

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 Squatter settlements Social Economic Informal/formal economy Unemployment Migration Crime Infrastructure Pollution Recycling Sustainable</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. • 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.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<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.
Assessment timeline:		
<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		
<ul style="list-style-type: none"> 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. 		

Feedback

- Feedback 4 used for all assessed exam questions
- Live marking - self assessment and green pen.
- 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:																													