



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 11      **Subject:** Geography      **Topic:** Urban Issues and Challenges

**Context:** This is the first unit for the AQA GCSE paper 2. It focuses on what development is, why a development gap exists, the consequences of this and how this can be addressed. This will be explored through the two contrasting case studies, Nigeria and The UK.

## Learning Journey

**Prior Learning:** This is the first topic for paper 1 of the GCSE geography course. However, students have covered some of the key concepts which will be studied as part of their KS3 curriculum. This includes an introduction to settlements and the challenges of urbanisation in year 7 and also a focus on development across Africa and Asia in year 9. This unit will build on this foundation and develop upon these themes in line with the requirements of the AQA GCSE geography course.

Learning Sequence							Endpoint
Main learning Steps	Students are introduced to the idea of urbanisation, why it has happened and how this is leading to the growth of mega and meta cities.	Students examine how urban environments have changed in the UK over time.	Students examine the opportunities and challenges of urbanisation in Birmingham and consider how challenges can be tackled through the process of regeneration.	Students examine the opportunities and challenges of urbanisation in NEEs with a particular focus on Lagos, Nigeria.	Students are introduced to the idea of urban sustainability and approaches by which this can be achieved.	Students examine examples of urban sustainability in Walthamstow (The Arbour). They also look at approaches to traffic management in different parts of the World.	Students will know what urbanisation is and why it has happened. They will also look at the challenges the growth of urban areas creates..
Assessment				Students complete 4 mark skills based question examining challenges facing people in Lagos (self-assessed with aid of modelled exemplar material)			Students complete a 30 minute end of unit test taken from a past GCSE paper. This will assess core themes and skills developed through this unit.

Where will we use these ideas again? Ideas of urbanisation and its impacts will also come up when thinking about issues of development and resource management. We will return to a study of Nigeria in our unit on development which will be our NEE case study.



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 11      **Subject:** Geography      **Topic:** Changing Economic World

**Context:** This is the second unit for the AQA GCSE paper 2. It focuses on what development is, why a development gap exists, the consequences of this and how this can be addressed. This will be explored through the two contrasting case studies, Nigeria and The UK.

## Learning Journey

**Prior Learning:** Students have already been introduced to the geography of the UK and Nigeria in their previous unit “Urban Issues and Challenges.” They will have also been supported with some foundational knowledge for this unit from their year 9 unit “Why are some places richer than others?”

Learning Sequence						Endpoint
Main learning Steps	Students will know what development is, how it is measured and why the development gap exists. They will then explore how levels of development change over time and how this is shown through the Demographic transition model (DTM).	Students explore the relationship between development and wealth, health and migration.	Students will review a range of approaches used to try and reduce the development gap. There will be a short study of Jamaica and how it has promoted economic growth through tourism.	Students complete an extended case study on Nigeria, looking at the importance of the nation, how its economy is changing and the important role both trade and aid play in these changes.	Students complete a case study on the UK, focusing on how the economy has changed over time, the regional consequences of this change and how the government is trying to support with growing the economy and close the development gap.	Students will know what development is, how it is measured and why the gap exists. They will compare this through the context of both Nigeria and Lagos, also exploring how each nation is working to address issues of underdevelopment.
Assessment	Students will have defined development and identified different indicators. They will have applied this knowledge to the DTM, explaining factors which lead to changes in development.		Students will have completed a table outlining different strategies used to close the development gap. For HW they will complete a short case study on Jamaica.	Students will complete an extended case study booklet on Nigeria.	Students will have an outline of the impact of deindustrialisation and what a post-industrial economy looks like in the UK. They will look at the impact of change on different areas and what is being done to grow the economy.	Students complete a 30 minute end of unit test taken from a past GCSE paper. This will assess core themes and skills developed through this unit.

**Where will we use these ideas again?** In their final unit on resource management, students will explore how issues of under development affect global access to different types of resources and why some nations are more resource insecure as a result of their weaker economies and lower levels of development.



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 11

**Subject:** Geography

**Topic:** Challenge of resource management

**Context:** This is the final unit for the AQA GCSE paper 2. It focuses on our access to resources and the growing challenges we face in meeting our needs for food, water and energy. There is then a more in depth study on the challenges we face in meeting our rising demand for food and the pressures this places on the environment.

## Learning Journey

**Prior Learning:** Students will have a sense of the pressure of population growth and resource consumption on the environment. For paper 1, the unit “The challenge of natural hazards” had a particular focus on climate change whilst “The Living World” explored the impact of human activity of different ecosystems. In paper 2 “Urban issues and Challenges” looked at how human behaviour can impact upon the built environment whilst “Changing Economic World” considered the impact of resource access on the economy of different places. This previous work provides a solid foundation for the learning in this final topic of the GCSE.

### Learning Sequence

	Learning Sequence					Endpoint
Main learning Steps	Students will look at what resources are and how we can classify different types of resource. We will then investigate the importance of food, water and energy and how access to these key resources varies around the World.	Students will look at the provision of food in the UK and the challenges we face in meeting our needs. We will then look at how we can respond to this through organic farming and agribusiness.	Students will look at water provision in the UK and the challenges we face. We will then look at strategies to manage water supply including water transfer, changing consumer behaviour and new infrastructure.	Students will look at the challenges of meeting the UKs energy needs, considering the opportunities and challenges of fossil fuels (including shale gas), nuclear and renewables.	For their in depth study, students will be looking at <b>food</b> . They will explore in detail the global challenges we face in meeting demand for this resource, the consequences of these challenges and some potential solutions.	Students will know the challenges we face in meeting demand for different resources and some possible methods for managing this. They will focus in particular on the resource “food” with an in depth study of the global challenges in meeting demand.
Assessment		Students will work through a 4 mark question focused on how the UK is responding to rising demand for food. A structure strip will be provided for support.	Students will have the opportunity to develop their skills (A04) by answering a 2 mark question describing changes in demand for water over time.	Students will have the opportunity to develop their skills (A04) by describing how the UKs energy mix has changed over time, looking at a series of pie charts.	Students will each be issued a booklet which will cover these key themes. This should be completed as home learning and then reviewed in class.	Students complete a 30 minute end of unit test taken from a past GCSE paper. This will assess core themes and skills developed through this unit.

Where will we use these ideas again? With this being the final unit of the GCSE, students are only likely to explore these ideas again should there be a related theme as part of the pre-release, or if they opt to continue their studies onto A level, in which case the idea of resource depletion is a key topic of many core units.