

Subject	Year	Term
Geography - AQA geography.	10	Autumn term 2 and spring term 1/2
<b>Topic</b>		
Challenges in the Human Environment: Section A = Urban Issues and Challenges		
<b>Content + skills (Intent)</b>		
<b>Prior Learning (Topic)</b>		
<p><b>KS1/KS2-</b> Geographical skills and fieldwork – all content could/should be underpin maps skills for this topic. Locational Knowledge – Location of Europe and South America, position of latitude, longitude etc. Location of UK cities and land use patterns. Place Knowledge – Human geography of UK and an area of South America Human geography – Key human features (city, town, village, etc, and types of settlement, land use, economic activity inc. trade links, distribution of natural resources.</p> <p><b>KS3 at Balcarras</b></p> <p>Year 7- The cities that never sleep (urban issues), Pole to Pole (locational knowledge), Treasure Island – (map skills). Year 8 – Africa/Asia - Wanderlust (indicators and development) Year 9- Clean water for everyone (environmental issues). People and Peace (2022-23 tbc). Paradise lost (sustainability).</p>		
<p>In this section, students are required to study all the themes of Urban issues and Challenges. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p>		
<b>Future Learning (Topic).</b>		
<p><b>KS4</b> – Changing Economic world topic in Year 11. Resources in year 11. Hazards in year 10. <b>KS5</b> at Balcarras- Changing Places (Year 12), Population and the Environment (Year 13), Global governance (Year 13) geographical skills across all A-level topics</p>		
<b>How will knowledge and skills be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded (Impact)</b>	
<p>A series of lessons split into key themes..</p> <ul style="list-style-type: none"> <li>• the growing world population living in Urban areas</li> <li>• Urban growth creates opportunities and challenges for cities in LICs and NEES (Rio De Janeiro)</li> <li>• Urban change in cities in the UK leads to a variety of social, economic, and environmental opportunities and challenges (Bristol).</li> <li>• Urban sustainability requires management of resources and transport.</li> </ul> <p>Fieldwork to Bristol to study regeneration is integral to give first-hand experience, which will enhance understanding of the world beyond the classroom and gives a chance to put theory in to practice. GIS is studied/computing link.</p> <p>Teacher led lesson content Group and independent research task GCSE exam style questioning Group discussion/debates and questioning Reading key articles and textbooks Numeracy skills covered in practice of many PPQs. Revision technique practise – using summary sheets as a starter and then moving on to flash cards etc.</p>	<p>Provide SHORT and FREQUENT re-call tests in a low-stakes environment – mix of formative and summative</p> <p>Pupils will receive a past paper question booklet which covers all previous exam questions available to us. These will be regularly set, marked</p> <p>Continual low-stakes formative testing in lessons through verbal questioning</p> <p>This topic will be covered within the Year 10 and Year 11 formal mock exams - summative feedback.</p> <p>GCSE record sheet, Progress analysis, data shared in interim reports and formal reports and parents evening.</p> <p>Revision technique checks.</p>	

**Misconceptions**

People in LIC cities are all poor and unhappy. Inequality exists in all cities. Understanding the relative differences is important.

Sustainability always works – Pupils must assess whether sustainability is a success or not.

A multicultural mix is not a good thing.... Clearly this must be dismissed as a notion.

## How can parents help at home?

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries

**Places to explore**

Online: Brazil as a country to give context to the Rio study. Any other LIC or NEE city. Do an extra day trip to Bristol to spend more time exploring the city, the museums etc.

**Watch this**

Megacities by Andrew Marr (BBC)  
Slumming it – Kevin McCloud

**Listen to this**

Understanding cities podcasts: <https://podcasts.apple.com/gb/podcast/understanding-cities-audio/id380231434>

**Conversation Starters**

Bristol should not have ever been names European Green city?  
A multicultural mix is more of a challenge than an opportunity in a city  
Is Rio a LIC/NEE or HIC?  
Bristol is the 'smartest' city in the UK.  
How do we know that Birmingham is the second biggest city in the UK?

## Helpful further reading/discussion

**Reading**Non-fiction

Lonely Planet The Cities Book: A Journey Through the Best Cities in the World

Culture is our weapon – the rich history of Rio De Janeiro by Patrick Neate et al.

There are numerous books on Bristol that you could investigate.

Academic reading

Have a look at the Hodder geography review magazines and geographical magazine

See VLE for further reading

**Vocabulary Lists**

*Speaking like a geographer (SPLaG)*

See key word list at the start of the Urban PPQ booklet for full list.

High-Income country (HIC)  
Low-income country (LIC), Newly emerging economy (NEE).  
Sustainability, Urban change, Urban growth, Social, economic, Environmental.  
Favela, Multi-ethnic mix, opportunities and challenges, inequality.

**Careers Links**

1. Town planner... You could have a career in planning how towns and cities are developed... Take a look at this website.

<https://www.rtpi.org.uk/become-a-planner/>

2. Architect... Can you design buildings to build better cities of the future?

<https://www.architecture.com/education-cpd-and-careers/how-to-become-an-architect>