

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Geography Scheme of Learning

### Year 10 – Term 4 / UNIT 2: CHALLENGES IN THE HUMAN ENVIRONMENT:

#### Section A - Urban change in the UK and sustainable urban development

##### Intent – Rationale

Using the case study example of Birmingham, this unit explores how urban change in UK cities leads to a variety of social, economic and environmental opportunities and challenges. It explores how urban areas can be managed sustainably. Sustainable living aims to include a number of features, such as the use of renewable resources, energy efficiency, use of public transport and accessible resources and services. Many people and organisations are attempting to make cities more sustainable and this unit evaluates examples of this social, economic and environmental planning.

<b>Sequencing – what prior learning does this topic build upon?</b>	<b>Sequencing – what subsequent learning does this topic feed into?</b>
<ul style="list-style-type: none"> <li>• Year 7 – Journey around the world / global challenges</li> <li>• Year 8 – World cities and urbanisation / Asia – opportunities and challenges</li> <li>• Year 9 – Resource management / Geography of Crime</li> </ul>	<ul style="list-style-type: none"> <li>• Year 11 – The Development Gap</li> <li>• Year 11 – The Changing UK Economy</li> <li>• Year 12 – Globalisation and Diverse Place</li> <li>• Year 13 – Migration, Identity and Sovereignty / Superpowers</li> </ul>
<b>What are the links with other subjects in the curriculum?</b>	<b>What are the links to SMSC, British Values and Careers?</b>
<ul style="list-style-type: none"> <li>• History – Exploring global migration patterns, urban change in Victorian England</li> </ul>	<ul style="list-style-type: none"> <li>• SMSC – SP2,3,4; M2,3;</li> <li>• BV –</li> <li>• Careers – GB4a), b), d), e), f), g), h), i)</li> <li>• Careers – role of urban planners, architects, demographers, sustainability, engineers, aid organisations, governments.</li> </ul>
<b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b>	<b>What are the opportunities for developing mathematical skills?</b>

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<ul style="list-style-type: none"><li>• Wideworld Magazine</li><li>• GeoActive articles</li></ul>	<ul style="list-style-type: none"><li>• Using numerical data and draw informed conclusions from numerical data</li><li>• Describing population trends from graphs</li><li>• Using a variety of graphic techniques to present data</li><li>• Demonstrate an understanding of number, area and scales, and the quantitative relationships between units</li><li>• Understand and correctly use proportion and ratio, magnitude and frequency</li></ul>
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## **UNIT 2: CHALLENGES IN THE HUMAN ENVIRONMENT:** **Urban change in the UK and Sustainable urban development** **Year 10 – Term 4**

### **Intent – Concepts**

**What knowledge will students gain and what skills will they develop as a consequence of this topic?**

#### **Know**

- Know the distribution of population and the major cities in the UK.
- Understand a case study of a major city in the UK to illustrate: the location and importance of the city in the UK and the wider world impacts of national and international migration on the growth and character of the city
- Know how urban change has created opportunities: social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems environmental: urban greening
- Know how urban change has created challenges: social and economic: urban deprivation, inequalities in housing, education, health and employment, environmental: dereliction, building on brownfield and greenfield sites, waste disposal
- Understand the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.

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- Learn an example of an urban regeneration project to show: reasons why the area needed regeneration the main features of the project.

### Apply

- Be able to explain how the works in increasingly urban in the UK and where is 'not' urban and reasons why
- To suggest why urbanisations varies around the UK
- Be able to predict the likely future UK demographic trends
- Be able to describe the patterns of growth of urban growth around the UK
- Suggest how and why Birmingham has grown so rapidly
- Interpret data and maps of the city and its growth
- Summarise the social, economic and environmental challenges in Birmingham
- Suggest strategies to improve the quality of life and standard of living of for the people of Birmingham

### Extend

- Understand the past, present and future UK population trends
- Evaluate the success of strategies to improve the quality of life for people living in Birmingham

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p><b>Brownfield site</b> Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas, particularly in the inner city.</p> <p><b>Dereliction</b> Abandoned buildings and wasteland.</p> <p><b>Economic opportunities</b> Chances for people to improve their standard of living through employment.</p> <p><b>Greenfield site</b> A plot of land, often in a rural or on the edge of an urban area that has not yet been subject to any building development.</p>	<p>Assessment will take 3 main forms:</p> <ol style="list-style-type: none"> <li>1. In starters, plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc.</li> <li>2. For homeworks -tasks that require students to research new knowledge (e.g. Birmingham) or apply existing knowledge to exam-style Qs (e.g. Qs from CGP book)</li> <li>3. Summative assessments – past exam paper Qs in test or exam conditions, either as end-of-unit tests or in Y10 or Y11 formal exams.</li> </ol>

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## **Inequalities**

Differences between poverty and wealth, as well as in peoples' wellbeing and access to things like jobs, housing and education. Inequalities may occur in housing provision, access to services, access to open land, safety and security.

## **Integrated transport systems**

When different transport methods connect together, making journeys smoother and therefore public transport more appealing. Better integration should result in more demand for public transport and should see people switching from private car use to public modes of transport, which should be more sustainable. It may also lead to a fall in congestion due to less road users.

## **Mega-cities**

An urban area with a total population in excess of ten million people.

## **Migration**

When people move from one area to another. In many LICs people move from rural to urban areas (rural-urban migration).

## **Natural increase**

The birth rate minus the death rate of a population.

## **Pollution**

The presence of chemicals, noise, dirt or other substances which have harmful or poisonous effects on an environment.

## **Rural-urban fringe**

A zone of transition between the built-up area and the countryside, where there is often competition for land use. It is a zone of mixed land uses, from out of town shopping centres and golf courses to farmland and motorways.

## **Sanitation**

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Measures designed to protect public health, including the provision of clean water and the disposal of sewage and waste.

## **Social deprivation**

The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment.

## **Social opportunities**

Chances for people to improve their quality of life, for instance access to education and health care.

## **Squatter settlement**

An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously and illegally in a city in an LIC.

## **Sustainable urban living**

A sustainable city is one in which there is minimal damage to the environment, the economic base is sound with resources allocated fairly and jobs secure, and there is a strong sense of community, with local people involved in decisions made. Sustainable urban living includes several aims including the use of renewable resources, energy efficiency, use of public transport, accessible resources and services.

## **Traffic congestion**

Occurs when there is too great a volume of traffic for roads to cope with, so traffic jams form and traffic slows to a crawl.

## **Urban greening**

The process of increasing and preserving open space such as public parks and gardens in urban areas.

## **Urbanisation**

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<p>The process by which an increasing percentage of a country's population comes to live in towns and cities. Rapid urbanisation is a feature of many LICs and NEEs.</p> <p><b>Urban regeneration</b> The revival of old parts of the built-up area by either installing modern facilities in old buildings (known as renewal) or opting for redevelopment (i.e. demolishing existing buildings and starting afresh).</p> <p><b>Urban sprawl</b> The unplanned growth of urban areas into the surrounding countryside.</p> <p><b>Waste recycling</b> The process of extracting and reusing useful substances found in waste.</p>	
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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. Urban change in the UK	to understand how the distribution of populations in the UK have changed and the UK's major cities.	Evaluate the distribution of the UK's major cities	<p>Pages 164-165 Oxford Textbook and resources in folder. Read through both of the pages.</p> <ol style="list-style-type: none"> <li>1. Glue in the graph of the UK population since 1900 and describe how the size of the UK population has change over the last 100 years.</li> <li>2. Glue in both of the UK maps showing population in the UK, - describe the population then, add annotations to the 'choropleth' map (map C) using the information in the text book.</li> <li>3. Complete activities 2-4.</li> <li>4. Complete the maths skills question (orange box).</li> </ol>

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			5. Complete the practice question (6 marks)
2. The UK Population and introduction to the case study – Birmingham	To understand how urban change in Birmingham has created social, economic and environmental opportunities.	Suggest why Birmingham can be seen as a diverse city	<p><b>Starter:</b> What 'facts can you remember about Birmingham? Map work of the UK and its population.</p> <ol style="list-style-type: none"> <li>1. Birmingham's location and description and national and International links - Glue in the graph of the UK population since 1900 and describe how the size of the UK population has change over the last 100 years. Pages 164-165 Oxford Textbook</li> <li>1. Annotate this 'choropleth' map (map C) using the information in the text book.</li> </ol> <p>Suggest reasons for the uneven distribution of the UK's population. What factors may affect the distribution of the UK population into the future?</p>
3. The UK Population and Introduction to the Case Study – Birmingham	To understand how urban change in Birmingham has created social, economic and environmental opportunities.	Evaluate how your own settlement may have changed over the past 100 years	<p>Pages 164-165 Oxford Textbook</p> <p>Skills work:</p> <ol style="list-style-type: none"> <li>1. Rank order the population of each of the 4 UK countries.</li> <li>2. Rank order the population of each of the UK's major cities (Rank means highest to lowest).</li> </ol> <p><b>3. Then...create two graphs to show population across the UK and then</b></p> <p><b>A) Describe the distribution of the UK's urban areas.</b></p> <p><b>B) Suggest reasons for this distribution.</b></p> <p>Pages 164-165 Oxford Textbook</p> <ol style="list-style-type: none"> <li>2. Birmingham migration and cultural diversity</li> </ol>

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			<p>Map work of the UK and its population.</p> <ol style="list-style-type: none"> <li>1. Birmingham's location and description and national and International links</li> <li>2. Birmingham migration and cultural diversity</li> </ol>
4. Birmingham's Importance	to examine Birmingham's importance in the UK	Explain how Urban areas in the UK offer opportunities and challenges. (1 paragraph)	<p>On your map draw the borders to show</p> <ul style="list-style-type: none"> <li>- England</li> <li>- Scotland</li> <li>- Wales</li> <li>- Northern Ireland</li> </ul> <ol style="list-style-type: none"> <li>2. Shade in the West Midlands and identify where Birmingham is.</li> <li>3. The West Midlands is a conurbation. Use the glossary to define this term. (p. 367)</li> </ol> <p><b>PAGE 180</b></p> <ol style="list-style-type: none"> <li>4. Write a geographical description of Birmingham's location and explain the national and international links that Birmingham has.</li> <li>5. Outline the major transport links in and around Birmingham.</li> </ol> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> why Birmingham is considered Culturally Diverse.</li> <li>2. <b>Explain</b> how migration has caused Birmingham to grow. Give figures and examples.</li> <li>3. <b>How</b> has migration shaped the character of Birmingham?</li> </ol>



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<p>5 Opportunities in Birmingham</p>	<p>Birmingham's opportunities: economic, social &amp; environmental</p>	<p>Explain why Birmingham is a good place to start up a new business.</p>	<p>STARTER... Make a list of opportunities that are often more available in urban areas.</p> <ol style="list-style-type: none"> <li>1. Read Page 182-183 – Cambridge book</li> <li>2. Create a table to summarise Birmingham's opportunities</li> <li>3. Draw a table to show Birmingham's importance nationally and internationally. Use evidence to back up your points. Include information about its transport links.</li> </ol>
<p>6 Case Study – UK City – Birmingham's Challenges (3 lessons)</p>	<p>To understand how urban change has created social, economic and environmental challenges</p>	<p>Decide which challenge is the greatest that Birmingham faces and justify your choice</p>	<p><b>Starter:</b>  <i>Using the images write a definition for the following words:</i>  <i>A) Brownfield Site</i>  <i>B) Dereliction</i>  <i>C) Quality of Life</i></p> <p>Look at the cycle of urban decline and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Explain how the closure of industry has led to urban dereliction.</li> <li>2. How does unemployment lead to deprivation and inequality?</li> </ol> <p><b>Task 2: Draw a flow line map to show where commuters to Birmingham travel from.</b></p> <ul style="list-style-type: none"> <li>• Width of arrow represents the number of commuters.</li> <li>• Try 1mm for 1000 commuters, or 1mm for 2,000 commuters.</li> <li>• Data p.185 Cambridge.</li> </ul> <p>A3 summary sheet on Social, environmental and economic opportunities and challenges in Birmingham.</p>

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			<p><b>Exam practice</b></p> <p>Discuss the opportunities of living in a major city in the UK (9 marks)</p> <p>OR</p> <p>Evaluate the challenges that Birmingham currently faces (9).</p> <p>OR</p> <p>Explain why urban change has created challenges in Birmingham (9).</p>
5. Urban regeneration in Birmingham	To understand why Birmingham needs regenerating and the schemes being undertaken	Regeneration is rarely a success! Research some stats to prove or disprove this statement	<p>STARTER... Why do you think that Birmingham became known as the “city of a thousand trades”?</p> <ol style="list-style-type: none"> <li>1. The UK’s second largest city</li> <li>2. Background to Longbridge and regeneration in the city.</li> <li>3. Video notes</li> <li>4. Analysis of the schemes: Word gap filler</li> </ol> <p><a href="https://www.youtube.com/watch?v=HVk8W5Zh_OE">https://www.youtube.com/watch?v=HVk8W5Zh_OE</a></p> <p>Opening of the new shopping centre on the Longbridge site.</p> <p><a href="https://www.youtube.com/watch?v=3CW3-xaHGow">https://www.youtube.com/watch?v=3CW3-xaHGow</a></p> <p><b>Published on Jan 31, 2017</b></p> <p>Biggest regeneration in Birmingham in a decade thanks to city centre building boom says Deloitte.</p> <p>Birmingham city centre is expanding. Throughout last year we’ve seen a record number of cranes on the skyline and developers are busy forging ahead with new schemes in every sector. Financial and professional service firms are growing and with mounting activity around HS2 the city centre is stretching upwards and outwards to meet demand.</p> <p><a href="https://www.youtube.com/watch?v=vJWx2LhOxkM">https://www.youtube.com/watch?v=vJWx2LhOxkM</a> Promotion video for Birmingham</p>

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			What are some of the ADVANTAGES and DISADVANTAGES of regenerating run-down areas?
6. Urban regeneration in Birmingham / Longbridge (2 lessons)	To understand why Birmingham needs regenerating and to consider the success of the schemes	'Regeneration is always a success!' Research some stats to prove or disprove this statement	<p>Starter <a href="https://www.youtube.com/watch?v=Mf-10u3Ecps">https://www.youtube.com/watch?v=Mf-10u3Ecps</a>  <u>The Longbridge Regeneration Plan</u>            Explain why this area needed regeneration (link back the cycle of deprivation).            Describe the main features of the project.            Explain how the Longbridge project will improve social, economic and environmental conditions for people (you could do a table for this)            Recap of Birmingham and Kahoot            Homework  <b>Exam question: With reference to an urban regeneration scheme you have studied, describe how social, economic and environmental conditions should improve for local people. (9 marks +3)</b>            Use your notes from the lessons on regeneration in Longbridge / Birmingham and the Cambridge textbook pages 186-187 to help answer the question. (Remember to include place-specific detail)            Possible Structure: -            Introduction: where is Birmingham and Longbridge ?            Population / context to why the area when into decline.            1-2 paragraphs that explains, social, economic and environmental challenges and the improvements. Include specific detail / data and evidence.</p>

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			<p>Conclusion – draw together your ideas on how successful you think the scheme has been.</p> <p><a href="https://www.youtube.com/watch?v=Mf-10u3Ecps">https://www.youtube.com/watch?v=Mf-10u3Ecps</a> ( 2 mins)</p> <p>Kahoot Quiz time on Birmingham / urban topic recap</p> <p><a href="https://create.kahoot.it/details/urban-issues-and-challenges-2-3-birmingham/83b6d31b-3ab8-4f80-b4ca-51a9d79b6eb6">https://create.kahoot.it/details/urban-issues-and-challenges-2-3-birmingham/83b6d31b-3ab8-4f80-b4ca-51a9d79b6eb6</a></p>
7. Sustainable Urban Living	To be able to understand the features of a range of sustainable living projects	Evaluate how sustainable your local town is.	<p>Starter: Why might rainwater harvesting be viewed as sustainable?</p> <p>Types of sustainable urban schemes.</p> <p>Introduction to Freiburg.</p> <p>Sustainable living in Freiburg (sheet and questions)</p> <p>Integrated transport systems.</p> <p><a href="https://www.youtube.com/watch?v=YBFCXsR2zVU">https://www.youtube.com/watch?v=YBFCXsR2zVU</a></p> <p>Video produced as a part of a case study on Vauban car reduced development, Freiburg, Germany within the Eltis Urban Mobility Observatory, a project of the European Commission. (4 mins)</p> <p><a href="https://www.youtube.com/watch?v=of7KrhJ1C8Q">https://www.youtube.com/watch?v=of7KrhJ1C8Q</a></p> <p>Germany's greenest city looks to the sun for ecological solutions. CNN's Diana Magnay reports (2 mins 42)</p> <p><a href="https://www.youtube.com/watch?v=6XeMHuO_6-0">https://www.youtube.com/watch?v=6XeMHuO_6-0</a></p> <p>Eco-friendly town 'bans' cars, and residents live in carbon-neutral homes.(2 ins 56 secs)</p> <p>Freiburg: Sustainable urban living</p>
8. Sustainable Transport	To know the features of a range of	Evaluate the local transport strategies in your local area	<p><b>Starter:</b> Why is there a need to reduce traffic congestion?</p> <ol style="list-style-type: none"> <li>1. Different integrated transport systems.</li> <li>2. Singapore and Beijing</li> </ol>

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	sustainable transport strategies		3. Freiburg Compare and contrast the 3 different locations with reference to their sustainable transport systems <b>Exam Practice</b> 1. For a named city you have studied evaluate the strategies employed to manage traffic congestion (6 marks)
9. End-of-unit test.			

Also see 'Teachit' pack