

3.2 Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a range of places, at a variety of scales and must include places in various states of development.

The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

3.2.1 Section A: Urban issues and challenges

Students are required to study all the themes in this section.

Key idea	Specification Content	Objectives	Outcomes	Resources	Time	Activities	Differentiation	Skills, citizenship, links	Homework and assessment
A growing percentage of the world's population lives in urban areas.	The global pattern of urban change. Urban trends in different parts of the world.	You should understand what Urbanisation is You should practise your graphing and map reading skills You should be able to quote GLOBAL patterns of urbanisation	Written definitions of urbanisation and megacities A paragraph describing how urbanisation varies around the globe A completed line graph showing patterns of urbanisation for different world regions A description of urbanisation for different world regions	1. Urbanisation patterns PPT https://www.youtube.com/watch?v=4B2xOvKFFz4	1	C – Human population growth cartoon – what is the message? C – 7 billion – are you typical? A – copy definitions of urbanisation and megacities A - Describe the patterns on the world urbanisation map. (Consider where urbanisation is High, where it is low, Where are the world's megacities (those cities with more than 10 million people living in them?) A - Graphing world Urbanisation figure D - Describe and explain the patterns on the graph R – list 4 trends of global urbanisation patterns	SEN - There is a graph with the axis already set up for the least able GNT – Geographical futures exercise	Drawing divided line graphs Map interpretation Describing Explaining Consequences of Urbanisation	Living graph activity
	Factors affecting the rate of urbanisation and the emergence of mega-cities.	To be able to explain how rural to urban migration affects rates of urbanisation To understand how natural increase affects rates of urbanisation	A completed push and pull table for the factors affecting rural to urban migration Completed task sheet on natural increase Multi flow maps that explain why urbanisation rates are changing.	2. Factors affecting urbanisation rates Migration factors document Calculating Natural increase worksheet	2	C – series of photographs, get the students to consider if they represent push or pull factors A – Students copy definitions of migration, rural urban migration and urban A – students classify the information on slips or in the table on the migration factors document D – add that information to a table of push and pull factors A – all tasks on the Natural Increase worksheet D – in pairs or groups of 3 complete the 2 multi flow maps. D – Q&A of students – to complete the multi flow maps on the board R - In pairs summarise why the world is becoming more URBANISED	SEN – Select pairs carefully for multi flow chart activity GNT - consider all of the reasons why you might migrate in the future	Using visual tools Calculating natural increase Classifying	Venn diagram activity
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: • the location and importance of the city, both nationally and internationally • causes of growth: natural increase and migration	To be able to describe the location and growth of Rio To understand the location and importance of Rio, both nationally and internationally To evaluate the causes of growth	A completed base map of Rio Written work on how Rio is linked to the world and why it is important 2 fully linked why chains on how natural increase and migration have contributed to Rio's	1. LIC case study Rio PPT	1	A – Students label a blank map of India with labels locating Rio A2 – using a map of Rio's global links EVALUATE the importance of Rio's both Nationally and internationally A3 – using the graph of Rio's growth DESCRIBE the figures on the graph for Rio D - Read the information sheet on Rio	SEN – figures are on the graphs to aid description and there are sentence starters GNT – Judge which factor makes the most important	Describing Line graphs Mapping	

		in Rio: natural increase and migration	growth			Why is the city of Rio important to India? Why is Rio important GLOBALLY? Using the information on the sheet explain why the Population of Rio has grown so rapidly on the why chain template R - Review & Discuss – which is more important to Rio's growth, natural increase or migration	contribution to Rio's growth – natural increase or Migration		
A case study of a major city in an LIC or NEE to illustrate: Opportunities: • social: access to services – health, education, water supply, energy • economic: employment, formal and informal economy Challenges: • social and economic: the growth of squatter settlements, access to clean water and sanitation systems, poor health, education, unemployment, crime • environmental: waste, air and water pollution, traffic congestion	You should understand a range of OPPORTUNITIES and CHALLENGES in Rio, a NEE The ability to classify these opportunities and challenges as social, economic and environmental	A completed DVD sheet with LOTS of FACTUAL evidence on it. A linked and explained concept map	1. Opportunities and challenges in Rio NEE PPT 2. Rio opportunities challenges DVD sheet	2	C – aerial photograph of Rio looking South - Describe the Natural and built environment of Rio and comment upon its impact on urban development S & A - Locate Rio in a paragraph on your sheet Watch the clip from “slumming it” by Kevin McCloud and complete the DVD sheet D & R - In pairs LINK the concepts together to reveal the Challenges and Opportunities that Rio has as a city in Brazil	SEN – DVD sheet is divided up into essential areas GNT – concept map allows opportunities for explanation and forming the most links possible	Using DVD for information Forming case studies Linking ideas together		
An example of how urban planning is improving the quality of life for the urban poor.	To understand a range of ways in which Squatter settlements can be improved To evaluate the ways that can be used to improve squatter settlements	Annotated copies of high rise buildings and photographs Favela Barrio Plan to help improve the slums.	2. Improving quality of life in Rochina PPT		S - How does living in a squatter settlement like Rochina affect the quality of life of the people there? A - Annotate the major characteristics of the proposed slum redevelopment. On the sketch diagram of the high rises which replace the slums; In GREEN add the positive ways in which these characteristics will IMPROVE the quality of life of the people in Rochina In RED add the negative characteristics and how they are not better than what the people already have in the slum. D – making shanty towns exercise – see PowerPoint slides for instructions R - Make a list of all of the things you can do to improve conditions in the shanty towns of LICs				

Mid Unit Assessment using an exam style question									
Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	Overview of the distribution of population and the major cities in the UK.	You will know the location of the major cities within the UK You should be able to describe the distribution of the major cities in the UK You should understand and compare the population density of the UK with the location of the cities	A completed labelled map of the 20 largest cities in the UK 2 paragraphs, one describing the location of the cities and another exploring population density across the UK	7 UK urban areas PPT	1	<p>C – in pairs 2 minutes then as a whole class - A to Z challenge – how far through the alphabet can you get with the Names of UK towns and cities? S – Copy definitions of Distribution, Population Density, sparsely populated, densely populated</p> <p>A - On the map of the UK</p> <ul style="list-style-type: none"> Shade in the 4 countries that make up the UK – England, North Ireland, Scotland and Wales Use an Atlas to add the names of the following 20 cities next to the correct dot <p>2. Describe the DISTRIBUTION of major cities in the UK</p> <p>3. Are any cities missing that you would have expected on the list?</p> <p>4. Are any cities on the list you didn't expect?</p> <p>A2 – true or false sentences based on a choropleth map of the distribution of population in the UK D – Use the sentences to help describe the pattern of population density across the UK. Use compass directions and place names in your response</p> <p>R - A to Z challenge – how far through the alphabet can you get with the Names of UK towns and cities?</p>	SEN – sentence box to help with paragraph GNT – extension task at the end of PPT comparing UK cities with UK urban areas	Using maps, place knowledge, interpreting choropleth maps	
	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	To understand the location and importance of London in the UK and the wider world To explain the impacts of national and international migration on the growth and character of London	A completed paragraph on where London is A spider diagram outlining key features of London as a world city A completed choropleth map showing distribution of no white population across London A paragraph explaining the impact of internal and international migration on London	8. UK city case study London PPT https://www.youtube.com/watch?v=REnralymhY Blank Choropleth maps	1	<p>S - Using the maps on the PPT slide Locate London in a paragraph, mention its location within the UK, Europe and the World. Why is this a GREAT location for a city?</p> <p>S - Watch the video, produce a spider diagram on why London is important within the UK and the wider world</p> <p>Students produce a choropleth map of the % Non white population across London</p> <p>Describe the map – how does this link to migration?</p> <p>Using the graph on the impact of migration and Natural change on London's population: Explain what the graph shows about the impact of (internal and international) migration and natural change on the population of London</p> <p>R – complete a table on what factors are affecting the population of London</p>	SEN – Template is available for spider diagram activity GNT – graph interpretation is complex – 4 bits of information on one graph	Drawing choropleth maps Interpreting composite graphs Using planning tools in essays	
	<u>Opportunities:</u> • social and economic: cultural mix, recreation and entertainment, employment,	You should understand a range of social, economic and environmental opportunities	A completed table from circulating the room with information on culture, recreation, job opportunities,	9. Opportunities of living in London PPT 9 London	1	<p>C – get the students to study a map of WHO migrates in and out of London - In pairs, what does the graph show about migration in and out of London?</p> <p>A - There are 5 stations around the room relating to the Social, Economic and Environmental (SEE) opportunities of living in</p>	SEN – worksheet template will help weaker students access the information	Gathering information Producing promotional leaflets	

integrated transport systems • environmental: urban greening	available in London You should be able to explain (with reference to London); 1. The cultural mix 2. Recreation and entertainment 3. Employment, 4. Integrated transport systems Environmental: urban greening	transport and the environment An inspirational promotional leaflet on the OPPORTUNITIES London provides	opportunities information sheets London Opportunities worksheet		London; 1. The cultural mix 2. Recreation and entertainment 3. Employment, 4. Integrated transport systems 5. Environmental: urban greening You have 5 minutes to visit each station in small groups to add to your A3 sheet on the opportunities of living in London. Be precise and read the information carefully – You will need to use the information! D - You work for the Greater London Authority (GLA) as part of the Media team. You are to produce a promotional brochure that explains to people across Britain what London has to offer Your leaflet should include SUMMARY information about; 1. The cultural mix 2. Recreation and entertainment 3. Employment, 4. Integrated transport systems 5. Environmental: urban greening Consider carefully the use of graphic design and media for your leaflet R - Add to the Venn diagram below all of the potential opportunities you can think of for people living in London	GNT – encourage creativity in promotional leaflet activity	Reading bar and line graphs	
<u>Challenges:</u> • social and economic: urban decline and deprivation, inequalities in housing, education, health and employment • environmental: dereliction, the impact of urban sprawl on the rural–urban fringe, building on brownfield and greenfield sites, waste disposal and atmospheric pollution	To understand a full range of challenges that London faces To improve essay writing skills To evaluate the scale of the challenges facing London	Highlighted notes on the challenges London faces A completed table in HW booklets for homework A fully written essay on the challenges London Faces	10. Challenges facing London PPT 10 Challenges facing London info sheets	2	S – maps of London showing Wealth, GCSE score, Life expectancy and Children in poverty – what patterns are evident? A - Read carefully in SILENCE through the information sheets about London and the various challenges it faces, highlight key points on the sheet A -Complete the diamond rank exercise in pairs; • Which of the challenges is greatest to London? • Which ones pose the least challenge and can be easily solved? • YOU WILL NEED TO DISCUSS THIS and have reasons for your ideas D - Answer the essay question – <i>For a city in the UK that you have studied DISCUSS the extent to which it can tackle the challenges it faces. (9 + 3 SPGST)</i> D – mark the response using the mark scheme (adjusted from AQA sample materials) R – how can you improve your essay writing for next time?	SEN – diamond rank in pairs – have a GNT students paired with SEN students Multi flow map tool will help with essay planning Reduce down the information sheets on the Challenges London faces GNT – Essay question. Discussion element of Diamond rank	Essay writing Ranking	
An example of an urban regeneration project to show why the area needed regeneration and how the project improved social, economic and	You will understand where the Olympics site is Located You should know why the East End of London was selected as the	Completed paragraphs on where the Olympic site was located A table that shows why the Olympics was located in the East end of London	11. UK regeneration Project PPT Best bits from the London 2012 YouTube Clip	1	C – Geography get the picture exercise – greenbelt, CBD, Inner City, Pull Factor, rural-urban fringe S – watch the following clip https://www.youtube.com/watch?v=TbsXUJITa40 Did this “Inspire a generation”? Discuss the legacy aims of the London Olympics - How do	SEN – Olympic Park is added to all maps, there is a table to organise work GNT – classifying exercise –get	Classifying Interpreting maps	

	environmental conditions.	Olympic site You will evaluate the social, economic and environmental impacts of the London Olympics on the East end of London	Classified slips of information on the SEE impacts of the Olympics regeneration of London	https://www.youtube.com/watch?v=TbsXUJITa40 Olympics Legacy Pros and Cons Doc		these fit into our topic on Urban Issues and Challenges? A - Use the maps on the PPT to describe the location of the Olympic park, where is it in London? Why would London be a good location for an Olympic Games? A2 - Look at the maps from last lesson – why choose this part of London to host the games? A3 - Look at the before and after pictures from the area regenerated by the 2012 London Olympics. How has the Olympics transformed the environment of this location? What has happened to the built and natural environment? A4 - Now read the information slips – classify the slips in terms of the IMPACTS of the Olympic games R – opinion line on statements about the Social, Economic and Environmental Impacts of the games R – table on SEE impacts of London Olympics	the students to come up with the classifications		
	London Olympics Role Play	To explore a range of values and conflicts related to the regeneration of Urban areas To take part in a debate fully in role	A full debate that lasts 30 mins covering the Social, Economic and Environmental Impacts of the Olympics	12. Olympics role play and debate PPT Olympics Role cards	1	C – opinion line about Brownfield sites A – give out information on the pros and cons of the Olympics and the role cards to students in GROUPS. A – 20minutes of preparation for a debate - students record ideas in role for their group on paper or poster paper D – presentations of 2 minutes in response to the motion plus time for questions and debate inbetween each presentation R – debrief the skills and geography they have learnt during the lesson	SEN – role cards are designed to help, pair up with GNT students GNT – research and ideas element of preparation	Debating Researching	
Urban sustainability requires management of resources and transport .	Features of sustainable urban living: • water and energy conservation • waste recycling • creating green space.	To understand the concept of Urban sustainability To recognise and be able to name 4 strands of urban sustainability To apply this knowledge to a LOCAL case study	A written definition of urban sustainability A completed mind map of what the 4 strands of urban sustainability are, what they involve and how they apply to a local city	13. Features of sustainable urban living PPT 13. Features of sustainable urban living info Doc	1	C – Quizlet challenge S– Copy the definition of a sustainable city A – draw a simple diagram to get the students thinking about features of their local town or city and how it is or isn't sustainable A2 - Read the information on Urban sustainability and Newcastle Produce a HUGE (!) A3 mind map on the issue of sustainable cities. You should include evidence from all 4 strands. <ul style="list-style-type: none"> • water conservation • energy conservation • waste recycling • creating green space. For the inner circle you should use the information sheets For the outer circle you should use Newcastle as an example D – add ideas together on the IWB R – Show Forum for the future website – which city in the UK is the most sustainable?	SEN – print mind map templates in advance. Reduce down information on Word document GNT - EXTENSION – are there any elements of sustainability missing for the exam board's view?	Mind mapping	
	An example of how urban transport	To understand the traffic is a major	A list of issues relating to having	14. Traffic Management	1	C- in pairs was the London Olympics a success in regenerating East London?		Application	

	strategies are being used to reduce traffic congestion in one urban area.	issue facing urban planners To evaluate a range of options available for managing traffic in a SUSTAINABLE way	too much traffic in a city Case study notes on the Tyne and Wear metro system A list of sustainable transport management strategies in your local area	14. Urban traffic congestion and management Doc	S - http://www.bbc.co.uk/news/world-asia-china-26339668 A1 0 Using your own knowledge and the information sheet; What issues are there with regards to traffic in the UK and why? How is traffic managed in the UK's urban areas? A2 - Using the first 3 paragraphs - what are the main characteristics of the Metro system? Draw a simple timeline for the development of the Tyne and Wear Metro system; Using the Metro map – to what extent can the Metro be considered an INTEGRATED SYSTEM? D - What SUSTAINABLE solutions are there to traffic management in your local area? R - Which traffic management solution do you like the best and why?			
End of unit assessment								