



# YEAR 10 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Urban Issues and Challenges



### Curriculum Intent

In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following the AQA GCSE Specification, the following this term:

- 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 including HICs and LICs
- Factors affecting the rate of urbanisation - migration (push - pull theory), natural increase.
- The emergence of mega-cities.

- Urban growth creates opportunities and challenges for cities in LICs and NEEs. Case study of Rio to illustrate:

the location and importance of the city, regionally, nationally and internationally  
causes of growth: natural increase and migration

how urban growth has created opportunities:

- social: access to services – health, education; access to resources -water supply, energy
- economic: how urban industrial areas can be a stimulus for economic development.

how urban growth has created challenges:

- managing urban growth - slums, squatter settlements
- providing clean water, sanitation systems and energy
- providing access to services - health and education,
- reducing unemployment, crime
- managing environmental issues - waste disposal, air and water pollution, traffic congestion.

An example of how urban planning is improving the quality of life for the urban pool.

- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Case study of Manchester 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

how urban change has created opportunities:

- social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems
- environmental: urban greening

how urban change has created challenges:

### Skills/Assessment Objective Links

	<ul style="list-style-type: none"> <li>○ social and economic: urban deprivation, inequalities in housing, education, health and employment</li> <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> <ul style="list-style-type: none"> <li>• Urban sustainability requires management of resources and transport.</li> </ul> <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> </ul> <p>How urban transport strategies are used to reduce traffic congestion.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Understanding the world around us. Appreciating that people have differing viewpoints regarding situations in their local community. Appreciation of the challenges and solutions or urban living</p> <p><b>PSHE/British Values:</b> Understanding the world around us and appreciating that we have a right to have a say regarding events and situations in our communities.</p> <p><b>Skills Builder:</b> Identifying landforms on OS maps. Data analysis, latitude longitude coordinates.</p>
<b>Numeracy</b>	Analysis of data.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Assess, calculate, compare, complete, describe, discuss, evaluate, explain, identify, justify, outline, state, suggest, to what extent, evidence, annotate</p> <p><b>Vocabulary Tier 3:</b> Urbanisation, High Income Country, Newly Emerging Economy, Low Income Country, Migration, Natural Increase, Megacity, Social Opportunities, Economic Opportunities, Squatter Settlements, Traffic Congestion, Population Distribution, Urban Regeneration, Sustainable Urban Living, Grey Water.</p> <p><b>Reading:</b> Decision making exercise; reading different sources of information on urban challenges in Rio and/or Manchester</p> <p><b>Writing:</b> Decision making exercise.</p> <p><b>Oracy:</b> roleplay; differing viewpoints on regeneration.</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Local Government. National Government. Councillor. Careers in tourism. Regeneration.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Describe and explain the distribution of megacities</li> <li>• Understand the factors affecting the rate of urbanisation</li> </ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• Describe the location of Rio and explain its importance nationally, regionally and internationally.</li> <li>• Identify, describe and explain the social opportunities and challenges facing Rio.</li> <li>• Identify, describe and explain the economic opportunities and challenges facing Rio.</li> <li>• Identify, describe and explain the environmental opportunities and challenges facing Rio.</li> <li>• Understand the strategies in place to improve the living conditions in Rio's squatter settlements</li> <li>• Describe the location of Manchester and explain its importance nationally, regionally and internationally.</li> <li>• Identify, describe and explain the social opportunities and challenges facing Manchester.</li> <li>• Identify, describe and explain the economic opportunities and challenges facing Manchester.</li> <li>• Identify, describe and explain the environmental opportunities and challenges facing Manchester.</li> <li>• Understand the strategies being employed to make urban areas more sustainable.</li> </ul>
<b>Current learning to be developed in the future within:</b>	A Level – Contemporary Urban Environments. Changing Places.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.