

# Geography

## KS5 Unit 6: Contemporary Urban Environments

<b>Assessment Opportunities</b>	<b>Literacy/Reading opportunities</b>	<b>CEIAG Links</b>
<p>During each unit a number of mini mocks will take place throughout. These will be used to assess understanding and guide future learning.</p> <p>During the year, students complete a mid-year and end-of year assessment which assesses students on all content covered.</p>	<p>Vocabulary is detailed throughout the topic and is highlighted at the beginning of each topic within the classroom.</p> <p>Reading opportunities take place regularly throughout all Geography schemes of learning.</p> <p>Extended writing opportunities take place regularly throughout all Geography schemes of learning. This is identified within this SOL.</p>	<p>Use of satellite images.</p> <p>Use of different forms of maps and mapping tools.</p> <p>Links to urban development throughout the topic.</p> <p>Global decision making/ politics/ international development/ international management/ urban planning/ engineering</p>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## Human geography: Contemporary urban environments

### 2.3 Contemporary urban environments

Assessment		Knowledge strands/links to previous learning		Homework/independent study	
Mini-tests will take place throughout each topic. Mini-mocks will take place throughout the unit on the following topics: <ul style="list-style-type: none"> <li>• Urbanisation trends</li> <li>• Issues with urbanization</li> <li>• Sustainable urban development</li> </ul>		Students should have a solid foundation of knowledge from this topic through the study of the Geography GCSE unit on Changing urban environments.		Will be set each week by the class teacher. Tasks will include: <ul style="list-style-type: none"> <li>• Further reading</li> <li>• Guided research into tourism sectors</li> <li>• Guided writing practice</li> </ul>	
Specification content	Subject-specific skills development	Learning outcomes	Suggested Learning activities (including ref to differentiation and extension activities)	Resources	
<ul style="list-style-type: none"> <li>• Global patterns of urbanisation since 1945.</li> <li>• Economic, social, technological, political and demographic</li> </ul>	Use of key subject specific and technical terminology.  Online research.  Collect, analyse	Students will have a clear understanding of the terms urbanisation and urban growth.  Students will be able to describe and explain the	To introduce the topic of Contemporary urban environments, you could show the students the first few minutes of <i>Andrew Marr's Megacities</i> which outlines some of the key issues facing the 21 <sup>st</sup> century. Alternatively, you could	Good general reference books: Hall and Barrett (2011) <i>Urban Geography</i> (Routledge)  Pacione M, (2009) <i>Urban geography: a global perspective</i>	

<p>processes associated with urbanisation and urban growth.</p> <ul style="list-style-type: none"> <li>• The emergence of megacities and world cities and their role in global and regional economies.</li> <li>• Contemporary characteristics or mega/world cities.</li> </ul>	<p>and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.</p>	<p>changing global patterns of urbanisation since 1945.</p> <p>Students will be able to discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p> <p>Students will be able to explain the emergence of megacities and world cities, describe their characteristics and discuss their role in global and regional economies.</p>	<p>select a small section from <i>Slumdog Millionaire</i> or <i>Kolkata with Sue Perkins</i> 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.</p> <p>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.</p> <p><b>Extension:</b> You can draw links with the Changing Places topic here, with discussion on homogenisation, clone towns and placelessness.</p> <p>Students can work in groups to research and produce presentations on different world cities and megacities. Examples might include:  <b>MUMBAI</b> Wraight, P. (Sept 2013)</p>	<p>See also Drake, G. and Lee, C. (2000) <i>The Urban challenge</i> (Hodder)</p> <p>The United Nations publishes a number of useful annual reports on cities, including <a href="#">The World Population Prospects: 2015 Revision</a>.</p> <p><a href="#">The Urban Geography Research Group</a> (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 <a href="#">21st Century challenges page</a>.</p> <p><i>Topic Eye</i>, <i>Geography Review</i> and <i>GeoFile/GeoActive</i> regularly have urban geography related articles. <i>The Guardian</i> newspaper also does a regular feature on cities @guardiancities</p> <p>Read the excellent article on mega and meta cities by Mark Rowe (2014) ‘Growing pains’ in <i>Geographical magazine</i>. (Sept, 2014)</p> <p>There are a lot of good resources on informal settlements in cities such as Mumbai (Dharavi), Nairobi (Kibera) and Rio (Rocinha) . You could use</p>
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			<p>'Mumbai: case study of a megacity' <i>GeoFile 696</i></p> <p><b>LAGOS</b> Rutter, J. (Sept 2011) 'Lagos: case study of a world city' <i>GeoFile 650</i></p> <p><b>SHANGHAI</b> Guinness, P. (2014) 'Urban issues in Shanghai' <i>GeoFile 511</i></p> <p><b>BEIJING</b> Guinness, P. (Sept 2010) 'Beijing a global city' <i>GeoFile 627</i></p> <p>There is also a huge amount of material about London which is classified as a world city.</p>	<p><a href="#">Comic Relief clips/ documentaries</a> (Kibera)</p> <p>O'Donoghue, R. (2011) 'Squatter redevelopment in Rio de Janeiro: an update' <i>GeoActive 458</i></p> <p>The <i>Andrew Marr's Megacities</i> documentaries (2011) have some excellent material on the issues facing cities including London, Shanghai, Dhaka and Mexico City Episode 1: Living in the city Episode 2: Cities on the Edge Episode 3: Sustaining the City Watch BBC documentary <i>Supersized Earth: A place to live</i></p>
<ul style="list-style-type: none"> <li>• Suburbanisation, counter-urbanisation, urban resurgence.</li> <li>• Urban change: deindustrialisation, decentralisation, rise of service economy.</li> <li>• Urban policy and regeneration in Britain since 1979.</li> </ul>	<p>Use of key subject specific and technical terminology. Map skills.</p> <p>Interpretation and evaluation of a range of source material including textual and visual sources.</p> <p>Online research</p>	<p>Students will be able to discuss the causes and consequences of suburbanisation, counter-urbanisation and urban resurgence.</p> <p>Students will be able to describe and explain the processes of deindustrialisation, decentralisation and rise of service economy.</p> <p>Students will understand</p>	<p>Define and distinguish between suburbanisation, counter-urbanisation and urban resurgence.</p> <p>Use OS maps to identify urban areas which have experienced suburbanisation, counter-urbanisation or urban resurgence.</p> <p>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</p>	<p>Stiff, P. (2010-2011) Suburbs part 1 and 2 in <i>Geography Review</i>, 24:2 and 24:4.</p> <p>Garrington, S. (April 2008) 'A case study of village suburbanisation' <i>GeoFile 570</i></p> <p>Burton, S. (April 2005) 'Melbourne managing urban growth and change' <i>GeoFile 498</i></p> <p>Rae, A. (Jan 2001) 'Impacts of cities on their surrounding area' <i>GeoFile 394</i></p> <p>Burton, S. (Jan 2002) 'Pressures on</p>

	<p>and presentation skills.</p>	<p>the term urban policy and be able to outline a range of regeneration strategies in Britain since 1979.</p> <p>Students should also appreciate that regeneration also occurred because of wider social, economic and demographic processes.</p>	<p>processes.</p> <p>Define deindustrialisation, decentralisation and the rise of the service economy and discuss their causes.</p> <p>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.</p> <p>Extended writing task: Discuss the other wider social, economic and demographic processes which have led to regeneration in recent decades</p> <p>Link to suburbanisation, counter-urbanisation and urban resurgence.</p> <p><b>Extension:</b> 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.</p>	<p>the greenbelt from UK counter-urbanisation' <i>GeoFile 414</i></p> <p>Punnett, N. (Sept 2001) 'UK rural issues' <i>GeoFile 408</i></p> <p>Warbuton, P. (April 2002) 'Issues relating to greenfield and brownfield sites' <i>GeoFile 421</i></p> <p>Bayliss, T. and Collins, L. (Jan 2005) 'Urban improvement: renewal and evolution' <i>GeoFile 490</i></p> <p>Cathy Newman looks at the impact of the Olympics on East London in <i>National Geographic</i> (Aug 2012)</p> <p>Warbuton, P. (Sept 2012) 'Planning issues in today's MEDC cities' <i>GeoFile 675</i></p> <p>Dunn, C. (2012/3) 'Redevelop, regenerate, rebrand ...' in relation to Greater Manchester in <i>Topic Eye changing cities</i>.</p> <p>Davies, O. (2013) 'The Emirates stadium: a case study of urban regeneration' in <i>Geography Review</i>, 27:2.</p> <p>Essex, S. and Ford, P. (2015) 'Coastal Urban Regeneration: Thirty Years of Change on Plymouth's Waterfront.' <i>Transactions of the Devonshire Association</i> (evaluates the success of</p>
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				<p>the New Deal Programme in Plymouth)</p> <p>Tallon, A. 2010. <i>Urban Regeneration in the UK</i>. (Routledge, London).</p> <p>Pumpkin interactive dvd Regenerating a city: the rebranding of Glasgow.</p> <p>Pumpkin dvd The 2012 Olympics and East London's regeneration.</p>
<ul style="list-style-type: none"> <li>• Urban characteristics in contrasting settings.</li> <li>• Physical and human factors in urban forms.</li> <li>• Spatial patterns of land use and the factors that influence them.</li> <li>• New urban land uses: town centre mixed developments, cultural and heritage quarters, fortress landscapes,</li> </ul>	<p>Opportunities to develop skills such as drawing, labelling and annotating diagrams.</p> <p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.</p> <p>Fieldwork potential here.</p>	<p>Students will be able to discuss the contrasting characteristics of cities across the world but recognise that both physical and human factors are important.</p> <p>Students will be able to describe patterns of spatial land use in contrasting urban settings.</p> <p>Students will be able to describe and discuss the most recent changes in the urban landscapes, such as town centre mixed</p>	<p>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 here with urban climate issues.</p> <p>Have human factors such as land prices become more relevant? London, Mexico City and Los Angeles worth discussing here. You could also discuss the fact that informal settlements still tend to occupy sites with physical</p>	<p>Melbourne, B. (September 2001) 'The socio-demographic structure of UK cities' <i>GeoFile 405</i></p> <p>The excellent book by Cheshire, J. and Uberti, O. (2014) <i>London: the information capital</i> considers the growth of London over time and considers physical and human factors</p> <p>Melbourne, B. (Jan 2002) 'Los Angeles: a multiple hazard area' <i>GeoFile 419</i> considers the physical geography of LA and the impact of this on its inhabitants.</p> <p>Boot, J. (April 2005) 'The gentrification of the inner city:</p>

<p>gentrified inner areas and edge cities.</p> <ul style="list-style-type: none"> <li>The concept of the post-modern western city.</li> </ul>		<p>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.</p>	<p>disadvantages, eg (Rocinha on the steep hill sides of Rio).</p> <p>Urban fieldwork potential here investigating evidence of new urban landscapes in local city.</p> <p>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.</p> <p>Watch the RGS online lecture on gentrification and discuss media coverage and articles about the 2015 anti-gentrification protests in East London</p> <p>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/role play, or construction of SWOT analysis in groups etc. Link back to notion of insiders and outsiders from Changing Places topic.</p> <p>Fortress Cities: Discuss how and why security has become more of an issue in cities? <b>Extension 1:</b> link</p>	<p>processes and fieldwork' <i>GeoFile 496</i></p> <p>View the RGS <a href="#">online lecture on gentrification</a></p> <p>Read article and watch clip about <a href="#">gentrification in Notting Hill, London</a></p> <p>See footage and discussion of <a href="#">anti-gentrification protests in London in September 2015</a></p> <p>Fortress Cities: <a href="#">American Mike Davis has written extensively about Los Angeles</a></p> <p>In UK, read about strategies to design out crime. See also <a href="#">BBC Bitesize: Designing out crime</a></p>
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			<p>back to the notion of insiders and outsiders from Changing Places topic. Issues of segregation can also be discussed here. What are the ethical issues surrounding certain groups being excluded from particular places? Why has this happened?</p> <p><b>Extension 2:</b> what is postmodernism? What evidence of postmodernism exists in UK cities or is it just an “American” thing?</p>	
<ul style="list-style-type: none"> <li>• Spatial patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and the factors that influence them.</li> <li>• Issues associated with these processes and strategies to manage them.</li> </ul>	<p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.</p> <p>Fieldwork and GIS potential here.</p> <p>An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.</p> <p>Understanding of</p>	<p>Students will be able to define the terms economic inequality, social segregation and cultural diversity.</p> <p>Students will be able to describe and explain patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and discuss the factors that influence them.</p> <p>Students will be able to discuss issues relating to economic inequality, social segregation and cultural diversity and outline the</p>	<p>This is an excellent opportunity to use a range of GIS resources to investigate spatial patterns in economic inequality and cultural diversity.</p> <p>Primary data can be collected through urban fieldwork. Secondary data also available from a number of sources:  <a href="#">The Office for National Statistics</a> 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.  <a href="#">The Field Studies Council (FSC)</a> has numerous useful documents and</p>	<p>Bennett, P. (2011) ‘Multiculturalism in urban areas’ <i>GeoActive</i> 462</p> <p>Cowling, D. (April 2014) ‘Multicultural UK: ethnic enclaves in the UK’ <i>GeoFile</i> 715</p> <p>Brighty, P. (Sept 2014) ‘Understanding the multi-dimensional nature of urban poverty’ <i>GeoFile</i> 720</p> <p>Adams, Chamberlain and Lockheart, (Jan 2013) ‘The riots of 2011 and the role of multiculturalism’ <i>GeoFile</i> 680</p> <p>Melbourne, B. (September 2001) ‘The socio-demographic structure of UK cities’ <i>GeoFile</i> 405</p> <p>To look at inequality in London, go to <a href="#">London's Poverty Profile: Key facts.</a> Also, <a href="#">London Mayor and Assembly</a> and</p>



	<p>the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p>	<p>strategies adopted to manage these.</p>	<p>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 <a href="#">The Consumer Data Research Centre</a> or <a href="#">IMD explorer</a></p> <p><b>Extension:</b> Discuss the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p>	<p><a href="#">London Mapper: A social atlas of London</a>. Go also to <a href="#">The Information Capital</a> or get hold of the excellent book by Cheshire, J. and Uberti, O. (2014) <i>London: the information capital</i> with fabulous examples of G.I.S. for London.</p> <p>See also <a href="#">Oliver O'Brien's new map of diversity in London (2016)</a></p> <p>Turner, S. (2013) 'Housing issues in London' in <i>Geography Review</i>, 27:2.</p> <p><b>Danny Dorling</b> has written and spoken extensively about inequality, particularly in London. (<i>The 32 stops: The Central Line</i>) It is worth looking too at <a href="#">his other resources on his webpage</a>.</p> <p>For inequality in another country, you could look at <b>Bangalore</b> in India (Pumpkin Interactive dvd) or <b>Johannesburg</b>. Read the article by Paul Webber (2011) 'Johannesburg: changing patterns in the city' in <i>Geography Review</i>: 24, 4.</p>
<ul style="list-style-type: none"> <li>• The impact of urban forms and processes on local climate and weather.</li> <li>• Urban</li> </ul>	<p>Opportunities to develop skills such as drawing, labelling and annotating</p>	<p>Students will be able to describe and explain how urban areas affect temperature, precipitation, fogs,</p>	<p>There are great opportunities for fieldwork here:</p> <ul style="list-style-type: none"> <li>• Changes in temperature and/or pollution levels can</li> </ul>	<p>Parsons, G. (Sept 2003) 'Urban microclimates' <i>GeoFile</i> 457</p> <p>An excellent source of information and video clips about urban climate can be</p>

<p>temperatures: the urban heat island effect.</p> <ul style="list-style-type: none"> <li>• Precipitation: frequency and intensity.</li> <li>• Fogs and thunderstorms in urban environments.</li> <li>• Wind: the effects of urban structures and layout on wind speed, direction and frequency.</li> </ul>	<p>diagrams.</p> <p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.</p> <p>Maps showing spatial patterns – isoline maps.</p> <p>Fieldwork and GIS potential here.</p>	<p>thunderstorms and wind.</p> <p>Students will be familiar with terms such as the urban heat island, channeling and the venturi effect.</p>	<p>be measured and mapped across an urban area. Traffic counts at strategic points may show a correlation with such data.</p> <ul style="list-style-type: none"> <li>• Measure the impact of buildings on wind.</li> </ul> <p>Get students to produce isotherm maps using primary or secondary data.</p> <p><b>Extension:</b> what are the implications of climate change on urban climatic events? Why is there particular concern regarding the urban heat island effect?</p>	<p>found here at <a href="#">The British Geographer</a>.</p> <p>For an excellent range of urban heat island resources, go to <a href="#">MetLink: Urban heat islands</a> and <a href="#">US Environmental Protection Agency: Heat island effect</a></p>
<ul style="list-style-type: none"> <li>• Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle, water movement through urban catchments as measured by hydrographs.</li> <li>• Issues associated with catchment management in</li> </ul>	<p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.</p> <p>Fieldwork and GIS potential here.</p>	<p>Students will be able to describe and explain the effect of urban surfaces on the water cycle.</p> <p>Students will be able to analyse a hydrograph for an urban area.</p> <p>Students will be able to define the term sustainable urban drainage systems (SUDS) and describe different SUDS strategies.</p>	<p>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.</p> <p>Annotate and analyse an urban hydrograph</p> <p>Online research for a case study of river restoration</p> <p><b>Extension 1:</b> A lot has been written about the fact that increasing</p>	<p>The Thames Estuary 2100 (TE2100) project is one response to the risk of flooding in London but other strategies are being adopted. Go to <a href="#">London Climate Change Partnership</a> for more information on these.</p> <p>See information on the <a href="#">Thames Tideway Tunnel</a>.</p> <p>The RHS are running a campaign to encourage people to green up urban areas. For more information and to look at the benefits, go to: <a href="#">RHS: Why greening grey Britain is important</a>.</p>

<p>urban areas. The development of sustainable urban drainage systems (SUDS)</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p>Students will be able to describe and evaluate a specific urban river restoration project, outlining the reasons for its restoration and the attitudes and contributions of the stakeholders involved.</p>	<p>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: <a href="#">RHS: Why greening grey Britain is important</a></p> <p><b>Extension 2:</b> Look at the proposals (by a former Geography teacher) to <a href="#">make London the first National Park City</a>. 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)</p>	<p>See <a href="#">The British Geographer</a> for an excellent source of information and video clips about urban climate. Dove, J. (April 2009) 'Urban ecosystems' <i>GeoFile 590</i></p> <p>Details about the Cheonggyecheon river restoration project can be found at <a href="#">WWF Global</a> and <a href="#">Inhabitat</a></p> <p>See also section on Cheonggyecheon river in 'Environmental issues in a world city' by Nick Middleton in <i>Geography Review</i> volume 27, number 1 (Sept 2013)</p> <p>See also case study in Abbiss et al (2016) AQA A-level Geography Fourth edition (Hodder)</p>
<ul style="list-style-type: none"> <li>Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption.</li> <li>Relation of waste components and waste streams to</li> </ul>	<p>Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different</p>	<p>Students will be able to describe the different sources of urban waste and recognize that both quantities of waste produced and waste disposal methods vary according to economic development.</p>	<p>What are the different sources of urban waste? Discuss how and why waste production varies across the world.</p> <p>Investigate and evaluate the different strategies for dealing with urban waste. Students could research waste from the point of view of different stakeholders.</p>	<p>The World Bank is a useful source for <a href="#">information on global waste</a>.</p> <p>Smith, J. (2012/3) 'Managing urban waste' in <i>Topic Eye changing cities</i>. See the excellent article on waste disposal in Taiwan by Chris Fitch entitled 'A new lease of life' (June 2015) in <i>Geographical</i> magazine. Wheeler, P. (April 2016) 'Recycling</p>

<p>economic characteristics, lifestyles and attitudes.</p> <ul style="list-style-type: none"> <li>• The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, reduction (incineration), burial, submergence, trade.</li> <li>• Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.</li> </ul>	<p>information types</p>	<p>Students will be able to describe and evaluate a range of waste disposal methods.</p> <p>Students will be able to compare and contrast incineration and landfill approaches to waste in a specified urban area.</p>	<p>Feedback could then take the form of a debate/role play, or construction of SWOT analysis in groups etc.</p> <p>Online research of case study which allows the comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area</p> <p>Many urban waste centres now offer educational visits – it is worth looking at this option.</p>	<p>costs and benefits' <i>GeoFile 752</i>  Bennett, P. (2013) 'Sustainable waste management in the West Midlands' <i>GeoActive 496</i>  Eddis, T. (2007) 'Management of waste in cities: a DME' <i>GeoFile 548</i>  There are lots of resources about the world's first offshore landfill in Singapore called <a href="#">Semakau landfill</a>.</p> <p><a href="#">Plymouth Energy from Waste case study</a></p> <p>The NGO Practical Action has some useful resources on <a href="#">Urban waste management</a>.</p>
<ul style="list-style-type: none"> <li>• Air quality: particulate and photo-chemical pollution.</li> <li>• Pollution reduction policies.</li> <li>• Other environmental problems in contrasting urban</li> </ul>	<p>An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.</p> <p>Collect, analyse</p>	<p>Students will be able to describe and distinguish between particulate and photo-chemical pollution.</p> <p>Students will be aware of the range of strategies being used to combat air pollution in urban areas.</p>	<p>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?</p>	<p>Warbuton, P. (April 2013) 'Environmental issues in urban areas today' <i>GeoFile 692</i>  Parson, G. (Jan 2012) 'Air quality issues' <i>GeoFile 656</i>  Nagle, G. (Sept 2000) 'Air pollution in Beijing' <i>GeoFile 383</i></p> <p>An excellent source of information and</p>

<p>areas: water pollution and dereliction.</p> <ul style="list-style-type: none"> <li>• Strategies to manage these problems.</li> <li>• Impact of urban areas on local and global environments.</li> </ul>	<p>and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types.</p> <p>Maps showing spatial patterns – isoline maps.</p> <p>Fieldwork and GIS potential here.</p>	<p>Students will be able to describe and explain the causes of air pollution, water pollution and dereliction and outline strategies used to manage these problems.</p>	<p>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.</p> <p><a href="#">Detroit would be a useful case study</a> 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.</p> <p><b>Extension:</b> weigh up the pros and cons of different strategies to manage problems of dereliction and pollution.</p>	<p>video clips about urban climate can be found here at <a href="#">The British Geographer</a>.</p> <p>City pollution levels are monitored continuously and you can use this data to examine geographical patterns. Go to <a href="#">London Air</a> 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.</p> <p>Warbuton, P. (April 2002) ‘Issues relating to greenfield and brownfield sites’ <i>GeoFile 421</i></p> <p>Dove, J. (April 2009) ‘Urban ecosystems’ <i>GeoFile 590</i></p> <p>The <a href="#">Derelict London</a> website includes over 3000 photographs of London sights not normally seen by tourists.</p>
<ul style="list-style-type: none"> <li>• Ecological footprint of major urban areas.</li> <li>• Dimensions of sustainability: natural, physical, social and economic.</li> <li>• Nature and features of sustainable cities. Concept of liveability.</li> </ul>	<p>An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.</p> <p>Collect, analyse and interpret</p>	<p>Students will be able to define the terms ecological footprint, sustainability and liveability. Students will be able to describe the features of a sustainable city. Students will be able to recognize the opportunities and</p>	<p>As a starter and for context, students could <a href="#">work out their own ecological footprint</a>.</p> <p><a href="#">UN Habitat</a> – 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. A new World Cities Report is due to be published by the UN in</p>	<p>Look at the <a href="#">latest WWF Living Planet report</a> which considers the impacts of urbanisation.</p> <p>Frost, L. (2012) ‘Greening the city’ <i>GeoActive 481</i></p> <p>Rawlings Smith, E. (2012) ‘Abu Dhabi goes green?’ in <i>Geography Review</i>.</p> <p>Evans, L. (Jan 2006) ‘Sustainable cities’ <i>GeoFile 515</i></p> <p>Nagle, G. (Jan 2009) ‘Ecotowns’</p>

<ul style="list-style-type: none"> <li>Contemporary opportunities and challenges in developing more sustainable cities.</li> <li>Strategies for developing more sustainable cities.</li> </ul>	<p>information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types.</p>	<p>challenges for developing more sustainable cities. Students will be able to describe and evaluate different methods used to create more sustainable cities.</p>	<p>2015/2016. See also the report of the <a href="#">UN World economic and social survey</a>. 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.</p> <p><b>Extension:</b> 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 <a href="#">The Economist: The world's most liveable cities</a></p> <p><b>Extension 2:</b> Discuss the issue of urban resilience. What does it mean? Why are cities increasingly considering resilience? Go to <a href="#">100 Resilient Cities</a>. Examples include Rotterdam's 2016 Resilience strategy</p>	<p><i>GeoFile 581</i></p> <p><a href="#">Singapore - the 'City in a garden'</a> is known for its green credentials. View details of the proposal to make London the first <a href="#">National Park City</a>.</p> <p>A good article on greening London by Chris Fitch can be found in <i>Geographical</i> magazine, May 2016 entitled 'A walk in the park.' See also the <a href="#">Greener London report</a> by a consortium of environmental organisations. Research the construction of the London garden bridge. For more information and useful video clips, go to <a href="#">Garden Bridge London</a>.</p> <p>The RHS are running a campaign to encourage people to green up urban areas. For more information, go to: <a href="#">RHS: Why greening grey Britain is important</a></p> <p><a href="#">TED Talk</a> by Jaime Lerner, former Mayor of Curitiba.</p> <p>Watch <a href="#">"Fully Charged" documentary on Masdar City</a> (two parts).</p>
<p>Case study development – this could be left to the end or built up over the course</p>	<p>Collect, analyse and interpret a</p>	<p>Students will have time to build up their two</p>	<p>Students to collect (primary and) secondary data to produce two</p>	<p>Data is readily available for most cities in some form or another.</p>

<p>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:</p> <ul style="list-style-type: none"> <li>• patterns of economic and social well-being and</li> <li>• the nature and impact of physical environmental conditions</li> </ul> <p>with reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations</p>	<p>range of qualitative and quantitative data from a range of primary and secondary sources</p> <p>An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data</p> <p>Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities</p> <p>Fieldwork and GIS potential here</p> <p>Links back to Changing Places topic</p>	<p>contrasting place studies to illustrate and analyse the key themes set out in the specification.</p>	<p>contrasting urban case studies. Particular attention should be given to:</p> <ol style="list-style-type: none"> <li>1. patterns of economic and social well-being and</li> <li>2. the nature and impact of physical environmental conditions</li> </ol>	<p>For census data and social and economic characteristics of places in the UK, go to: <a href="#">Office for National Statistics</a></p> <p><a href="#">DataShine Census</a> and <a href="#">Consumer Data Research Centre</a> provide interactive visualisation of census data.</p> <p><a href="#">Local Government Association UK Local Area</a> and <a href="#">Check My Area</a> can provide localised data on information such as house prices, school results, council tax and crime. For health-related data, go to <a href="#">Public Health Outcomes Framework</a>. All of these can be used to show inequality.</p> <p>The Guardian newspaper does some good features on cities around the world.</p>
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