
Resources:	Learning Outcomes:		
PowerPoint: Urban or Rural Treasure Hunt Facts and Images Treasure Hunt Worksheet Case Study Handout Urban Development Comparison Table	<ul style="list-style-type: none"> • To explain the difference between urban and rural areas • To compare rural and urban areas in the UK and Oman • To discuss changes taking place in rural and urban areas To make an informed decision on whether life in rural or urban areas is better		
Lesson Introduction:			
<p>In this lesson, students will compare life in rural and urban areas in both Oman and the UK. Students should be familiar with the location and climate of both countries and be able to apply their knowledge to suggest how these factors affect agriculture.</p> <p>Migration patterns will have been discussed in a previous lesson and students may have studied the topic in relation to other areas of the curriculum. Prior learning will help students to become familiar with terminology and allow them to give reasons for demographic changes across both countries.</p>			
Starter: (15 mins)			
<p>Before the lesson, hide the <i>Treasure Hunt Facts and Images</i> around the classroom.</p> <p>Slide 2 and 3: Treasure Hunt Explain to students that they are going to be comparing Oman and the UK with a focus on rural and urban areas. Tell students that hidden in the room are a series of images and facts, which they need to find. They need to make a decision as to whether these relate to Oman or to the UK and be able to justify their decision. Students can either remove the 'find' or record them separately before the class rejoins. The treasure hunt can be changed so that just images or facts are used, depending on the class size, ability levels or time constraints. Discuss with students whether the image or fact relates to the UK or to Oman and ask them to justify their conclusion. Students can then complete <i>Treasure Hunt Worksheet</i>.</p>			
Main Activities (25 mins)			

Slide 4: Rural Case Studies

Students read the *Case Study Handout* in groups. They should then draw comparisons and differences between life in both countries. The questions can then be answered after the group discussions. If needed, the activity can be changed into a reciprocal reading task using a leader, predictor, clarifier, questioner and summariser.

Slide 5, 6, 7, 8 and 9: Urban Development

Students watch videos on urban development in Muscat and Edinburgh and complete *Urban Development Comparison Table*. A discussion can be had about the similarities and differences between the development plans.

Reflection: (10 mins)**Slide 10: Time for Reflection**

Students reflect on what they have learnt and justify why they prefer rural or urban areas.

Additional Lines of Enquiry:

- Research more on urban changes and redevelopment, including infrastructure such as traffic changes and building changes.
- Study developments in farming in more detail (such as the use of modern technology, diversification and biofuels).
- Compare the percentage of population in urban and rural areas in both countries and explain push and pull factors responsible for the population changes.
- Explore the vegetation and wildlife found in the rural areas of both countries and link these to the localised climate and relief found there.
- Analyse how urban settlements are impacting the environment (noise, air visual pollution etc.)
- Create fact files on both countries.

Bibliography:

All images from <https://pixabay.com/> or are author's own
Treasure hunt statistics taken from CIA World Factbook