

Edexcel GCSE Geography A Scheme of Work

Component 2, Topic 4: Changing cities

Introduction

Edexcel GCSE Geography A Geographical Themes and Challenges offers a thematic approach to studying geography and the content is split by physical and human geography. As with all GCSEs, the guided learning hours total 120 hours over two years. This document provides a sample scheme of work for teaching Component 2, Topic 4 that can be adapted by centres to fit their timetabling and staffing arrangements. It is meant as an example approach only and is not intended to be prescriptive. This scheme of work follows the order of the content in the Geography A specification. This document can be edited and updated over time to develop a resource bank.

The scheme of work contains suggestions for resources that you can use to support your teaching. These are suggestions only of material you may find useful and you are encouraged to use a wide range of resources that suits the needs of your students.

Overview of Component 2

- Component 2 is worth 37.5% of the GCSE.
- All students are required to study 3 topics: Topic 4 Changing cities; Topic 5 Global development; and Topic 6 Resource management (Energy or Water)
- You need to allow 45 hours to teach Component 2, and 18 hours to teach Topic 4 which includes both a fieldwork element and a synoptic element.
- Component 2 will be assessed in Paper 2, which is worth 37.5% of the GCSE assessment and is 1 hour 30 minutes long. The Paper is marked out of 94 (including 4 marks for spelling, punctuation, grammar and use of gain confidence and skills as part of their revision and exam practice).

Health and safety

The practical work and fieldwork suggested within the scheme of work are those which we believe are not banned or restricted in any way and are still currently used in most schools and colleges. We advise teachers and technicians to discuss the merits of the suggested practical work and fieldwork when deciding which to carry out and how they will be carried out. You may have ideas for practical work and fieldwork which we have not suggested but would work just as well. As with all practical work and fieldwork, a risk assessment is expected as part of good health and safety practice in all centres. Reference to health and safety in the field is made in the specification.

Scheme of Work for Component 2, Topic 4: Changing cities

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
1 lesson (1 hour)	<p>Key idea 4.1: Urbanisation is a global process</p> <p>Suggested learning objectives: To understand the nature of an urban area.</p> <p>To understand that the pattern of urbanisation has changed.</p>	<p>4.1a Contrasting trends in urbanisation over the last 50 years in different parts of the world (developed, emerging and developing countries).</p> <p>Key words: Urban Urbanisation Developed country Emerging country Developing country Megacity</p>	<p>World scale Some individual cities</p>	<p>Interpreting world maps.</p> <p>Interpreting GIS images (e.g. world at night, or NOx emissions) which help to identify urban concentrations.</p>	<p>Starter Show images of parts of urban areas – such as central business districts (CBDs), inner urban, inner suburbs, and outer suburbs: discuss what can be seen to help clarify definitions. (See text book or local urban area photos).</p> <p>Main Students record definitions. World maps (proportional circles?) showing megacities in 1960 and now (UN websites). Students describe the change in pattern, and then hold a class debate about what may have caused the change in pattern with notes on board. Questions may be based on economic change, trade, migration, birth rates or development of countries.</p> <p>Debate may lead to thinking about problems (e.g. air pollution, shanty towns) depending on images used.</p> <p>Plenary The plenary can then arise from the debate. Students should record the outcomes of the debate in electronic format or the standard method.</p>
1 lesson (1 hour)	<p>Urbanisation is a global process</p>	<p>4.1b How and why urbanisation has occurred at different times and rates in different parts of the</p>	<p>World scale Country scale (e.g. India)</p>	<p>Interpretation of data from a table. Satellite images showing the growth</p>	<p>Starter Show a sequence of satellite images (for example, London, Mexico City, Cairo) demonstrating</p>

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	<p>Suggested learning objectives: To establish the link between industrialisation/economic growth and rates of urban growth.</p> <p>To understand the difference between growth rates in developed countries in the past, and growth rates in emerging or developing countries today.</p> <p>To understand the positive and negative impacts of urbanisation on quality of life.</p>	<p>world (developed, emerging and developing countries) and the effects.</p> <p>Key words: Rate of change Growth rate Industrialisation Suburbanisation Rural to urban migration Global shift Economic development Land tenure change</p>		<p>of a megacity from an emerging or developing country over time.</p>	<p>the growth of a megacity. Can students identify the city, and describe its site?</p> <p>Main Give the students a table of data showing population sizes over time of selected world cities from contrasting countries. Show locations on a world map. Students calculate the % growth rate of all cities from 1960 to present.</p> <p>Discuss the nature of the cities that have grown the fastest and the slowest. Students describe and explain the changes with the assistance of prompt cards distributed by the teacher (use of text book).</p> <p>Contrasting images of central and suburban Mumbai (show better and worse areas in both zones) and a newspaper/magazine article (online). What is the quality of life like in Mumbai?</p> <p>Plenary Students summarise the positive and negative impacts of urbanisation on quality of life.</p>
<p>1 lesson (1 hour)</p>	<p>Key idea 4.2: The degree of urbanisation varies across the UK.</p>	<p>4.2a Distribution of urban population in the UK and the location of its major urban centres.</p>	<p>UK</p>	<p>Interpretation of a population distribution map of the UK.</p>	<p>Starter Students write one sentence to describe the distribution of population in the UK. Discuss where students have gained this impression. Explore the reasons</p>

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	<p>Suggested learning objectives: To describe and understand the population distribution of the UK.</p> <p>To understand the location of the major urban centres in the UK.</p>	<p>Key words: Population density Agglomerations Hierarchy Region Function Rural Accessible rural</p>		<p>ICT skills: Production of GIS resource (using Insert circle shapes, and Drawing Tools Format toolbar to define diameters of circles – scale to be considered).</p>	<p>why there are more people in some places than others.</p> <p>Main Study map showing population distribution in the UK: Teacher-led writing to describe pattern, especially noting regional pattern. Teacher-led writing to explain pattern – with links to prior learning of physical and human geography of the UK.</p> <p>Students produce GIS resource: Proportional circles for 20-30 largest cities in the UK (hierarchy) over a saved satellite image of the UK. Students write a description of the pattern shown, and suggest reasons for the location of the major urban centres.</p> <p>Plenary Brief open discussion on what may be the reasons behind the pattern of urban population. Students then summarise their understanding of population distribution in the UK in no more than 150 words. (Teacher reference: Centre for Cities - http://www.centreforcities.org/)</p>
Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
1 lesson (1 hour)	The degree of urbanisation varies across the UK.	<p>4.2b Factors causing the rate and degree of urbanisation to differ between the regions of the UK.</p>			<p>Starter Recall the work of the last lesson and the pattern discovered through a 'key word' challenge (on the</p>

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
	<p>Suggested learning objectives: To understand the reasons for urban locations.</p> <p>To understand the reasons for urban growth and the variations between UK regions.</p>	<p>Key words: Rural Urban Region Accessibility Employment Resources Industrialisation Function Migrations (internal and immigration)</p>			<p>board or via PowerPoint): For example, dense population, sparse population, urban core, rural periphery, accessibility, resources.</p> <p>Main Use the students' home region to discuss why it has lots of urban areas or very few: Note contributions on the board. Teacher prepared list is then shown, and students add any extra ideas to this list.</p> <p>Show table of urban growth rates across the UK (ONS database: https://www.ons.gov.uk/). Students identify which have grown fastest and which slowest and where these are located (atlas map).</p> <p>Cartoon drawings or newspaper headlines on large regional map of the UK presenting clues as to the reasons for urban growth speeds.</p> <p>Discuss the reasons for the UK pattern of urban growth rates and summarise (devise an exam style question or use SAM/past paper).</p> <p>Plenary Students peer review their answers to the exam style question, using a pre-prepared marking grid. Teacher establishes links between local urban areas and the forthcoming fieldwork.</p>

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
<p>1 lesson (1 hour)</p>	<p>Key idea 7b: Investigating human landscapes (central/inner urban area OR rural settlements).</p> <p>Suggested learning objectives: To understand aim and hypothesis. To understand fieldwork methods (primary and secondary data). To understand how to conduct fieldwork safely. To understand the purpose of the fieldwork in relation to assessment. To understand how the fieldwork links to the Changing cities topic.</p>	<p>7b Changing city environments: investigating change in central/inner urban area(s).</p> <p>Key words: Aim Enquiry question Hypothesis Risk assessment Methodology Quantitative Qualitative Primary data Secondary data Transect Index of Multiple Deprivation Census Planning</p>	<p>Selected local urban area.</p>	<p>Fieldwork skills: Planning of fieldwork, including primary and secondary research sources.</p>	<p>Starter Practical arrangements for fieldwork. Provide an image of the central/inner urban area and students use Who? What? When? etc. to decide on the possible health and safety risks.</p> <p>Main Establish link between urban growth/decline and chosen local urban area. Enquiry question: What changes have taken place in the inner urban area? Hypothesis: The changes that have taken place in the inner urban area have made the city more sustainable. Method: Primary data – quantitative data could include present land use pattern (to compare with past), and location of functions, and qualitative data on quality of built environment (areas or transects). Secondary data – planning information (perhaps meet with a planner); 2011 census information (or updates from council); IMD data.</p> <p>Plenary Explain the process that takes place after fieldwork and establish links to the examinations (i.e. how students</p>

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
					will be expected to use the fieldwork information and experience).
1 day fieldwork	Investigating human landscapes. Suggested learning objectives: To be able to carry out fieldwork tasks with rigour and accuracy.	Changing city environments: Investigating change in central/inner urban area(s).	Selected local urban area.	Fieldwork skills: primary research.	Starter Importance of rigour and accuracy. Main Practical data collection using pre-prepared recording sheets. Follow the method explained in the previous lesson. Plenary Collate group data.
1 lesson (1 hour)	Key idea 7b: Investigating human landscapes. Suggested learning objectives: To be able to present data in a variety of ways.	7b Changing city environments: investigating change in central/inner urban area(s).	Selected local urban area.	Presentation of primary and secondary data: one graph, one map, one image, one statistical method, one table.	Process and present the data: use of manual skills as well as ICT.
1 lesson (1 hour)	Investigating human landscapes. Suggested learning objectives: To be able to present data in a variety of ways.	Changing city environments: Investigating change in central/inner urban area(s).	Selected local urban area.	Presentation of primary and secondary data: one graph, one map, one image, one statistical method, one table.	Process and present the data: use of manual skills as well as ICT. Summarise secondary information.
1 lesson (1 hour)	Key idea 7b: Investigating human landscapes. Suggested learning objectives: To use fieldwork information in a written analysis.	Changing city environments: Investigating change in central/inner urban area(s). Key words: Analysis Explanation	Selected local urban area.	Interpretation of data sources.	Write analysis of results, making full use of the presentation of data and secondary sources.

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
	<p>To understand the patterns of change that have taken place in the inner area of a city.</p> <p>To understand whether the changes have brought greater sustainability or not.</p>				
1 lesson (1 hour)	<p>Investigating human landscapes.</p> <p>Suggested learning objectives: To understand whether or not the changes have brought greater sustainability.</p>	<p>Changing city environments: Investigating change in central/inner urban area(s).</p> <p>Key words: Evaluation Conclusion</p>	Selected local urban area.		Write conclusion and evaluation of fieldwork enquiry, with attention to the enquiry question and hypothesis.
1 lesson (1 hour)	<p>Key idea 4.3: The context of the chosen UK city influences its functions and structure</p> <p>Suggested learning objectives: To know the site, situation and connectivity features of a selected UK city</p>	<p>4.3a Site, situation and connectivity of the chosen UK city in a national (cultural and environmental), regional and global context</p> <p>Key words: Function Site Situation Accessibility Connectivity Sphere of influence (hinterland) Culture Environmental</p>	After consideration of available data and proximity to school, select a UK city: London, Liverpool, Manchester, Birmingham, Bristol, Newcastle, Glasgow, or Norwich. If large enough, this could be same place as used for fieldwork (7B).	Interpretation of OS maps, including historical ones to help show change, and communications routes.	<p>Starter Establish location of selected city using Google Earth and atlas maps. Students then describe the site and situation features of the chosen city. Teacher reviews the site and situation factors that could be mentioned. Review through whole class discussion.</p> <p>Main Using road atlas or Google maps and OS maps, students identify physical connectivity (roads, rail, airports, sea ports, coach or bus stations etc.) for the selected city. Teacher checks understanding of accessibility, connectivity, routeways, transport nodes etc.</p>

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					<p>Compare present OS map and one for 1955-1965 by asking students to spot the differences. Identify changes in connectivity. Discuss what connections cannot be seen on these resources.</p> <p>Teacher presents data on other connections (e.g. trade, financial flows, tourism, shopping, commuting, migration, broadband etc.): How strong are the local, regional, national, and global connections and why?</p> <p>Plenary Discuss how the site, situation and connectivity may have influenced the structure and functions. Show six true or false statements on board or PowerPoint to check student understanding (random selection of students).</p>
<p>1 lesson (1 hour)</p>	<p>The context of the chosen UK city influences its functions and structure.</p> <p>Suggested learning objectives: To understand the range of functions that a city offers and how these are linked to population size and connectivity.</p> <p>To understand that a city has a definite structure as shown by the land use pattern.</p>	<p>4.3b Chosen UK city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.</p> <p>Key words: Urban structure Land use zones Models Function CBD Inner urban</p>	<p>UK city</p>	<p>Use of planning department maps. Interpretation of OS maps (street patterns and building outlines to show zones).</p>	<p>Starter Using the latest OS map of the chosen UK city (see OS website: https://www.ordnancesurvey.co.uk/ for school licence access or paper copies), students identify all of the visible functions (teacher defines function): e.g. residential to hospital, shops to industry). Note the locations of these functions.</p> <ul style="list-style-type: none"> • Is there a pattern? • Is there a link between the number and type of function and population size? <p>Main</p>

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		Suburban Rural-urban fringe			<p>Teacher provides outline of main urban models and statement cards that go with each. Students work in pairs to match them. Teacher reviews through whole class discussion and explains the terminology and principles behind each one.</p> <p>Students add correct notes to each diagram.</p> <p>Discuss which model may be the best fit for the chosen UK city. Why is this model the most suitable? Examine planning documents and maps that identify ages of buildings, and the street patterns to identify growth stages of the city.</p> <p>Using tracing paper and an OS map or ICT (satellite) image and line drawing, in pairs, students draw a structural model for the city based on land uses and age of buildings.</p> <p>Plenary Show a possible exam question related to the lesson objective(s): Students plan an answer in pairs and teacher reviews understanding through selection of ideas and produces a plan on the board.</p>
1 lesson (1 hour)	Key idea 4.4: The chosen UK city is being changed by movements of people, employment and services.	4.4a The sequence of urbanisation, suburbanisation, counterurbanisation and re-urbanisation processes and their distinctive characteristics for the chosen UK city.	UK city	Satellite images to help identify land use zones linked to processes (linear transect).	Starter Flash card exercise to clarify definitions of key words and students write out or are given a glossary sheet. (See key words in content column for last lesson and this one).

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	<p>Suggested learning objectives: To understand the urban processes that have taken place over time.</p>	<p>Key words: Goods Employment Urbanisation Suburbanisation Counterurbanisation Reurbanisation Land use zones Redevelopment Renewal</p>			<p>Main Using the structural model produced by students during the last lesson, students label their model with the words introduced at the start of the lesson.</p> <p>Teacher also shows satellite image(s) of the UK city with a line (stratified transect) drawn across, and assists students in identifying areas of spatial growth, new suburbs, suburbanised village or conurbation, areas of redevelopment or renewal, CBD, business parks, retail parks, industrial estates. Teacher suggests dates and time periods.</p> <p>Students write a summary of the characteristics and the processes, perhaps annotating their model diagram.</p> <p>Plenary Aural test on the process words.</p>
1 lesson (1 hour)	<p>The chosen UK city is being changed by movements of people, employment and services.</p> <p>Suggested learning objectives: To understand the process of migration and how this has impacted on a UK city.</p>	<p>4.4b Causes of national and international migration and the impact on different parts of the chosen UK city (age structure, ethnicity, housing, services).</p> <p>4.5a Key population characteristics of the chosen UK city's that is available from the Census and</p>	UK city	<p>Population pyramids of whole city and inner and suburban areas.</p> <p>Choropleth census wards map(s). GIS images with selected population data linked to urban zones/wards.</p>	<p>Starter Teacher introduces the concept of a city profile and discusses with students which facts and processes to include.</p> <p>Main Teacher provides evidence cards for the chosen UK city (e.g. population data, including ethnicity and migration, census data by wards, population pyramids for urban</p>

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	<p>To understand the population characteristics and change of a UK city.</p> <p>To interpret visual methods of portraying population information.</p>	<p>reasons for population growth or decline.</p> <p>Key words: Migration Services Population pyramid (population structure) Age structure Ethnicity Choropleth map GIS image Census ward Population decline</p>		2011 census data.	<p>zones, housing stock data, aerial photos, data on secondary businesses, data on retailing, employment data). Extension for G&T students could be to find two pieces of additional data. Students produce a written profile of the chosen UK city from this information as cards are passed around the class every few minutes.</p> <p>Teacher extracts suggestions of what is causing or has caused population change, and change in housing and services.</p> <p>Plenary Study population pyramid for whole city. Discuss what the housing requirements and service requirements would be given this population structure. Set exam style question for homework based on this.</p>
1 lesson (1 hour)	<p>Key idea 4.5: Globalisation and economic change create challenges for the chosen UK city that require long-term solutions.</p> <p>Suggested learning objectives: To understand how deindustrialisation and retailing have affected a selected UK city.</p>	<p>4.5b Causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on the chosen UK city.</p> <p>4.5d Recent changes in retailing and their impact on the chosen UK city: decline in the central business district (CBD), growth of edge- and out-of-town shopping and increasing</p>	UK city	<p>Interpretation of aerial photos</p> <p>Use of OS map evidence</p> <p>Use of satellite imagery.</p>	<p>Starter Quick class questionnaire about students' shopping methods and patterns. Teacher explains causes of retail changes within the chosen UK city and when these took place. Students asked to recollect what they have noticed themselves when they have been shopping over the last few years. Teacher explains causes of industrial changes within the chosen UK city and when these took place. Students asked to recollect what they have noticed themselves about employment,</p>

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		<p>popularity of internet shopping).</p> <p>Key words: Globalisation Economic Deindustrialisation Retailing Inner urban Suburban De-centralisation Technology Transport CBD Out-of-town shopping Internet shopping</p>			<p>perhaps within their families, or evidence of the opening or closure of factories over the last few years.</p> <p>Main Teacher provides urban structure diagram of the chosen UK city and images, OS maps extracts, and satellite images of the chosen UK city. Students identify from these sources the changes that appear to have taken place in terms of retailing and secondary industry. Students write down the changes identified by the whole class. Teacher discusses the possible impacts of these changes on the structure of the city and the people.</p> <p>Plenary Mini-quiz (perhaps multiple-choice) on the key words and processes.</p>
1 lesson (1 hour)	<p>Globalisation and economic change create challenges for the chosen UK city that require long-term solutions.</p> <p>Suggested learning objectives: To understand how economic processes affect quality of life in a UK city. To understand how quality of life may be measured.</p>	<p>4.6a Site, situation and connectivity of the chosen city in a national (cultural and environmental), regional and global context.</p> <p>Key words: Cultural factors Environmental factors Site situation Function Structure Land use Connectivity Globalisation</p>	UK city	<p>Eco-footprint calculations for city and neighbourhoods; comparison with other cities.</p> <p>Use of IMD data.</p>	<p>Starter Discuss:</p> <ol style="list-style-type: none"> 1 What do people need in order to have a good quality of life? 2 Do people living in urban areas experience a different quality of life? Why? 3 What should urban areas be like in order to give people living within them a better quality of life? 4 Do problems stem from a lack of money only? <p>Main</p>

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	<p>To understand the strategies that may be effective in improving quality of life in UK cities.</p>	<p>Development World City Hinterland Accessibility</p> <p>4.5c How economic change is increasing inequality in the city and the differences in quality of life.</p> <p>4.5e The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city.</p> <p>Key words: Inequality Quality of life Sustainable living Recycling Employment Education Health Transport Affordable housing Energy efficiency</p>			<p>Define eco-footprint. Writing task: Complete the following sentence: "Larger urban areas will have larger eco-footprints because..."</p> <p>Develop a spider diagram through class discussion to show a range of schemes that could be used to improve quality of life, and/or reduce eco-footprint.</p> <p>Teacher provides factual detail sheet on what the chosen UK city has done to try and reduce inequalities and improve quality of life. Teacher chooses one neighbourhood scheme and students study the IMD data for the ward or SOA over time. Has the scheme made any difference? Explain.</p> <p>Plenary How do students feel about the area in which they live? What would they want to be improved and why?</p>

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<p>1 lesson (1 hour)</p>	<p>Key idea 4.6: The context of the chosen developing country or emerging country city influences its functions and structure</p> <p>Suggested learning objectives: To know the site, situation and connectivity features of a selected city from an emerging/developing country.</p>	<p>4.6a Site, situation and connectivity of the chosen city in a national (cultural and environmental), regional and global context.</p> <p>Key words Cultural factors Environmental factors Site situation Function Structure Land use Connectivity Globalisation Development World City Hinterland Accessibility</p>	<p>Chosen city from emerging or developing country (e.g. Mumbai).</p>	<p>Use of Google Earth and atlases.</p>	<p>Starter Location established using Google Earth, atlas maps, textbook map, and Internet site map. Students note site and situation features of Mumbai. Teacher reviews understanding by presenting true and false statements about Mumbai and students spot the false ones.</p> <p>Main Using an atlas or Google maps, students investigate the proximity of Mumbai to other Indian cities, trade routes, air routes and rail, other countries. Discuss what connections cannot be seen on these resources. Teacher presents data on other connections (e.g. trade, financial flows, work of NGOs, tourism, migration, government links etc.): How strong are the national, South Asia, and global connections, and why?</p> <p>Students annotate a base map (provided) to show this information and demonstrate their learning.</p> <p>Plenary Discuss how the site, situation and connectivity may have influenced structure and functions. Give students a copy of an annotated site map for Mumbai – is this a suitable site for a megacity? Students summarise in 100 words how the site and situation of Mumbai has influenced its characteristics.</p>

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<p>1 lesson (1 hour)</p>	<p>The context of the chosen developing country or emerging country city influences its functions and structure.</p> <p>Suggested learning objectives: To understand the range of functions that a city offers and how these are linked to population size and connectivity.</p> <p>To understand that a city in a developing/emerging country has a definite structure as shown by the land use pattern.</p>	<p>4.6b The chosen city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.</p> <p>Key words: Structure Function CBD Inner urban Suburban Rural-urban fringe Building age Land use zones Urban model</p>	<p>Chosen city from emerging or developing country (e.g. Mumbai).</p>		<p>Starter Using the site map of Mumbai from previous lesson, students identify all of the visible functions (e.g. types of residential area, services, CBD, port, industry). Note locations of these functions: Is there a pattern? Is there a link between the number and type of function and population size?</p> <p>Main Audio-visual presentation showing some of the areas of Mumbai – initially without sound (see YouTube). Students describe the physical and human features of the urban area that are seen.</p> <p>Selection of summary resources to share and pass around for students to extract and add information to their description (i.e. factsheets on different structural zones of Mumbai).</p> <p>Teacher provides outline of an urban model for Mumbai (annotated).</p> <p>Plenary <i>Plenary Pyramid</i> – Provide students with a pyramid shape split into three sections. Students complete the following: A. One question you are left with</p>

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					<p>B. Two geographical terms you understand that you didn't know before</p> <p>C. Three new ideas or concepts of vocabulary you now understand</p> <p>D. Four facts that you have learned.</p>
1 lesson (1 hour)	<p>Key idea 4.7 The character of the chosen developing country or emerging country city is influenced by its fast rate of growth.</p> <p>Suggested learning objectives: To know how to describe and explain trends from graphs.</p> <p>To understand the population structure of a typical city in an emerging/developing country.</p> <p>To understand the impacts of migration on a city in an emerging/developing country.</p>	<p>4.7a Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth).</p> <p>4.7b Causes of national and international migration and the impact on different parts of the chosen city (age structure, ethnicity, housing, services).</p> <p>Key words: Structure Function Population growth Migration Urban zones Natural increase Economic Age structure Ethnicity</p>	Chosen city from emerging or developing country (e.g. Mumbai).	<p>Line graph of growth rate.</p> <p>Rate of change calculations (using an index).</p> <p>Calculating growth rate percentages.</p> <p>Population pyramids.</p>	<p>Starter Students study a line graph showing the population growth of the chosen city from an emerging/developing country. They describe the changes (trends) that have occurred, and calculate the growth rate (% and/or index). Teacher leads a discussion about why these changes have happened.</p> <p>Main Students study population structure (pyramid) of chosen city.</p> <p>What are the main age and gender features? Why do these features exist?</p> <p>Teacher provides data on migration patterns associated with the chosen city. Students create a table with push and pull factors relevant to the city, ensuring that a few facts are also included with their points.</p> <p>Where do the rural-to-urban migrants settle? Why in these parts of the city?</p> <p>Plenary Students write an answer to the following question: What challenges</p>

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					and benefits have the migrants brought to the city?
1 lesson (1 hour)	<p>The character of the chosen developing country or emerging country city is influenced by its fast rate of growth.</p> <p>Suggested learning objectives: To understand how growth, especially rapid growth, leads to differences in quality of life between urban residents.</p>	<p>4.7c How the growth of the chosen city is accompanied by increasing inequality (areas of extreme wealth versus poverty) and reasons for differences in quality of life.</p> <p>Key words: Urban growth Inequality Wealth Poverty Quality of life</p>	Chosen city from emerging or developing country (e.g. Mumbai).	Satellite images showing growth stages and types of housing area.	<p>Starter Recall the last lesson in week 8 and the discussion of quality of life in cities, and the structure and rapid growth of the chosen city from emerging /developing country.</p> <p>Main Teacher provides a factual summary of what is happening in the chosen city on a daily basis – especially the numbers of rural to urban migrants, their characteristics, the numbers of jobs and houses available. Also news or blog resources on the lives of people in rural and urban areas. Then pose the question: Where do they go and live? Students discuss and then write an answer with explanation after studying a detailed map of the chosen city. Write a comparison of the differences in quality of life between rural and urban areas.</p> <p>Teacher provides factual summary of formal employment available and the characteristics of richer people living in the city: Where do these richer people live? Students discuss and then write an answer with explanation.</p> <p>Plenary Discussion: Do these groups of people mix together? What difficulties may arise if they do or</p>

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
					do not? List five contrasts in their quality of life.
1 lesson (1 hour)	<p>Key idea 4.8: Rapid growth within the chosen developing country or emerging country city results in a number of challenges that need to be managed.</p> <p>Suggested learning objectives: To understand that rapid growth causes a range of challenges.</p> <p>To gain knowledge of specific challenges within a named city from a developing/emerging country.</p>	<p>4.8a Effects resulting from the chosen city's rapid urbanisation: housing shortages, squatter settlements, under-employment unemployment, pollution and inadequate services.</p> <p>Key words: Urbanisation Housing shortages Squatter settlements Under-employment Unemployment Pollution Inadequate services Infrastructure</p>	Chosen city from emerging or developing country (e.g. Mumbai).	Quality of life data (quantitative and qualitative).	<p>Starter Line graph showing population sizes of selected cities (1950 to near future of Mumbai Tokyo, New York, Delhi, Mexico City, London).</p> <ul style="list-style-type: none"> Describe the trends. Which cities are likely to face the biggest challenges today? How can quality of life in these cities be assessed? <p>Teacher explains difference between quantitative and qualitative information.</p> <p>Main Brainstorm the challenges – compare student responses with those prepared by teacher. Use a diagram to summarise these and extend with thinking about the data required. Factsheets/data cards on each major issue as stated in specification related to Mumbai (or other chosen developing/emerging country city).</p> <p>Students produce brief, but factual, notes on housing shortages, squatter settlements, under-employment, unemployment, pollution, and inadequate services/infrastructure.</p> <p>Students use ICT to find:</p> <ul style="list-style-type: none"> an image

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
					<ul style="list-style-type: none"> a piece of quantitative data a piece of qualitative data for the city that matches their written summary of each challenge. They use these items to make a collage page. Plenary <ul style="list-style-type: none"> Was there sufficient data available? How accurate is the data? What are the implications of this for managing the challenges of the city?
1 lesson (1 hour)	Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed. Suggested learning objectives: To understand the range of schemes that is available and the origin of these. To understand that management approaches have both advantages and disadvantages. To understand the role of urban and national governments in helping	4.8b Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city's problems and improving the quality of life or its people. 4.8c The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city. Key words: Bottom-up approach Top-down approach Quality of life Government policy	Chosen city from emerging or developing country (e.g. Mumbai).		Starter Discussion: What would the poor people living in a shanty town want? What would the owners of formal businesses located in the CBD want? What would the managers of a suburban industry want? What would the city government want? What would a foreign business wanting to establish a call centre want? Can these groups all agree? Teacher input on social, economic, or environmental concerns within this discussion. Main Venn diagrams of characteristics of bottom-up and top-down schemes (e.g. Metro and Dharavi in Mumbai). Discuss the advantages and disadvantages of each in general terms.

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
	to solve urban challenges.	Social/economic/environmental factors			<p>Pupil group work on A3 paper: Allocate an urban challenge (housing shortages, squatter settlements, under-employment, unemployment, pollution, and inadequate services/infrastructure) to each group and the students discuss and record how best to manage the challenge in the city.</p> <p>Plenary Discuss with students the specific advantages and disadvantages they suggest for top-down schemes. Others add to their group comments. Teacher provides factsheet on government policies and schemes (top-down) applicable to Mumbai (or chosen city). Also factsheet on community-led schemes (bottom-up).</p>
1 lesson (1 hour)	<p>Key idea 8.2: The UK settlement, population, and economic challenges.</p> <p>Suggested learning objectives: To understand the meaning and characteristics of brownfield and greenfield sites.</p>	<p>8.2b Costs and benefits of greenfield development and the regeneration of brownfield sites.</p> <p>Key words: Greenfield site Brownfield site Regeneration Natural environment</p>	UK urban area.	Photographic interpretation. OS map interpretation.	<p>Starter Show two images: one brownfield and one greenfield (before and after also if possible). Students describe what the site is like. Students write definitions.</p> <p>Main Teacher establishes a scenario: a UK city needs more houses, jobs and services in the next five years. The council have identified two possible sites that could be used (one greenfield and one brownfield). Role play exercise: students divide into small groups each representing:</p>

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
					<ul style="list-style-type: none"> • the urban planning department • unemployed urban people • local environmental or wildlife group • urban business leaders • a major restaurant chain • young adults that have just migrated to the city • farmers working and living in the rural-urban fringe • the Environment Agency (a national government department). <p>Each group studies the information about each site, discusses in their role, and then decides which site they would recommend for development or regeneration. A spokesperson from each group presents their recommendation with their reasons to the rest of the class. Teacher notes summaries.</p> <p>Plenary Class has independent vote (not in groups) having listened to all of the information about whether to use the greenfield or the brownfield site.</p>
1 lesson (1 hour)	<p>The UK settlement, population, and economic challenges.</p> <p>Suggested learning objectives:</p>	<p>8.2b Costs and benefits of greenfield development and the regeneration of brownfield sites.</p> <p>Key words:</p>			<p>Starter Recall the last lesson and the class decision. What were the main reasons for this?</p> <p>Main</p>

Lessons	Learning objectives	Content (vocabulary, concepts, processes, ideas)	Place exemplification	Integrated skills	Teaching activities and resources
	<p>To understand the benefits and problems associated with greenfield and brownfield sites.</p>	<p>Government policy Eco-footprint Flood risk Impermeable surface Socio-economic</p>			<p>Using teacher summary notes and recall by students, and further teacher input. Students produce two tables identifying the advantages (benefits) and disadvantages (costs) of greenfield sites and brownfield sites. Perhaps using a sorting of statement cards about costs and benefits of both sites.</p> <p>National government policy on use of these sites, but also large pressures on housing in particular (use government data).</p> <p>Plenary Teacher information on a real example (local?) of each type of site with data, images, maps. Students feedback on the benefits and problems of each example, teacher encourages specific comments.</p>
<p>1 lesson (1 hour)</p>	<p>Key ideas 4.1 to 4.8: Changing cities.</p> <p>Suggested learning objectives: To understand where the topic appears in the examinations.</p> <p>To demonstrate learning and progress in this topic.</p>		<p>Local urban area. UK city. Major city from emerging or developing country.</p>	<p>All</p>	<p>Starter Review of where the content of this topic is assessed (exams, sections, question style and length, fieldwork links, synoptic links).</p> <p>Main Complete exam-style questions under timed test conditions.</p> <p>Plenary Teacher provides A4 case-study summary sheets for a UK city and a city from a developing/emerging country for the students' revision folders.</p>

Independent learning/homework

Task 1	<i>Extended writing</i>	For a large urban area you know well, describe and explain its characteristics and link these to the quality of life likely to be found there.														
Task 2	<i>Extended writing</i>	Consider the reasons for some areas having greater urbanisation than others in the UK, as covered in class. Identify the two reasons that you think are most important for creating this difference and, for each, write down why you think that it is the most important (i.e. justify).														
Task 3	<i>Research task</i>	<p>For your main primary data, complete a methodology table to describe and explain the method used to collect it.</p> <table border="1" data-bbox="674 547 2094 775"> <thead> <tr> <th>Data collected</th> <th>Why was this needed for the enquiry?</th> <th>How was it collected?</th> <th>Why was it collected in this way?</th> <th>Problems with the data collection</th> <th>How the data collection could have been improved</th> <th>Possible risks and how they were minimised</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table> <p>Be careful not to be trivial! For example, outline exactly the steps taken to collect the data, say why each step made it more accurate – ‘should have worked harder’ is a trivial point, even though it may have affected the quantity of data collected.</p>	Data collected	Why was this needed for the enquiry?	How was it collected?	Why was it collected in this way?	Problems with the data collection	How the data collection could have been improved	Possible risks and how they were minimised							
Data collected	Why was this needed for the enquiry?	How was it collected?	Why was it collected in this way?	Problems with the data collection	How the data collection could have been improved	Possible risks and how they were minimised										
Task 4	<i>Graph choice and creation</i>	Fieldwork follow-up: using one piece of primary data, present it in an appropriate graph. Write down why you thought that the type of graph you used was the most suitable.														
Task 5	<i>Analysis</i>	Finish writing an analysis of the results from the fieldwork enquiry.														
Task 6	<i>Extended writing</i>	Describe and explain how the functions and structure of a city change with size (e.g. 120,000 people - Cambridge, 500,000 people - Middlesbrough, 1 million people - Glasgow, 9 million people - London)														
Task 7	<i>Extended writing</i>	Describe and explain the differences between the population structures of an inner urban area and a suburban area as shown by the two population pyramids.														
Task 8	<i>Extended writing</i>	Explain how the retail and industrial changes have affected people and their quality of life within your chosen UK city. Has the quality of life improved?														
Task 9	<i>Comparative writing</i>	Students write a comparison of the structure model for the UK city they studied with the structural model for Mumbai (or other selected city in a developing/emerging country). The comparison should clearly identify and explain similarities and differences.														
Task 10	<i>Comparative writing</i>	Compare the challenges facing your chosen UK city with those facing Mumbai (or other chosen city from a developing/emerging country).														
Task 11	<i>Summary display</i>	Produce a summary display of your group discussion on managing your allocated urban challenge in Mumbai (or chosen city) to share with the rest of the class.														



Task 12	<i>Extended writing</i>	Answer the following question (be careful, it is not as straightforward as you may think!): Which of the following will have larger eco-footprints, a typical city in the UK or a typical city in India? Fully explain your answer.
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End-of-topic assessment

- Devise a multiple-choice test covering the key ideas and learning objectives in order to check student understanding quickly.
- Make further use of the SAMs to monitor and assess progress of students Paper 2, pages 60 to 64; and Paper 3, pages 126 to 133.