

**GCSE GEOGRAPHY CURRICULUM OVERVIEW 2023 24**  
**YEAR 10 AUTUMN TERM – SPRING TERM**

UNIT 2 CHALLENGES IN THE HUMAN ENVIRONMENT: SECTION A URBAN ISSUES & CHALLENGES					
No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
<p><b>A growing percentage of the world’s population lives in urban areas</b></p> <p>4 HOURS</p>	<ul style="list-style-type: none"> <li>The global pattern of urban change</li> <li>Urban trends in different parts of the world including HICs and LICs</li> <li>Factors affecting the rate of urbanisation - migration (push - pull theory), natural increase</li> <li>The emergence of mega-cities</li> </ul>	<p><a href="#">Urban issues &amp; challenges lesson resources</a></p>	<p>Read a blog by Rashid Faridi about <a href="#">migration theories</a>.</p>	<ul style="list-style-type: none"> <li>Use of <a href="#">our world in data</a> website to identify urban/rural change (graph).</li> <li>Key definitions (urban/urbanisation).</li> <li>World-map identifying varying rates of urbanization (annotated map)</li> <li>Ideas of migration and natural increase.                             <ul style="list-style-type: none"> <li>Examine push and pull factors, as well as ‘intervening obstacles’ which include political and physical barriers. Allows pupils to explore the challenges around migration and how it is experienced differently by different groups. Provide definitions of push factor, pull factor and intervening obstacles</li> <li>Pupils can categorise statements into push factor, pull factor and intervening obstacles</li> <li>Dual coding can be used with statements to aid lower attaining pupils.</li> </ul> </li> </ul>	<p>KITS tests at start of every lesson</p>
<p><b>Urban growth creates opportunities and challenges for cities in LICs and NEEs. A case study of a major city in an LIC or NEE to illustrate</b></p> <p>6 HOURS</p>	<p>A case study of a major city in an LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> <li>the location and importance of the city, regionally, nationally and internationally;</li> <li>causes of growth: natural increase and migration;</li> </ul>	<p><a href="#">Urban issues &amp; challenges lesson resources</a></p>	<p><a href="#">Teaching Rio de Janeiro</a></p>	<ul style="list-style-type: none"> <li>Class discussion on the use of the word ‘slum’ and issues around this term. <a href="#">This article on the Decolonising Geography</a> website that can help with doing this Encourage alternative language.</li> <li>Describe the location of the case study using a range of maps.</li> <li>Contextualise the case study by looking at its history, economic development, social structures, etc.</li> </ul>	<p><a href="#">Rio summative assessment</a></p>

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	<ul style="list-style-type: none"> <li>• how urban growth has created opportunities;</li> <li>• social: access to services - health, education; access to resources - water supply, energy;</li> <li>• economic: how urban industrial areas can be a stimulus for economic development</li> </ul> <p>How urban growth has created challenges:</p> <ul style="list-style-type: none"> <li>• managing urban growth: ‘slums’, ‘squatter settlements’;</li> <li>• providing clean water, sanitation systems and energy;</li> <li>• providing access to services: health and education;</li> <li>• reducing unemployment, crime;</li> <li>• managing environmental issues: waste disposal, air and water pollution, traffic congestion;</li> <li>• an example of how urban planning is improving the quality of life for the urban poor</li> </ul>			<p><b>Option 1: Rio de Janeiro:</b> examine the legacy and impacts of the slave trade that continue to shape the city today. Ensure students understand the ethnic demographics of favelas as racism continues to influence the way people live here.</p> <ul style="list-style-type: none"> <li>○ <a href="#">This resource also contains information on the history of Rio’s favelas</a></li> </ul> <p><b>Ideas for teaching and learning, with a focus on Rio</b></p> <ol style="list-style-type: none"> <li>1. Categorise statements, key facts and statistics on the importance of the city, regionally, nationally and internationally, ensuring that its ‘global importance’ is not framed as a new phenomenon (eg Rio was globally important during the slave trade which must be recognised and explored).</li> <li>2. The growth of the city (population and size) and the reasons for growth. Graph showing population/maps showing a real expansion of the city over time. Ensure that ‘migration’ is shown over time to include colonialism and slavery, for example..</li> <li>3. Opportunities created by urban growth. Look at: relative urban/rural access to services; range of formal/informal business opportunities; social opportunities such as access to education; community/collective action in informal settlements.</li> </ol> <p><b>Opportunities for Issue evaluation</b></p> <ul style="list-style-type: none"> <li>• Investigate either different strategies used to improve the life of the urban poor or one strategy</li> <li>• Either decision making (choice between strategies) or evaluate one strategy in relation to the specific aims.</li> </ul>	
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<p><b>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges</b></p> <p>7 HOURS</p>	<p>Overview of the distribution of population and the major cities in the UK</p> <p>A case study of a major city in the UK to illustrate:</p> <ul style="list-style-type: none"> <li>the location and importance of the city in the UK and the wider world ;</li> <li>impacts of national and international migration on the growth and character of the city</li> </ul> <p>how urban change has created opportunities:</p> <ul style="list-style-type: none"> <li>social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems;</li> <li>environmental: urban greening</li> </ul> <p>How urban change has created challenges:</p> <ul style="list-style-type: none"> <li>social and economic: urban deprivation, inequalities in housing, education, health and employment;</li> </ul>	<p><a href="#">Urban issues &amp; challenges lesson resources</a></p>	<p><a href="#">Social, economic and environmental opportunities and challenges.</a></p>	<p><b>Possible teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Use of atlas to describe the pattern of population density in the United Kingdom</li> <li>Base map: locating the major cities (could use a proportional symbol map)</li> <li>Introduce the idea of larger urban areas (conurbations) which may incorporate a number of cities.</li> <li>Use of atlas to locate the chosen city, including major transport links.</li> <li>Use census information to find information about: <ul style="list-style-type: none"> <li>Major commutes areas (desire line mapping/sphere of influence)</li> <li>Ethnic makeup of the city (pie chart).</li> </ul> </li> <li>Contextualise the case study by looking at its history, economic development, social structures. This could be made into a fact file for pupils to analyse/describe. <ul style="list-style-type: none"> <li>National and international importance can be considered by: Trade links, international companies/business, transport hub date, visitor numbers (business and recreation?). Ensure to include information on how this city held global importance in the past and during colonial period (this will develop students’ understanding of how empire and migration are linked).</li> <li>Provide evidence and examples of how migration has shaped the city over a long period of time, which students can categorise into social, economic and environmental. Information on migration over time can be</li> </ul> </li> </ul>	<p>KITS tests at start of every lesson</p>
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	<ul style="list-style-type: none"> <li>environmental: dereliction, building on brownfield sites, waste disposal;</li> <li>the impact of urban sprawl on the rural-urban fringe and the growth of commuter settlements</li> </ul> <p>An example of an urban regeneration project to show:</p> <ul style="list-style-type: none"> <li>reasons why the area needed regeneration;</li> <li>the main features of the project</li> </ul>			<p>obtained from the <a href="#">Our Migration Story website</a>.</p> <p><b>Opportunities for Issue evaluation</b></p> <p>Identify an area of decline/deprivation</p> <ul style="list-style-type: none"> <li>Data/visual images (annotations)</li> <li>Describe a regeneration strategy</li> <li>Offer some evaluation in relation to how regeneration might address the initial problems.</li> </ul>	
<p><b>Urban sustainability requires management of resources and transport</b></p> <p>2 HOURS</p>	<p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> <li>water and energy conservation;</li> <li>waste recycling;</li> <li>creating green space;</li> <li>how urban transport strategies are used to reduce traffic congestion</li> </ul>	<p><a href="#">Urban issues &amp; challenges lesson resources</a></p>	<p><a href="#">Sustainable cities:</a> UN Environment Programme</p> <p><a href="#">Sustainable cities and communities:</a> UN SDGs.</p>	<ul style="list-style-type: none"> <li>Define what is meant by sustainability in relation to urban development</li> <li>Example of a sustainable city include:             <ul style="list-style-type: none"> <li>Curitiba, Brazil:                 <ul style="list-style-type: none"> <li><a href="#">Curitiba – Sustainable City</a> – Cool Geography</li> <li><a href="#">Sustainability in Curitiba, Brazil</a> – The Borgen Project</li> <li><a href="#">How is Curitiba Sustainable?</a> – Green Matters.</li> </ul> </li> <li>Spider diagram to identify the factors that would enable an urban area to be increasingly sustainable (group discussion and report back)</li> <li>Selection of images to back up identified points (urban greening, energy efficient buildings, cycle tracks, public transport etc)</li> <li>Example of a planned sustainable settlement. Sketch/diagram with annotations</li> </ul> </li> </ul>	<p><a href="#">Challenges of an urbanising world summative assessment</a></p>

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				<ul style="list-style-type: none"> <li>○ Spider diagram to identify the different urban transport strategies used to reduce traffic congestion (could investigate one example for homework).</li> <li>○ Explore the sustainability of example, including an examination of who sustainable developments serve and who is excluded.</li> </ul> <p><b>Opportunities for Issue evaluation</b></p> <p>Traffic congestion in a (small) town centre</p> <ul style="list-style-type: none"> <li>○ Traffic flows data (different times)</li> <li>○ Questionnaire</li> <li>○ Identify possible management strategies</li> <li>○ Conclusion/decision</li> <li>○ Evaluate.</li> </ul>	
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