



## YEAR 12 SUMMER TERM

'An ambitious curriculum that meets the needs of all'


### Medium Term Planning - Topic: Contemporary Urban Environments

#### Curriculum Intent

In addition to working further on objectives from Years 7 – 12, pupils will be taught, following the AQA A-level specification, the following this term:

1. Global patterns of urbanisation since 1945.
2. Economic, social, technological, political and demographic processes associated with urbanisation and urban growth.
3. The emergence of megacities and world cities and their role in global and regional economies.
4. Contemporary characteristics of mega/world cities.
5. Suburbanisation, counter-urbanisation, urban resurgence.
6. Urban change: deindustrialization, decentralisation, rise of service economy.
7. Urban policy and regeneration in Britain since 1979.
8. Urban characteristics in contrasting settings.
9. Physical and human factors in urban forms.
10. Spatial patterns of land use and the factors that influence them.
11. New urban land uses: town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities.
12. The concept of the post-modern western city
13. Spatial patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and the factors that influence them.
14. Issues associated with these processes and strategies to manage them.
15. The impact of urban forms and processes on local climate and weather.
16. Urban temperatures: the urban heat island effect.
17. Precipitation: frequency and intensity.
18. Fogs and thunderstorms in urban environments.
19. Wind: the effects of urban structures and layout on wind speed, direction and frequency.
20. Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle, water movement through urban catchments as measured by hydrographs.
21. Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS)
22. 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.
23. Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption.
24. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes.
25. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, reduction (incineration), burial, submergence, trade.
26. Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area
27. Air quality: particulate and photo-chemical pollution.
28. Pollution reduction policies.
29. Other environmental problems in contrasting urban areas: water pollution and dereliction.
30. Strategies to manage these problems.
31. Impact of urban areas on local and global environments.
32. Ecological footprint of major urban areas.
33. Dimensions of sustainability: natural, physical, social and economic.
34. Nature and features of sustainable cities. Concept of liveability.

#### Skills/Assessment Objective Links

	<p>35. Contemporary opportunities and challenges in developing more sustainable cities.</p> <p>36. Strategies for developing more sustainable cities.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Exploring the values and viewpoints of people around the world. Understanding that rules and laws have cultural influences. Pollution and its effects. Flooding and flood management.</p> <p><b>PSHE/British Values:</b> Understanding our place in the world and the way that our industrial landscape has changed over the past 100 years.</p> <p><b>Skills Builder:</b> Analysis of quantitative and qualitative data. Analysis of different types of maps; flow lines/geo-spatial/proportional symbols/choropleth. Interpretation of different types of graphs; line graphs, bar graphs, graphs with logarithmic scales. Statistics: spearman's rank</p>
<b>Numeracy</b>	<p>Interpretation of different types of graphs; line graphs, bar graphs, graphs with logarithmic scales. Statistics: spearman's rank</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Analyse, annotate, assess, calculate, critically, define, describe, discuss, evaluate, examine, explain, interpret, justify, outline, interpret, to what extent, economic, political, social, environmental, local, regional, national, international.</p> <p><b>Vocabulary Tier 3</b>urbanisation, urban growth, mega cities, world cities, suburbanization, counter-urbanisation, urban resurgence, deindustrialization, decentralization, service economy, regeneration, cultural, heritage, urban heat island, precipitation, drainage basin, hydrograph, sustainable urban drainage systems, particulate pollution, photo-chemical pollution, incineration, sustainability .</p> <p><b>Reading:</b> Research Manchester as an area of deindustrialization and redevelopment into a post modern western city.</p> <p><b>Writing:</b> Essay writing practice throughout the topic.</p> <p><b>Oracy:</b> discussion and debate regarding the issues explored throughout the entire topic as outlined above,.</p> 
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> Careers related to trade and economics, politics and decision making. Diplomat. Work on aid and international development. Local council based careers on sustainable development and agenda 21.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<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>• Define globalisation and outline its different dimensions.</li> <li>• Outline the different factors that influence globalisation.</li> </ul>

**Learning  
Outcomes  
(Knowledge)**

Students will have a clear understanding of the terms urbanisation and urban growth. Students will be able to describe and explain the changing global patterns of urbanisation since 1945.

Students will be able to discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.

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

Students will be able to discuss the causes and consequences of suburbanisation, counter-urbanisation and urban resurgence.

Students will be able to describe and explain the processes of deindustrialisation, decentralisation and rise of service economy.

Students will understand the term urban policy and be able to outline a range of regeneration strategies in Britain since 1979.

Students should also appreciate that regeneration also occurred because of wider social, economic and demographic processes.

Students will be able to discuss the contrasting characteristics of cities across the world but recognise that both physical and human factors are important.

Students will be able to describe patterns of spatial land use in contrasting urban settings.

Students will be able to 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.

Students will be able to define the terms economic inequality, social segregation and cultural diversity.

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.

Students will be able to discuss issues relating to economic inequality, social segregation and cultural diversity and outline the strategies adopted to manage these.

Students will be able to describe and explain how urban areas affect temperature, precipitation, fogs, thunderstorms and wind.

Students will be familiar with terms such as the urban heat island, channeling and the venturi effect.

Students will be able to describe and explain the effect of urban surfaces on the water cycle.

Students will be able to analyse a hydrograph for an urban area.

Students will be able to define the term sustainable urban drainage systems (SUDS) and describe different SUDS strategies.

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.

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>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>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>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>Students will be able to define the terms ecological footprint, sustainability and liveability.</p> <p>Students will be able to describe the features of a sustainable city.</p> <p>Students will be able to recognize the opportunities and challenges for developing more sustainable cities.</p> <p>Students will be able to describe and evaluate different methods used to create more sustainable cities.</p> <p>Students will have time to build up their two contrasting place studies to illustrate and analyse the key themes set out in the specification.</p>
<b>Current learning to be developed in the future within:</b>	Synoptic links to other A-level topics as part of revision and exam preparation lessons.
<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.