Topic Sequence:

1	2	3
Rivers and Coasts	Endangered Ecosystems	Urban issues and Challenges

Topic Overview:

This topic examines the different challenges and opportunities which affect urban areas. This topic focuses mainly on human geography and uses two key case studies to aid student understanding: Rio and Portsmouth. It starts by looking at the global distribution of urban areas to create a broader understanding before moving onto more narrow case studies which allow the key concepts from the start of the unit to be applied. It combines some concepts students have already during year 8 whilst introducing many new concepts and allowing a deeper level of understanding. Towards the end of the topic, students will look at ways of creating urban sustainability which links to previous units on climate change and how this can be prevented through urban living strategies.

Lesson Sequence:

Students will start the unit by looking at patterns of urban change over time (lesson 1) and then move onto urbanisation (lesson 2). This will build upon concepts covered in year 8 in the urban world unit but allow a deeper look. This is then continued in lesson 3 with a focus on megacities which are studied in year 8. This lesson looks at different examples of megacities and their key characteristics.

Having looked at some key concepts related to urban areas, students move focus on a case study in an NEE, Rio De Janeiro for the next 5 lessons. The focus on Rio will begin with lesson 4 on the location of Rio and why it is important within Brazil. Having this contextual understanding of where Rio is and why it is important, students are then ready to move onto studying growth of Rio and squatter settlements known as favelas, lesson 5. This brings in concepts such as urban migration and push and pull factors in the first 2 lessons of the unit but applies them to a specific location. After looking at why people are moving to Rio and how favelas have grown as well as the key characteristics of favelas, the focus then shifts to improving favelas in lesson 6. This lesson looks at the Favela-Bairro project as a specific example of how local authorities have tried to improve living conditions within favelas. Having looked at living conditions in favelas and how they have tried to be improved, lesson 7 examines other social and economic challenges which affect Rio's residents. The lesson focusses on challenges related to education, energy supply, water supply and education and then looks at how these challenges may be overcome. Following on from social and economic challenges, the final Rio lesson looks at environmental challenges. In lesson 8, students focus on environmental issues looking at air and water pollution, traffic congestion and issues with waste disposal.

Having studied Rio, students then move onto a HIC city, Portsmouth. These lessons follow a similar pattern to the Rio lessons to act as a direct comparison between the two cities. The Portsmouth case study begins with lesson 9 where students look at Portsmouth's location, local importance and national importance. Lesson 10 then moves onto the impact of both national and international migration and how it has shaped the character of the city. Much of this links to the importance of Portsmouth with a focus on the role of the university and the Navy. The focus then shifts to social and economic opportunities, lesson 11. This allows students to examine the role of the dockyard, Gunwharf Quays and the student population in promoting economic and social opportunities. Lesson 12 then looks at social and economic challenges with a focus on inequalities between wards within Portsmouth. Students compare Charles Dickens Ward as an example of deprivation to Drayton and Farlington as an example of an affluent area. Lesson 13 then looks at environmental opportunities and challenges through the concept of urban greening and examining the distribution of greenspace across Portsmouth. Urban sprawl is the next concept covered in lesson 14. This lesson introduces the concept of brownfield and greenfield sites and how population patterns have resulted in the growth of Portsmouth promoting urban sprawl. The final lesson on Portsmouth, lesson 15, looks at how it has been regenerated. Having looked at deprivation in the area and brownfield sites, students are able to identify areas which may need regeneration and then evaluate the success of regeneration programmes such as Gunwharf Quays.

The final section of the unit moves away from case studies and looks at how urban areas can be made more environmentally friendly. Lesson 16 looks at Curitiba as an example of sustainable urban living. Located in Brazil, Curitiba is known for being a sustainable city and this lesson looks at how they can combine sustainability with urban settlements. The final lesson, lesson 17, then looks at a range of transport solutions that can be applied to urban areas to help promote sustainability. This include methods such as park and ride, public transport and cycle lanes. This lesson looks at an example of where each of these methods have been applied.

Sequence of Lessons:

1	Patterns of Urban Change
2	Urbanisation
3	Mega Cities
4	Rio: Location and Importance
5	Rio: Growth and Favelas
6	Rio: Improving Favelas
7	Rio: Social and Economic Challenges
8	Rio: Environmental Challenges
9	Portsmouth: Location and Importance
10	Portsmouth: Impacts of Migration
11	Portsmouth: Social and Economic Opportunities
12	Portsmouth: Social and Economic Challenges
13	Portsmouth: Environmental opportunities and challenges
14	Portsmouth: Urban Sprawl
15	Portsmouth: Regeneration
16	Sustainable Urban Living
17	Transport Solutions
18	Assessment

Topic Resources:

Knowledge Map:	Urban issues and challenges	Any other Resources:	

Assessment:

Knowledge:	15 question knowledge test
Application of Knowledge:	40 marks related to application of knowledge

Supportive Reading:

Any supported reading listed here	