

## HBF LEARNING RESOURCE – DAVID ROGERS

# LESSON 7: HOW DOES SOUTH OXFORDSHIRE PLAN TO MEET THE HOUSING NEED?

<b>Learning Objectives:</b>	<ul style="list-style-type: none"><li>• Understand how South Oxfordshire plans to meet the demand for new homes.</li></ul>
<b>Key words:</b>	Local Plan,
<b>Resources:</b>	<ul style="list-style-type: none"><li>• Lesson PPT,</li><li>• <a href="#">Copies of South Oxfordshire's Local Plan 2031 summary booklet</a></li><li>• A copy of Slide 4 for each student</li></ul> <p>It would be useful if you had a copy of your council's Local Plan – they are usually available online . Alternatively, a search of your local paper will usually yield stories about local planning issues.</p>
<b>Useful websites:</b>	<ul style="list-style-type: none"><li>• South Oxfordshire has a range of useful documents available linked to this lesson:</li><li>• <a href="#">South Oxfordshire LOCAL PLAN 2031- REFINED OPTIONS (condensed version)</a>:</li><li>• <a href="#">South Oxfordshire LOCAL PLAN 2031- REFINED OPTIONS (detailed version)</a>:</li></ul>
<b>Prior Knowledge:</b>	The class should be able to define a sustainable community and recall its main components. It is useful if students are familiar with identifying land uses from satellite images. Students should be familiar with urban land use zones, particularly the CBD, Inner City and Rural-Urban Fringe.
<b>Curriculum Links:</b>	<p>KS3: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>KS4: Sustainable communities and land-use in particular examining the contemporary challenges arising from and influencing urban change. The final activity in particular is suitable for GCSE classes.</p>

This lesson uses South Oxfordshire's Local Plan 2031 as a case study to illustrate the options that councils have open to them

## SUGGESTED ACTIVITIES:

**DISPLAY SLIDE 2.** This is a simplified version of the planning process. Ask the class to write down groups of people that should be consulted and the type of investigations that should be carried out.

**NEXT,** show Slide 3. This is a useful illustration of the complexity involved in the planning process – can the class appreciate how easy it would be for delays to creep in? Either ask the class to select 3-4 examples to expand, or ask them to consider each one.

**NEXT,** issue a copy of South Oxfordshire’s Local Plan 2031 (the short version). **How many homes does the council need to provide?** Use Slide 4 to help students find the relevant information from the document. In particular, the different options available to them should be explored. Encourage the class to name specific groups of people. The longer version of the Local Plan can provide additional information if needed.

With the information, the class could carry out an extended piece of writing – summarising the plans and planning process.

**FINALLY,** revisit the Green Belt land definition from last lesson. Using the criteria on Slide 5, **are there circumstances in which the council should build on Green Belt land?**