

Y9 GEOGRAPHY

URBAN ISSUES & CHALLENGES- What are our cities like?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • This unit builds on the Living World by looking at the human environment & how we have adapted to live in our urban 'jungles' and how they provide for us. • The challenges in the human environment is about human processes & systems, how they change over location & time. This unit looks at the growing percentage of the world population lives in urban areas. How these urban areas create opportunities and challenges for cities in lower income countries & newly emerging countries. • Then there is a focus on urban change in the UK- how this has led to a variety of social, economic and environmental opportunities & challenges. Looking closely & in depth at London. • How sustainable urban development requires management of resources and transport- how are our cities changing for the future? • The unit gives opportunities to develop geographical skills such as: description of patterns of distribution in maps & graphs, carry out research, use numerical data & analyse it and present data using different graphical techniques. 	<ul style="list-style-type: none"> • Urbanisation- what is it & why is it occurring? Is it evenly distributed around the world, how has it changed over time & why? • The emergence of megacities- why do cities grow so big? Where are the world's megacities? Linking to migration. Then a detailed look at Rio De Janeiro, the challenges and opportunities (social, economic & environmental) the city faces & how is this being managed. • An in-depth focus on urban change in the UK in particular London. The opportunities & challenges faced by the capital including social inequality & deprivation. The long term investment into the city for the future. • What is the potential for sustainable urban development? How cities are planning sustainably for the future and what is it like to live in a sustainable city? 	<p>Dereliction Inequality Megacity Deprivation Regeneration Urbanisation</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • Develop vocabulary both verbally and in written. • Writing frames; success criteria and mark schemes. • VIP strategy for disadvantaged students 	<ul style="list-style-type: none"> • Urbanisation – investigation into the development of megacities, their links to trade, economic development and the physical environment. 	<ul style="list-style-type: none"> • Explore ideas of opportunities for employment in urban planning, environmental awareness, development issues and management of urban areas. Looking at the different types of

<ul style="list-style-type: none"> • Some pupils will progress further and start to describe and begin to explain. • Relevant SEND support based on student's individual needs and passport information. 	<ul style="list-style-type: none"> • Social, economic & environmental challenges of urbanisation in both HICs & LICs, but also the opportunities that this offers. • The regeneration of existing cities to make them more sustainable and how they have to change for the future. 	<p>opportunities urban areas can offer from formal employment to informal employment.</p> <ul style="list-style-type: none"> • How big cities hold global events e.g. Olympics, World Cup • The issues of urbanisation- pollution, crime, migration, housing, inequality & deprivation. • Field visit to Norwich city to link to the geographical investigation in the summer term & put what they have learned in the class to an actual environment.
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> • Moral- Students will be exploring the moral context of social inequality in cities and deprivation & the associated consequences of that on all ages of the population. The impact of urbanisation on the environment. • Historical – how cities have developed over time e.g. London from Roman times to today & into the future. How this historical legacy for some cities can create some of the problems the city faces e.g. medieval London's narrow streets & Victorian designs in London. 	<ul style="list-style-type: none"> • Cross curricular with Character and Culture influence of human decisions, with regards to the development of cities & the management & support of some of the poorest areas in cities e.g. the favelas in Rio & Bustees in India. • Opportunities to promote reading aloud and for extended writing. • Numeracy through analysis of data, reading graphs and charts to establish patterns. Construction of graphs and presentation of data over time. 	<ul style="list-style-type: none"> • That many of the issues are problems that affect the poorest parts of the world & not us. • How the cities in the UK are not big by global standards, but still have many of the same problems. • Urbanisation in many parts of the world is not a recent phenomenon.
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> • Use of Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a regular basis. Reviews understanding and comprehension and retention of key knowledge. • Exam questions for all 3 key question styles- explain, analyse and evaluate. Model answers, structure guides and scaffolding available for each question. • Assessment through in class tasks to ensure understanding and application of key skills such as; describing patterns using maps and data, applying numerical data in decision making activity, reading and creating different types of graphs. 		

Home learning

- Revision for accumulated learning quizzes
- Exam practice questions- modelled and structured/planned in class
- Revision for end of topic test, as well as re-drafting based on FB4 for end of topic test.
- Online Seneca learning

Feedback

- Feedback 4 used for all assessed exam questions
- Live marking using iscan - self assessment and green pen.
- Fortnightly knowledge quizzes- peer assessed and collated.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													