

**Scheme of work**

People and the environment: Contemporary urban environments

This scheme of work for AS Geography specification (7036) suggests possible activities and resources that you might find useful in your teaching.

3.3 People and the environment

3.3.2 Contemporary urban environments

Week 1

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| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Global patterns of urbanisation since 1945.
* Economic, social, technological, political and demographic processes associated with urbanisation and urban growth.
* The emergence of megacities and world cities and their role in global and regional economies.
* Contemporary characteristics or mega/world cities.
 | Use of key subject specific and technical terminology.Online research.Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discussive/creative. | Understand the terms urbanisation and urban growth.Describe and explain the changing global patterns of urbanisation since 1945. Discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth. Explain the emergence of megacities and world cities, describe their characteristics and discuss their role in global and regional economies. | To introduce the topic of Contemporary urban environments, you could show the students the first few minutes of *Andrew Marr’s* *Megacities* which outlines some of the key issues facing the 21st century. Alternatively, you could select a small section from *Slumdog Millionaire* or *Kolkata with Sue Perkins* highlighting issues of informal settlements. You might also collect together a number of newspaper articles highlighting current issues such as housing shortages, air pollution and flooding. Get students to think about their local urban areas or cities they are familiar with and discuss the issues that face these cities.Give students a range of maps and data which illustrate changing urban trends since 1945. Students to describe and explain the data (exam style) and discuss the impacts of urbanisation in HICs, MICs and LICs. **Extension**: You can draw links with the Changing places topic with discussion on homogenisation, clone towns and placelessness.Students can work in groups to research and produce presentations on different world cities and megacities. Examples might include:* Mumbai – Wraight, P. (Sept 2013) ‘Mumbai: case study of a megacity’ *GeoFile 696*
* Lagos – Rutter, J. (Sept 2011) ‘Lagos: case study of a world city’ *GeoFile 650*
* Shanghai – Guinness, P. (2014) ‘Urban issues in Shanghai’ *GeoFile 511*
* Beijing – Guinness, P. (Sept 2010) ‘Beijing a global city’ *GeoFile 627*
* There is also a huge amount of material about London which is classified as a world city.
 | Good general reference books:Hall and Barrett, *Urban Geography*,2011(Routledge)Pacione M, *Urban geography: a global perspective*, 2009See also Drake G and Lee C, *The Urban challenge*, 2000 (Hodder)The United Nations publishes a number of useful annual reports on cities, including [The World Population Prospects: 2015 Revision](http://www.un.org/en/development/desa/publications/world-population-prospects-2015-revision.html)[The Urban Geography Research Group](http://www.urban-geography.org.uk/) (UGRG) of the Royal Geographical Society/Institute of British Geographers has a useful website with links and resources to many urban issues. There are further RGS urban geography resources and lectures on the [21st century challenges page](https://21stcenturychallenges.org/challenges) *Topic Eye, Geography Review* and *GeoFile/GeoActive* regularly have urban geography related articles. *The* *Guardian* newspaper also does a regular feature on cities @guardiancitiesRead the excellent article on mega and meta cities by Mark Rowe (2014) ‘Growing pains’ in *Geographical magazine.* (Sept, 2014)There are a lot of good resources on informal settlements in cities such as Mumbai (Dharavi), Nairobi (Kibera) and Rio (Rocinha). You could use[Comic Relief clips/ documentaries](https://www.youtube.com/watch?v=V2gN-uWTpIw) (Kibera) O’Donoghue R, (2011) ‘Squattor redevelopment in Rio de Janiero: an update’ *GeoActive 458*The *Andrew Marr’s Megacities* documentaries (2011) have some excellent material on the issues facing cities including London, Shanghai, Dhaka and Mexico City Episode 1: Living in the cityEpisode 2: Cities on the Edge Episode 3: Sustaining the CityWatch BBC documentary *Supersized Earth: A place to live* |

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| Week 2 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Suburbanisation, counter-urbanisation, urban resurgence.
* Urban change: deindustrialisation, decentralisation, rise of service economy.
* Urban policy and regeneration in Britain since 1979.
 | Use of key subject specific and technical terminology.Map skills.Interpretation and evaluation of a range of source material including textual and visual sources.Online research and presentation skills. | Discuss the causes and consequences of suburbanisation, counter-urbanisation and urban resurgence. Describe and explain the processes of deindustrialisation, decentralisation and rise of service economy. Understand the term urban policy and be able to outline a range of regeneration strategies in Britain since 1979.Appreciate that regeneration also occurred because of wider social, economic and demographic processes. | Define and distinguish between suburbanisation, counter-urbanisation and urban resurgence.Use OS maps to identify urban areas which have experienced suburbanisation, counter-urbanisation or urban resurgence.There are good links with the Changing places topic here – you could look at changing demographic, cultural, social and economic characteristics of settlements affected by these processes.Define deindustrialisation, decentralisation and the rise of the service economy and discuss their causes.Students to work in groups to research and present their findings relating to urban regeneration schemes adopted in the UK post 1979. These presentations should include a description of the policy, an example of where it was adopted and an evaluation of its impact.Extended writing task: Discuss the other wider social, economic and demographic processes which have led to regeneration in recent decades Link to suburbanisation, counter-urbanisation and urban resurgence.**Extension**: Doreen Massey wrote about a gender division of labour and the impacts of deindustrialisation on masculinity. Discuss changing gender roles in the UK as a result of deindustrialisation and the rise of service economy. | Stiff P, ‘Suburbs part 1 and 2’ in *Geography Review*, 24:2 and 24:4, 2010–2011Garrington S, ‘A case study of village suburbanisation’ *GeoFile 570*, April 2008Burton S, ‘Melbourne managing urban growth and change’ *GeoFile 498*, April 2005Rae A, ‘Impacts of cities on their surrounding area’ *GeoFile 394*, Jan 2001Burton S, ‘Pressures on the greenbelt from UK counter-urbanisation’ *GeoFile 414*, Jan 2002Punnett N, ‘UK rural issues’ *GeoFile 408*, Sep 2001Warbuton P, ‘Issues relating to greenfield and brownfield sites’ *GeoFile 421*, April 2002Bayliss T and Collins L, ‘Urban improvement: renewal and evolution’ *GeoFile 490*, Jan 2005Cathy Newman looks at the impact of the Olympics on East London in *National Geographic* (Aug 2012)Warbuton P, ‘Planning issues in today’s MEDC cities’ *GeoFile 675*, Sep 2012Dunn C, ‘Redevelop, regenerate, rebrand …’ in relation to Greater Manchester in *Topic Eye changing cities*, 2012Davies O, ‘The Emirates stadium: a case study of urban regeneration’ in *Geography Review,* 27:2, 2013Essex S and Ford P, *Coastal Urban Regeneration: Thirty Years of Change on Plymouth’s Waterfront*, Transactions of the Devonshire Association (evaluates the success of the New Deal Programme in Plymouth), 2015Tallon A, *Urban Regeneration in the UK*, 2010, RoutledgePumpkin interactive DVD Regenerating a city: the rebranding of GlasgowPumpkin DVD The 2012 Olympics and East London’s regeneration |

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| Week 3 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Urban characteristics in contrasting settings.
* Physical and human factors in urban forms.
* Spatial patterns of land use and the factors that influence them.
* New urban land uses: town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities.
* The concept of the post-modern western city.
 | Opportunities to develop skills such as drawing, labelling and annotating diagrams.Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.Fieldwork potential here. | Discuss the contrasting characteristics of cities across the world but recognise that both physical and human factors are important.Describe patterns of spatial land use in contrasting urban settings.Describe and discuss the most recent changes in the urban landscapes, such as town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities. Students will also be able to describe the concept of a post-modern western city. | Look at a range of OS maps to consider the relevance of physical geography in the siting of towns and cities (could use old OS exam map extracts). Discuss which physical factors were important and whether they are still important today. Could link with urban climate issues.Have human factors such as land prices become more relevant?London, Mexico City and Los Angeles worth discussing. You could also discuss the fact that informal settlements still tend to occupy sites with physical disadvantages (Rocinha on the steep hill sides of Rio).Urban fieldwork potential here investigating evidence of new urban landscapes in local city.Discuss reasons why urban areas have experienced a resurgence in recent years. What examples can the students think of? Link back to ideas of rebranding/reimaging places from Changing places topic.Watch the RGS online lecture on gentrification and discuss media coverage and articles about the 2015 anti-gentrification protests in East London.For a more active learning approach students could research gentrification from the point of view of different stakeholders. Feedback could then take the form of a debate/roleplay, or construction of SWOT analysis in groups. Link back to notion of insiders and outsiders from Changing places topic.Fortress cities: Discuss how and why security has become more of an issue in cities. **Extension 1**: link back to the notion of insiders and outsiders from Changing places topic. Issues of segregation can also be discussed. What are the ethical issues surrounding certain groups being excluded from particular places? Why has this happened?**Extension 2**: what is postmodernism? What evidence of postmodernism exists in UK cities or is it just an ‘American’ thing? | Melbourne B, ‘The socio-demographic structure of UK cities’ *GeoFile 405*, 2001Cheshire J and Uberti O, *London: the information capital*, 2014 (considers the growth of London over time and considers physical and human factors).Melbourne B, ‘Los Angeles: a multiple hazard area’ *GeoFile 419*, 2002 (considers the physical geography of LA and the impact of this on its inhabitants).Boot J, ‘The gentrification of the inner city: processes and fieldwork’ *GeoFile 496*, 2005View the RGS [online lecture on gentrification](http://www.rgs.org/WhatsOn/London%2BLectures/Online%2Blectures.htm)Read article and watch clip about [gentrification in Notting Hill, London](http://www.bbc.co.uk/news/magazine-18394017) See footage and discussion of [anti-gentrification protests in London in September 2015](http://www.theguardian.com/uk-news/2015/sep/27/shoreditch-cereal-cafe-targeted-by-anti-gentrification-protesters)  Fortress Cities: [American Mike Davis has written extensively about Los Angeles](http://homes.lmc.gatech.edu/~broglio/1101/davis.html) In UK, read about strategies to design out crime. See also [BBC Bitesize: Designing out crime](http://www.bbc.co.uk/education/clips/z8g76sg)  |

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| Week 4 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Spatial patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and the factors that influence them.
* Issues associated with these processes and strategies to manage them.
 | Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.Fieldwork and GIS potential here.An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. | Define the terms economic inequality, social segregation and cultural diversity.Describe and explain patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and discuss the factors that influence them.Discuss issues relating to economic inequality, social segregation and cultural diversity and outline the strategies adopted to manage these. | This is an excellent opportunity to use a range of GIS resources to investigate spatial patterns in economic inequality and cultural diversity.Primary data can be collected through urban fieldwork. Secondary data also available from a number of sources:[The Office for National Statistics](http://www.ons.gov.uk/) provides a range of data for different wards within urban areas. These statistics can be used alongside primary data on housing, land-use, provision of services and environmental quality to compare different parts of an urban area. [The Field Studies Council (FSC)](http://www.geography-fieldwork.org/) has numerous useful documents and resources on their website to help you investigate the quality of urban areas and inequalities. It is also worth looking at the 2015 Index of Multiple Deprivation data which measures relative deprivation. This can be viewed at [The Consumer Data Research Centre](http://maps.cdrc.ac.uk/) or [IMD explorer](http://dclgapps.communities.gov.uk/imd/idmap.html) **Extension**: Discuss the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. | Bennett P, ‘Multiculturalism in urban areas’ *GeoActive 462*, 2011Cowling D, ‘Multicultural UK: ethnic enclaves in the UK’ *GeoFile 715*, 2014Brighty P, ‘Understanding the multi-dimensional nature of urban poverty’ *GeoFile 720*, 2014Adams, Chamberlain and Lockheart, ‘The riots of 2011 and the role of multiculturalism’ *GeoFile 680*, 2013Melbourne B, ‘The socio-demographic structure of UK cities’ *GeoFile 405*, 2001To look at inequality in London, go to [London's Poverty Profile: Key facts](http://www.londonspovertyprofile.org.uk/key-facts/). Also, [London Mayor and Assembly](http://www.london.gov.uk/) and [London Mapper: A social atlas of London](http://www.londonmapper.org.uk/). Go also to [The Information Capital](http://theinformationcapital.com/) or see Cheshire J and Uberti O, *London: the information capital*, 2014with examples of GIS for London.See also [Oliver O'Brien's new map of diversity in London (2016)](https://21stcenturychallenges.org/2016/05/24/mapping-diversity-in-the-uk/) Turner S, ‘Housing issues in London’ in *Geography Review*, 27:2, 2013Danny Dorling has written and spoken extensively about inequality, particularly in London. (*The 32 stops: The Central Line*) It is worth looking too at [his other resources on his webpage](http://www.dannydorling.org/?page_id=2921)For inequality in another country, you could look at Bangalore in India (Pumpkin Interactive DVD) or Johannesburg. Read the article by Paul Webber, ‘Johannesburg: changing patterns in the city’ in *Geography Review:* 24, 4, 2011 |

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| Week 5 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * The impact of urban forms and processes on local climate and weather.
* Urban temperatures: the urban heat island effect.
* Precipitation: frequency and intensity.
* Fogs and thunderstorms in urban environments.
* Wind: the effects of urban structures and layout on wind speed, direction and frequency.
 | Opportunities to develop skills such as drawing, labelling and annotating diagrams.Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources. Maps showing spatial patterns –isoline maps.Fieldwork and GIS potential here. | Describe and explain how urban areas affect temperature, precipitation, fogs, thunderstorms and wind.Be familiar with terms such as the urban heat island, channelling and the venturi effect. | There are great opportunities for fieldwork here:* Changes in temperature and/or pollution levels can be measured and mapped across an urban area. Traffic counts at strategic points may show a correlation with such data.
* Measure the impact of buildings on wind.

Get students to produce isotherm maps using primary or secondary data.**Extension**: what are the implications of climate change on urban climatic events? Why is there particular concern regarding the urban heat island effect? | Parsons G, ‘Urban microclimates’ *GeoFile 457*, 2003An excellent source of information and video clips about urban climate can be found at [The British Geographer](http://thebritishgeographer.weebly.com/urban-climates.html)For an excellent range of urban heat island resources, go to [MetLink: Urban heat islands](http://www.metlink.org/other-weather/urban-heat-islands/urban-heat-island-background/) and [US Environmental Protection Agency: Heat island effect](https://www.epa.gov/heat-islands)  |

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| Week 6 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle, water movement through urban catchments as measured by hydrographs.
* Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS).
* River restoration and conservation in damaged urban catchments with reference to a specific project. Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes.
 | Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discussive/ creative.Fieldwork and GIS potential here. | Describe and explain the effect of urban surfaces on the water cycle.Analyse a hydrograph for an urban area.Define the term sustainable urban drainage systems (SUDS) and describe different SUDS strategies.Describe and evaluate a specific urban river restoration project, outlining the reasons for its restoration and the attitudes and contributions of the stakeholders involved. | Discuss the impacts of urbanisation on water movement through urban areas. This could be demonstrated simply by observing and comparing rain falling on hard surfaces and vegetated surfaces.Annotate and analyse an urban hydrograph.Online research for a case study of river restoration.**Extension 1**: A lot has been written about the fact that increasing numbers of people are replacing lawns and gardens with impermeable surfaces – what impact is this having? How could people be persuaded to reverse this trend? The RHS are running a campaign to encourage people to green up urban areas. For more information, go to: [RHS: Why greening grey Britain is important](https://www.rhs.org.uk/science/gardening-in-a-changing-world/greening-grey-britain/urban-planting).**Extension 2:** Look at the proposals (by a former Geography teacher) to [make London the first National Park City](http://www.nationalparkcity.london/).What would be the costs and benefits for London and the rest of the UK? (Link here with issues such as the urban heat island, air and water pollution and sustainability). | The Thames Estuary 2100 (TE2100) project is one response to the risk of flooding in London but other strategies are being adopted. Go to [London Climate Change Partnership](http://climatelondon.org.uk/) for more information. See information on the [Thames Tideway Tunnel](https://www.tideway.london/).The RHS are running a campaign to encourage people to green up urban areas. For more information and to look at the benefits see [RHS: Why greening grey Britain is important](https://www.rhs.org.uk/science/gardening-in-a-changing-world/greening-grey-britain/urban-planting).See [The British Geographer](http://thebritishgeographer.weebly.com/urban-climates.html) for an excellent source of information and video clips about urban climate.Dove J, ‘Urban ecosystems’ *GeoFile 590*, 2009.Details about the Cheonggyecheon river restoration project can be found at [WWF Global](http://wwf.panda.org/wwf_news/?204454/Seoul-Cheonggyecheon-river) and [Inhabitat](http://inhabitat.com/seoul-recovers-a-lost-stream-transforms-it-into-an-urban-park/) See also section on Cheonggyecheon river in ‘Environmental issues in a world city’ by Nick Middleton in *Geography Review* volume 27, number 1, Sept 2013. See also case study in Abbiss *et al*, *AQA A-level Geography*, Fourth edition, 2016, Hodder. |

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| Week 7 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Urban physical waste generation: sources of waste – industrial and commercial activity, personal consumption.
* Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes.
* The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, reduction (incineration), burial, submergence, trade.
* Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.
 | Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types. | Describe the different sources of urban waste and recognise that both quantities of waste produced and waste disposal methods vary according to economic development. Describe and evaluate a range of waste disposal methods.Compare and contrast incineration and landfill approaches to waste in a specified urban area. | What are the different sources of urban waste? Discuss how and why waste production varies across the world. Investigate and evaluate the different strategies for dealing with urban waste. Students could research waste from the point of view of different stakeholders. Feedback could then take the form of a debate/roleplay, or construction of SWOT analysis in groups.Online research of case study which allows the comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.Many urban waste centres now offer educational visits – it is worth looking at this option. | The World Bank is a useful source for [information on global waste](http://www.worldbank.org/en/news/feature/2012/06/06/report-shows-alarming-rise-in-amount-costs-of-garbage)Smith J, ‘Managing urban waste’ in *Topic Eye changing cities*, 2012Article on waste disposal in Taiwan by Chris Fitch, ‘A new lease of life’ *Geographical,* 2015Wheeler P, ‘Recycling costs and benefits’ *GeoFile 752*, 2016Bennett P, ‘Sustainable waste management in the West Midlands’ *GeoActive 496*, 2013Eddis T, ‘Managament of waste in cities: a DME’ *GeoFile 548*, 2007There are lots of resources about the world’s first offshore landfill in Singapore called [Semakau landfill](https://waste-management-world.com/a/semakau-landfill)[Plymouth energy from waste case study](http://www.kier.co.uk/case-study/view-all/plymouthefw/case-study.aspx)  The NGO Practical Action has some useful resources on [urban waste management](http://practicalaction.org/urban-waste-management-3). |
| Week 8 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Air quality: particulate and photo-chemical pollution.
* Pollution reduction policies.
* Other environmental problems in contrasting urban areas: water pollution and dereliction.
* Strategies to manage these problems.
* Impact of urban areas on local and global environments.
 | An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types.Maps showing spatial patterns –isoline maps.Fieldwork and GIS potential here. | Describe and distinguish between particulate and photo-chemical pollution.Be aware of the range of strategies being used to combat air pollution in urban areas.Describe and explain the causes of air pollution, water pollution and dereliction and outline strategies used to manage these problems. | Investigate the different causes and impacts of air pollution.London said to have 9,400 premature deaths annually due to air pollution. Could also look at concept of ‘Airpocalypse’ (Beijing)What are the main causes? What is being done to tackle this problem?Get students to produce isoline maps using (primary or) secondary air pollution data. Look for patterns and get students to describe and explain their findings.[Detroit would be a useful case study](http://www.detroitmi.gov/) to look at the impacts of deindustrialisation and dereliction. Ford has just announced new investment in the city which also makes it a useful case study for regeneration.**Extension**: weigh up the pros and cons of different strategies to manage problems of dereliction and pollution. | Warburton P, ‘Environmental issues in urban areas today’ *GeoFile 692*, 2013Parson G, ‘Air quality issues’ *GeoFile 656*, 2012Nagle G, ‘Air pollution in Beijing’ *GeoFile 383*, 2000An excellent source of information and video clips about urban climate can be found at [The British Geographer](http://thebritishgeographer.weebly.com/urban-climates.html)City pollution levels are monitored continuously and you can use this data to examine geographical patterns. Go to [London Air](http://www.londonair.org.uk/london/asp/nowcast.asp) for a ‘nowcast’, which is a service to show current pollution levels in detail across London in comparison with the Government's Air Pollution Index.Warbuton P, ‘Issues relating to greenfield and brownfield sites’ *GeoFile 421*, 2002Dove J, ‘Urban ecosystems’ *GeoFile 590*, 2009[Derelict London](http://www.derelictlondon.com/) includes over 3000 photographs of London sights not normally seen by tourists.  |
| Week 9 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| * Ecological footprint of major urban areas.
* Dimensions of sustainability: natural, physical, social and economic.
* Nature and features of sustainable cities. Concept of liveability.
* Contemporary opportunities and challenges in developing more sustainable cities.
* Strategies for developing more sustainable cities.
 | An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types. | Be able to define the terms ecological footprint, sustainability and liveability.Describe the features of a sustainable city.Recognise the opportunities and challenges for developing more sustainable cities.Describe and evaluate different methods used to create more sustainable cities. | As a starter and for context, students could [work out their own ecological footprint](http://www.myfootprint.org/).[UN Habitat](http://www.unhabitat.org/) – an organisation concerned with global urban issues has published a number of reports entitled *The State of the World’s Cities* which focus on sustainability issues. See also the report of the [UN World economic and social survey](http://www.un.org/en/development/desa/publications/world-economic-and-social-survey-2013-sustainable-development-challenges.html). Discuss the concepts of liveability and sustainability. Emphasise the need to look beyond simply environmental issues. Students to research different strategies adopted by cities to become more sustainable. There is lots going on in London but other well-documented cities include Curitiba, Freiburg and Singapore.**Extension**: Why does liveability mean different things to different people? Students could research and evaluate the Global liveability rankings. The 2015 rankings can be found at [The Economist: The world's most liveable cities](http://www.economist.com/blogs/graphicdetail/2015/08/daily-chart-5) **Extension 2**: Discuss the issue or urban resilience. What does it mean? Why are cities increasingly considering resilience? Go to [100 Resilient Cities](http://www.100resilientcities.org/). Examples include Rotterdam’s 2016 Resilience strategy. | See the [latest WWF Living Planet report](http://wwf.panda.org/about_our_earth/all_publications/living_planet_report/) which considers the impacts of urbanisation. Frost L, ‘Greening the city’ *GeoActive 481*, 2012Rawlings Smith E, ‘Abu Dhabi goes green?’ in *Geography Review*, 2012Evans L, ‘Sustainable cities’ *GeoFile 515*, 2006Nagle G, ‘Ecotowns’ *GeoFile 581*, 2009[Singapore – the ‘City in a garden’](https://www.nparks.gov.sg/about-us/city-in-a-garden)  is known for its green credentials. View details of the proposal to make London the first [National Park City](http://www.nationalparkcity.london/)A good article on greening London by Chris Fitch can be found in *Geographical* magazine, May 2016 entitled ‘A walk in the park.’ See also the [Greener London report](http://www.green-alliance.org.uk/Greener_London.php) by a consortium of environmental organisationsResearch the construction of the London garden bridge. For more information and useful video clips, go to [Garden Bridge London](https://www.gardenbridge.london/)The RHS are running a campaign to encourage people to green up urban areas. For more information, go to: [RHS: Why greening grey Britain is important](https://www.rhs.org.uk/science/gardening-in-a-changing-world/greening-grey-britain/urban-planting) [TED Talk](https://www.youtube.com/watch?v=1nROMmEJHbM) by Jaime Lerner, former Mayor of CuritibaWatch ['Fully Charged' documentary on Masdar City](https://www.youtube.com/watch?v=NIaz61zpLfs) (two parts) |

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| Week 10 |
| **Specification content** | **Subject specific skills development** | **Learning outcomes** | **Suggested learning activities (including ref to differentiation and extension activities)** | **Resources** |
| Case study development – this could be left to the end or built up over the course of the topic.Students are expected to study two contrasting urban areas to illustrate and analyse key themes set out in the specification, to include:* patterns of economic and social well-being and
* the nature and impact of physical environmental conditions

with reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations. | Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources. An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.Fieldwork and GIS potential here.Links back to Changing Places topic. | Build up their two contrasting place studies to illustrate and analyse the key themes set out in the specification.  | Students to collect (primary and) secondary data to produce two contrasting urban case studies. Particular attention should be given to:* patterns of economic and social well-being
* the nature and impact of physical environmental conditions.
 | Data is readily available for most cities in some form or another. For census data and social and economic characteristics of places in the UK go to: [Office for National Statistics](http://www.neighbourhood.statistics.gov.uk/) [DataShine Census](http://www.datashine.org.uk/) and [Consumer Data Research Centre](http://maps.cdrc.ac.uk/) provide interactive visualisation of census data[Local Government Association](http://about.esd.org.uk/) [UK Local Area](http://www.uklocalarea.com/) and [Check My Area](http://www.checkmyarea.com/) can provide localised data on information such as house prices, school results, council tax and crime. For health-related data go to [Public Health Outcomes Framework](http://www.phoutcomes.info/). All of these can be used to show inequality*The Guardian* publishes features on cities around the world. |