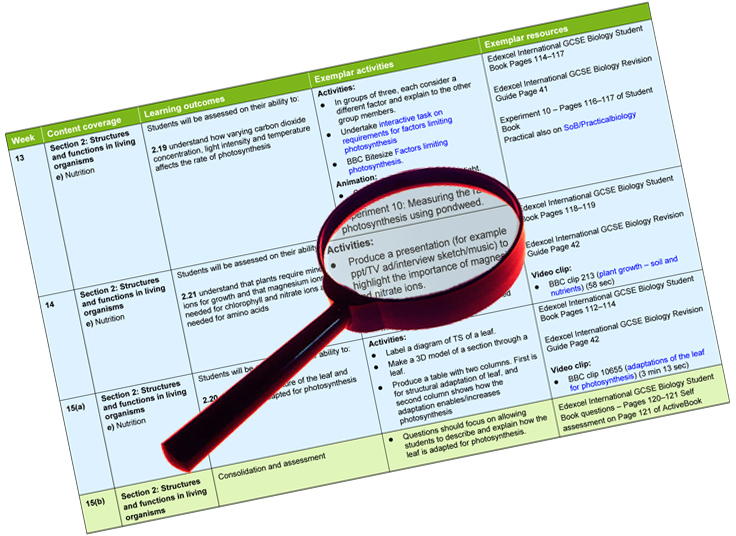
Learning outcomes

Week by week Content coverage

Exemplar resources

Content coverage

Edexcel GCSE Geography B (2012)



Editable scheme of work

Practical support to help you deliver this Edexcel specification

We are happy to provide this scheme of work for you to amend and adapt to suit your teaching purposes.

We hope you find this useful.



Scheme of work

This scheme of work has been produced to help you implement this Edexcel specification. It is offered as an example of one possible model that you should feel free to adapt to meet your needs and is not intended to be in any way prescriptive. It is in editable Word format to make adaptation as easy as possible.

Other course planning support

You will find other support for planning the course in the Teacher Support Materials. These are free downloadable resource that you can access at:

<http://www.edexcel.com/quals/gcse/gcse09/geography/b/Pages/default.aspx>

Teaching resource exemplars

The scheme of work contains suggestions for resources that you can use to support your teaching. These are only suggestions of material you may find useful; you are encouraged to use a wide range of resources that suit the needs of your students.

Other Edexcel teaching resources

* **Student books** – full-colour textbooks matched to the specification.
* **ActiveBook** – a digital copy of the student book in the back of every copy.
* **Revision guides** – help students prepare for their exams.

Further details can be found at [www.pearsonschools.co.uk](http://www.pearsonschools.co.uk)

Edexcel Subject Advisors

Edexcel has a team of specialist subject advisors available to help you with implementation of this specification. You can contact them by email or phone.

Email: [TeachingGeography@pearson.com](mailto:TeachingGeography@pearson.com)   
Telephone: 0844 372 2185

Edexcel additional support

Ask the Expert – puts you in direct email contact with over 200 of our senior subject experts.

Edexcel’s community forum – these message boards are designed to enable you to access peer-to-peer support from fellow Edexcel teaching and delivery staff in schools and colleges.

Health and safety

The practical work and fieldwork suggested within the scheme of work are those which we believe are not banned or restricted in any way and are still currently used in most schools and colleges.

Geography GCSE Specification B encourages fieldwork and practical skills within the context of controlled assessment and other teaching and learning.

We advise teachers and technicians to discuss the merits of the suggested practical work and fieldwork when deciding which to carry out and how they will be carried out.

You may have ideas for practical work and fieldwork which we have not suggested but would work just as well.

As in all practical and fieldwork, a risk assessment is expected as part of good health and safety practice in all centres, and we understand that many schools and colleges refer to the CLEAPSS service (<http://www.cleapss.org.uk/>) for guidance and support in conducting practical work and fieldwork. Reference to health and safety in the field is made in the specification.

Websites

There are links to relevant websites in this scheme of work. In order to ensure that the links are up to date, that they work, and that the sites are not inadvertently linked to sites that could be considered offensive, we have also made the links available on our website at [**www.pearsonhotlinks.co.uk**](http://www.pearsonhotlinks.co.uk/). If you find that a link from the scheme of work no longer works, please go to the pearsonhotlinks site, where you can also report if a link needs fixing.

Edexcel GCSE Geography B (2012)

The number of guided learning hours required for this qualification is 120­­–140, which equates to approximately 2 hours per week over 70 weeks. Guided learning hours mean the time when a teacher is present to give guidance. **This is a linear specification. All of the examinations are sat at the end of the course.**

**Scheme of work overview**

The specification contains 4 units, each worth 25% of the assessment:

* **Unit 1 Dynamic Planet**
* **Unit 2 People and the Planet**
* **Unit 3 Making Geographical Decisions**
* **Unit 4 Researching Geography**

Within Units 1 and 2 there are topic options as shown in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 1 Dynamic Planet**   * **Unit 4 Researching Geography**   (27 weeks) | Section A (core topics)   * Restless Earth * Changing Climate * Battle for the Biosphere * Water World | Section B (option topics)   * Coastal Change and Conflict **OR** River Processes and Pressures   Section C (option topics)   * Oceans on the Edge **OR** Extreme Environments. | 24 teaching weeks  (4 weeks per topic)  + 3 consolidation/assessment weeks |
| **Unit 2 People and the Planet**  (27 weeks) | Section A (core topics)   * Population Dynamics * Consuming Resources * Globalisation * Development Dilemmas | Section B (option topics)   * The Changing Economy of the UK **OR** Changing Settlements in the UK.   Section C (option topics)   * The Challenges of an Urban World **OR** The Challenges of a Rural World. | 24 teaching weeks ( 4 weeks per topic)  + 3 consolidation/assessment weeks |
| **Unit 3 Making Geographical Decisions**  (6 weeks) | 6 key ideas in the Specification.  Unseen resource booklet in the examination.  Decision making skills | | 6 teaching weeks at the end of the course, followed by revision for Units 1 and 2. |
| **Unit 4 Researching Geography**  (7 weeks) | Controlled Assessment.  Internally assessed and externally moderated. | **One** task is chosen from those provided by Edexcel. | 7 teaching weeks – at any point during the 2 years. |
| Please note: many centres will find they have around 70 weeks available for a 2-year GCSE course. The 67-week scheme of work here allows for 3 weeks’ ‘slack’ to take account of over-runs in teaching, review days, and final revision. | | | |

**How this scheme of work can be used**

* This scheme of work is organised by teaching week (see column 1: Week). Each week assumes 2 lessons per week, each approximately 1 hour long. Each week addresses one **key idea** from the specification (see column 1)
* Each lesson is assigned **detailed content** from the specification (see column 2: Content coverage) which is one bullet from the ‘Detailed content’ column in the specification.
* Learning outcomes (see column 3) indicate what students need to learn and these are exemplified by possible teaching and learning activities in column 4.
* You can cut **✂** the options that you do not need in Sections B and C for Units 1 and 2.
* In the ‘Exemplar resources’ column, reference is made to websites and other resources which could be used to support teaching and learning. In order to avoid long repetition in this column, the following abbreviations are used:

|  |  |
| --- | --- |
| **Resource** | **Abbreviated to** |
| Edexcel GCSE Geography B student book (Edexcel) | TB-Edex |
| GCSE Geography Edexcel B book (OUP) | TB-OUP |
| Edexcel Geography B Teacher Guide (Edexcel) | TG |
| Edexcel Geography B Controlled Assessment workbook (Edexcel) | CAWB |
| Edexcel Geography B ActiveTeach CD (Edexcel) | AT-CD |
| Sample Assessment Materials for this linear specification | SAMs |
| Past examination papers from the previous modular version of this specification, with date/series indicated. | ExPJune10 |

**Using past examination papers**

Past examination papers from the previous modular version of this specification may be used to support this new linear version of the specification. However, there are **significant differences** to some questions. In **Sections B and C** of Unit 1 and Unit 2, the longest questions now incorporate 3 marks for **Spelling, Punctuation and Grammar** (SPaG) and there are 8 mark extended writing questions. In Unit 3, 3 marks for SPaG are incorporated into one of the longer questions in **Section C**. Please see the SAMs and accompanying mark schemes for details of this change. When using questions from past examination papers, marks should be awarded for SPaG and mark tariffs may need to be increased to reflect the new assessment model. Guidance on the SPaG levels can be found in the SAMs.

**Section B (Units 1 and 2) and Controlled Assessment (Unit 4)**

The Geography controlled assessment (coursework) in Unit 4 links most closely with the option topics in Section B of Units 1 and B and C of Unit 2, as shown in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 1 Dynamic Planet** | | **Unit 2 People and the Planet** | |
| Coastal Change and Conflict  🡻 | River Processes and Pressures  🡻 | Changing Settlements in the UK and  The Challenges of an Urban World  🡻 | Changing Settlements in the UK and  The Challenges of a Rural World.  🡻 |
| **Controlled Assessment**  Theme: Coastal Environments  Task question 1  Task question 2 | **Controlled Assessment**  Theme: River Environments  Task question 1  Task question 2 | **Controlled Assessment**  Theme: Town/City environments  Task question 1  Task question 2 | **Controlled Assessment**  These: Rural/Countryside environments  Task question 1  Task question 2 |

**One** controlled assessment task question is chosen every year. The task questions change on an annual basis although the themes remain the same. Some centres will stick with the same themes year on year, e.g. Rivers, whereas others may wish to change theme from one year to the next. You may wish to consider the following.

* The order in which you teach the core topics in Units 1 and 2.
* It is likely to be desirable to have taught the linked Section B option choice before you carry out the controlled assessment, so that students can use some of the conceptual knowledge and understanding they have covered in class to support their controlled assessment.
* It may be possible to carry out a very brief pilot fieldwork study during the teaching of the Section B option. For instance, if you were visiting the coast as part of Section B Coastal Change and Conflict, some time could be set aside to collect some data and practise some techniques.
* If you change controlled assessment theme from one year to the next, you may wish to change the order of teaching units/topics to fit in with this.

Additionally, when teaching the linked Section B option choice, some **Geographical Information Systems** could be used in the classroom as a way of introducing the concept of GIS, which is an important aspect of the controlled assessment. Many GIS applications can be found free on the web. Many local authorities have GIS mapping systems, for example Nottingham City Council’s InsightMapping system [http://info.nottinghamcity.gov.uk/insightmapping/#](http://info.nottinghamcity.gov.uk/insightmapping/). In addition, both Google Earth and Google Maps (now with StreetView) can be used. These GIS maps can be used to show local services, land use (satellite images), transport infrastructure, greenspace, etc. and, in the case of Google Maps, can easily be personalised with routes, transects, photos, way points and data points.

**Summary of key changes for first teaching in September 2012**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **Content** | Much of the content is similar.  There has been a tightening up of requirements e.g. specific landforms are now named in Topics 5 and 6.]  In Topic 2, the UK climate of the present day needs to be studied as well as climate in the past, and possible future climate.  In Topic 8, both extreme environments need to be covered. | Some of the content is similar, but there are significant changes in some topics and some Topic titles have changed (previous in red):  Section A:   1. Population Dynamics 2. Consuming Resources 3. Globalisation ( Topic 8, World of Work) 4. Development Dilemmas (Topic 7)   Section B:   1. The Changing Economy of the UK ( Topic 4, Making a Living) 2. Changing Settlements in the UK (Topic 3, Living Spaces)   Section C:   1. The Challenges of an Urban World ( Topic 5, Changing Cities) 2. The Challenges of a Rural World ( Topic 6, Changing Countryside) | 6 Key ideas are now provided which form the content of this Unit.  These should be taught in preparation for the Unit 3 Decision Making exercise.  Students are required to make links between different parts of Unit 1 and 2, and the 6 Unit 3 themes. | There have been some minor changes to the links between the content of Unit 1 and 2, and the controlled assessment themes. |
| **Assessment** | 75 minute exam, not 60 minutes as previously.  SPaG marks added.  Extended writing mark tariff increased from 6 to 8 marks. | 75 minute exam, not 60 minutes as previously.  SPaG marks added.  Extended writing mark tariff increased from 6 to 8 marks. | Unseen resource booklet, not pre-release as previously.  Links between topics (synoptic links) form part of the assessment.  90 minute exam, not 60 minutes as previously.  SPaG marks added.  Extended writing mark tariff increased form 9 marks to 12 marks. | Mark allocations for the sections of the Controlled Assessment have changed – please see page 37 of the Specification.  Students are required to produce a controlled assessment submission on around 2000 words – please see page 40 of the Specification. |

**Unit 2 People and the Planet Section A core topics**

**Please note the core topics that make up this Section of the Specification have changed.**

**Population Dynamics**

**1.1 How and why is population changing in different parts of the world?**

**1.2 How far can population change and migration be managed sustainably?**

| Week | Content coverage | Learning outcomes | Exemplar activities | Exemplar resources |
| --- | --- | --- | --- | --- |
| 35  The world’s population was increasing exponentially but future growth rates are uncertain. | 1.1a Study an overview of historic trends in global population growth since 1800 and contrasting future projections. | * Understand how global population growth has changed in the past * Consider contrasting projections of future population at the global level. | * View the YouTube film; describe and offer explanations for the growth and distribution of population since 1AD. * View the YouTube TEDtalk. * Annotate and then describe a line graph of population growth since 1800. * Investigate global population growth and the population multiplier effect on a graph to investigate the rate of change in the past and predicted into the future. * Use the UN website to explore population projections to 2050. | TB-Edex page 136 global population growth graph with a data table to calculate natural increase.  TB-OUP pages 140–141  ExPJune11 Q1  ExPJan12 Q1  UN Population projections database:  [**esa.un.org/unpd/wpp**](http://esa.un.org/unpd/wpp/unpp/panel_population.htm)  TEDtalks (Hans Rosling) video on population growth and projections:  [**TEDtalks population**](http://www.youtube.com/watch?v=fTznEIZRkLg&feature=related)  World population video:  [**YouTube population**](http://www.youtube.com/watch?v=4BbkQiQyaYc) |
| Examine the five stages of the demographic transition model to help explain changing population growth rates and structure. | * Define key terms, such as natural increase, birth, death, fertility and infant mortality rates. * Know the stages of the demographic transition model (DTM). * Know the factors that influence BR and DR. | * Sketch a demographic transition model and annotate it with factors influencing changing birth rate and death rate. * Spider diagram of factors/causes of BR/DR change. * Consider countries at different stages and how BR and DR relate to total population. * Do the living graph activity. | TB-Edex page 137  TB-OUP pages 142–143  SAMs Q1a  The DTM living graph exercise allows students to demonstrate their understanding of the graph: [**DTM graph**](http://www.roadstoequality.org/documents/err%20Living%20Graphs.doc) |
| 36  Population change and structure vary considerably between countries at different states of development. | 1.1b Compare two countries at different stages of development to show why their population structure varies, including an assessment of economic growth, demographic factors, migration and conflict. | * Recognise that country’s population structure changes with time. * Understand the link between population change and development. * Analyse data for selected countries to understand over rate of population growth decline. | * Play Jelly Baby Game in groups as countries to simulate population change including natural and migration change. Report what happened and why. * Select data on fertility rates, birth and death rates, HIV/AIDS prevalence and life expectancy and use this to explain overall population change. * Student pairs assigned a country to find data, e.g. Niger, Zambia (+3%), India, Brazil (~1%), UK, France (0.5%), Russia, RSA, Japan (falling). | TB-Edex pages 138–139  TB-OUP pages 144–145  Population Jelly Baby Game at: [**jelly\_baby\_population**](http://www.geographyalltheway.com/igcse_geography/population_settlement/population/jelly_baby_population.htm)  *GeoActive* (Nelson Thornes) *287 Population pyramids* - extra detail and a population pyramid plotting exercise.  CIA World Factbook for population data, or use the data tables in the back of most atlases.  [**CIA world fact book**](https://www.cia.gov/library/publications/the-world-factbook/) |
| Investigate different population structures using population pyramids, and explore the issues relating to youthful and ageing populations. | * Describe a population pyramid in terms of shape/ balance of ages/male v female. * Recognise shapes of pyramids relate the different stages on the DTM. * Recognise issues, e.g. extreme youthful/ageing pyramids. | * Sketch population pyramid shapes, which can be annotated. * Investigate population structure in countries through drawing and interpreting population pyramids for contrasting countries. * Match population structure (pyramids) to stages of the demographic transition model. * View the UK’s animated population pyramid from ONS. | TB-Edex pages 140–141  TB-OUP pages 146–149  ExPJune10 Q1  ExPJan12 Q1  SAMs Q1b  AT includes a class interactive activity on interpreting the population pyramid of Germany.  AT includes a BBC Active video clip on the UK’s population crisis.  ONS pyramid animation:  [**UKPyramid**](http://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc1/UKPyramid.html) |
| 37  Different policies attempt to manage change to achieve sustainable levels of population. | 1.2a Assess the reasons why some countries might wish to manage their populations including pressure on resources, overcrowding, ageing and skills shortages. | * Learn how and why populations need to be managed. * Define key terms, e.g. resources, overcrowding, ageing. | * Consider the countries researched in 1.1a and decide which category they fall into (left) and the problems they present (social, economic, environmental) that need management. * Class discussion on why it is difficult to achieve and maintain an optimum population. | TB-Edex pages 142–143: starting point for changing population structure by drawing on previous lesson’s material.  TB-OUP pages 150–153  ExPJan11 Q1  A good starter is the BBC Education Class Clip 531 *Is Population out of control?* |
| Evaluate two contrasting examples of population policies including a . pro-natalist (Singapore) and an anti-natalist (China). | * Describe population management policies. * Evaluate the success of the policies – have they led to the desired change? | * Students produce two case fact files on natural change management for underpopulation and overpopulation. * Internet research to support the production of fact files. | TB-Edex pages 144–145: case study on Singapore (underpopulated) and China (overpopulated) managing their populations.  TB-OUP pages 150–153  Staffordshire Learning Net Web Enquiry on China’s Population Policy at:  [**SLN China Policy**](http://www.sln.org.uk/geography/enquiry/chinachildpolicy1.htm) |
| 38  Many countries have policies to control and manage migration flows. | 1.2b Understand why different migration policies develop to either promote or reduce immigration. | * Understand the reasons for the management of population change and migration. * Define different types of migration/migrant. | * Experience the reasons for migration through a practical activity and categorise migration into forced and voluntary. * Develop a detailed case study timeline of migration in the UK. | TB-Edex pages 146–147  TB-OUP pages 154–155  ExPJan12 Q1  SAMs Q1c  Kinaesthetic lesson on migration flows at: [**juicygeography.migration**](http://www.juicygeography.co.uk/pptmigration.htm)  UNHCR has excellent resource on refugees at: [**UNHCR**](http://www.unhcr.org.uk/info/resources/teachtools.html)  GeoActive (Nelson Thornes) 409 *Immigration to the UK Good or Bad.*  AT includes a class interactive activity on illegal immigration issues (offers good decision-making practice for Unit 3). |
| Evaluate different migration policies including open-door, quotas and skills tests and the tensions that sometimes arise as a result of these policies. | * Understand current UK migration policy. * Explain why migration is managed. * Consider if the policy meets the UK’s needs. | * Use the websites to research UK policy. * Consider the policy for different types of migrant, e.g. Eastern European, a refugee, a high skill economic migrant v low skill. | TB-Edex pages 147–149  TB-OUP pages 154–155  ExPJune10 Q1  UK border agency:  [**UKBA immigration**](http://www.ukba.homeoffice.gov.uk/visas-immigration/)  Migration observatory website:  [**http://migrationobservatory.ox.ac.uk/**](http://migrationobservatory.ox.ac.uk/) |

**Consuming Resources**

**2.1 How and why does resource consumption vary in different parts of the world?**

**2.2 How sustainable is the current pattern of resource supply and consumption?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 39  Resources are classified as renewable, sustainable and non-renewable, and this has implications for their supply and consumption. | 2.1a Define and classify different resources including energy, mineral, physical and biological resources. | * Define key resource terms such as renewable, non-renewable and sustainable. * Classify and give examples of the range of natural resources. | * Draw up a table to classify resources by type, availability, benefits and costs and fill with examples. * Card sorting exercise to classify types (mineral, physical, energy, biological) and renewable/non/sustainable. | TB-Edex page 152 examples and a natural resources activity with web links.  TB-OUP pages 156 and 160  ExPJune10 Q2  AT includes a class interactive activity on the production and consumption of energy.  TG page 123 additional material on indexes of sustainability. |
| Investigate the changing pattern of global inequalities in the supply and consumption of resources. | * Explain why some countries have higher demand for resources than others. * Understand the variations between countries, e.g. physical resources and economic development. * Understand why resource availability changes over time. | * Work collaboratively to create a report on the supply and use of oil around the world. * Use the US EIA website to map (onto blank world maps) producing and consuming countries. * Comparative graphs of producers and consumers could also be drawn. * This could be done using a class wiki (shared website) through Google Apps. | TB-Edex pages 154–155 section on oil resources  TB-OUP pages 164–165  ExPJan11 Q2  ExPJune11 Q2  SAMs Q2a  BBC Education Class Clips on *Energy Crisis* by James Lovelock.  US EIA oil website [**Oil worldwide**](http://205.254.135.7/countries/)  An additional resource is *Oil from Tar Sands*, National Geographic, March 2009  To create a shared website go to Google Apps: [**www.google.com/apps**](http://www.google.com/apps) |
| 40  Issues surrounding resource supply and consumption have produced a changing world of ‘haves’ and ‘have nots’. | 2.1b Examine the issues surrounding the global supply and consumption of one renewable energy resources and one non-renewable energy resource. | * Understand that energy resources have benefits and costs. * These come from both obtaining and consuming resources. | * Use a table format to assess – include costs + benefits as well as obtaining + consuming 🡺 coal, wind + timber / biofuels could be used as examples. * Consider costs and benefits for people as well as the environment. * Draw a life cycle flow diagram of coals impacts from mining to waste (CO2 + ash) disposal. | TB-Edex page 153  TB-OUP page 157  AT-CD BBC Active video clip: the pros and cons of biofuels  ExPJan12 Q2  Wikipedia could be used as a starting point for research, e.g. on the environmental impacts of coal:  [**Wiki coal**](http://en.wikipedia.org/wiki/Environmental_impact_of_the_coal_industry) |
| Assess the likely future pressures on both supply and consumption of the chosen resources brought by global economic growth and changing international relations. | * Explain the concept of peak oil. * Understand the numerous uses of crude oil and demands on it. * Relate growing demand to the rise of Asian economies. * Consider the role of OPEC in oil supply and price. | * Explore demand for oil using a data extract from BP statistical review of world energy, 2011, i.e. China, India growth. * Brainstorm the uses of oil (e.g. transport fuels, plastics, lubricants, farm chemicals, textiles) and create a spider diagram. * Consider a peak oil graph and what it shows (search ‘peak oil graph’ using Google). | TB-Edex pages 156–157  TB-OUP pages 162–163  SAMs Q1b  BP statistical review of world energy, 2011 (page 9, consumption data/trends for oil):  [**BP 2011**](http://www.bp.com/liveassets/bp_internet/globalbp/globalbp_uk_english/reports_and_publications/statistical_energy_review_2011/STAGING/local_assets/pdf/statistical_review_of_world_energy_full_report_2011.pdf) |
| 41  Different theories exist about how far the world can cope with the current consumption of resources. | 2.2a Investigate the differences between Malthusian and Boserupian theories about the relationship between population and resources. | * Know there are different viewpoints on resource and population links. * Describe the theories of Malthus and Boserup. | * Watch the video on Malthus. * Consider the views of Boserup. * Class debate on the pros and cons of each view. brainstorm | TB-Edex pages 158–159: explanation and graphs of the Malthus and Boserup theories and activities to compare them.  TB-OUP pages 158–159  ExPJune10 Q2  ExPJune11 Q2  Video on *The Malthusian Theory in a Nutshell* at: [**Youtube video**](http://www.youtube.com/watch?v=-oJc9FB2kh0)  AT includes a class interactive activity on debating the build of a wind farm. |
| Evaluate these theories by considering the changing relationship between global food demand and supply. | * Weigh up the main theories of population. * Link these to food supply issues. | * Classroom debate: begin by reading the GCSE Bitesize webpages on resources. * Assign for/against Malthus, Boserup theories to pairs/groups. * Students prepare a brief argument and present to the other groups, followed by Q&A (and possibly voting). | TB-Edex page 160  TB-OUP pages 158–159  ExPJan11 Q2  GCSE Bitesize on resources:  [**gcsebitesize resources**](http://www.bbc.co.uk/schools/gcsebitesize/geography/energy_resources/what_resources_rev1.shtml) |
| 42  The challenges for future resource consumption centre on achieving sustainability. | 2.2b Identify ways in which governments both local and national attempt to manage resource consumption might be reduced through education, conservation and recycling . | * Explain the difference between local and national government and their roles (policy and implementation). * Define recycling and conservation (of resources) and use examples to illustrate them from the local area and nationally. | * Use your local council website to see how local recycling works and how the council area performs * Investigate government energy policy e.g. national renewable target, grants and loans for renewables. * Produce a poster for a national or local education campaign having researched past examples. | TB-Edex pages 160–162: materials to support discussion and the activities have links to goals that can be used in the meeting.  TB-OUP pages 166–169  Chapter 10 of the Edexcel GCSE  SAMs Q1c |
| Evaluate the potential of renewable resources and the ways in which new technologies e.g. the hydrogen economy, might resolve resource shortages. | * Consider a range of alternative resources. * Weigh up their pros and cons. | * Use a table format to evaluate different technologies such as wind, CFL bulbs, hybrid/electric cars, public transport, local food. * Consider socio-economic as well as environmental costs and benefits. * Classroom debate for and against a hydrogen ‘future. | TB-Edex pages 162–163  TB-OUP pages 170–171  ExPJan11 Q2  ExPJan12 Q2 |
| 43 | Consolidation and assessment week. | * Review of the Section A Population Dynamics and Consuming Resources | * Use the AT-CD glossary function to test key terminology definitions. * Formal assessment using SAMs Foundation and Higher tier Unit 2 question 1 and question 2. | TB-Edex Examzone pages 150–151  TB-Edex Examzone pages 164–165  AT-CD Examzone, KnowZone multiple choice questions. |

**Globalisation**

**3.1How does the economy of the globalised world function in different places?**

**3.2 What changes have taken place in the flow of goods and capital?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 44  The balance between employment sectors (primary, secondary, tertiary and quaternary) varies spatially and is changing. | 3.1a Use the Clark Fisher model to investigate changing employment structure in countries at different stages of development. | * Define the different economic sectors (P/S/T/Q) * Define the term ‘globalisation’. * Understand how the shift in sectors has affected areas in developed and developing countries. | * Use the Clarke Fisher model to identify how the economy changes with development. * View the Bitesize globalisation video (make brief notes). * Write a definition of ‘globalisation’. * Use a spider diagram to identify the factors that contribute to globalisation. | TB-Edex pages 246–248: material to support ‘new economy’ work, including some good figures, maps, graphs and activities.  TB-OUP pages 252–253  ExPJune10 Q8  SAMs Q3a |
| Contrast the importance of different employment sectors and working conditions in countries at different stages of development. | * Recognise that countries vary in terms of what they contribute to the global economy. * Contrast working conditions on different sectors, in different countries. | * Use a table to consider how global economic change has positive and negative impacts on different people, e.g. male manufacturing workers in the UK, female factory workers in China, call-centre workers in Bangalore. | TB-Edex page 249  TB-OUP pages 254–255  ExPJune10 Q8  ExPJan12 Q8  SAMs Q3b |
| 45  Globalisation is changing employment sectors both in the developed and the developing world. | 3.1b Outline the role of global institutions including the World Trade Organisation (WTO), the International Monetary Fund  (IMF) and Transnational Corporations (TNCs), in creating a more globalised economy. | * Define the term TNC * Identify the roles of the WTO and IMF * Identify ways in which these organisations have contributed to globalisation. | * Visit the websites of the IMF and WTO * Make brief notes on the role of these organisations * Draw, or annotate, a graph of world trade since 1960 to identify key trends and dates of global trade agreements | TUC (Trades Union Congress) web pages on globalisation:  [**TUC globalisation**](http://www.tuc.org.uk/theme/index.cfm?theme=globalisation) |
| Evaluate the impact of globalisation on different groups of people, including women and men in the developed and developing world. | * Consider the pros and cons of TNCs and a more globalised economy. * Describe their impact on people in developed and developing world locations. | * Analyse the cartoon on Nike, thinking about what it shows as well as its accuracy, i.e. why should we be careful about this resource? * Use the Nike Corporate website to map the locations of Nike’s manufacturing worldwide. * Consider why there are factories in the developed and developing world. * Students put together a fact file for and against Nike, to debate and draw conclusions. | TB-Edex pages 251–252  TB-OUP pages 258–259  ExPJune10 Q8  ExPJan11 Q8  Nike cartoon: [**Nike cartoon**](http://www.lilith-ezine.com/articles/fashion/Nike-Sweatshops-in-China.html)  Nike sites: [**Nike manufacturing**](http://nikeinc.com/pages/manufacturing)  Against Nike link:  [**globalexchange.org**](http://www.globalexchange.org/fairtrade/sweatfree/nike)  Nike’s own statements/actions:  [**nikeinc.com/pages/responsibility**](http://nikeinc.com/pages/responsibility) |
| 46  In the past 50 years both international trade and the flow of capital across international borders have expanded rapidly. | 3.2a Examine the changes in the volume and pattern of international trade and foreign direct investment. | * Define trade in terms of goods, capital flows and FDI. * Know how world trade has changed in the last 50 years | * Use graphs to examine the growth in the volume of trade (goods / capital) * Use outline world maps to map areas (regions) experiencing the most import / exports and FDI now and in the past e.g. 1980. | **http://www.wto.org/english/**  FDI data for 2007 and 2010 :  [**FDI 2007 and 2010 by country**](http://en.wikipedia.org/wiki/List_of_countries_by_received_FDI)  SAMs Q3c |
| Explore the reasons for these changes, including lower transport costs, TNC growth and mergers, state-led investment. | * Define the term merger * Be able to name companies that have merged into a bigger parent * Give an example of a state-led company and its investment | * Draw a timeline of transport changes and technologies (jets, container ships, HS rail etc) * Study the corporate history of a major TNC such as VW (mergers and global growth) * Investigate a major state led company e.g. Petrobras or Sinopec. | BBC Bitesize globalisation video:  [**Globalisation video**](http://www.bbc.co.uk/schools/gcsebitesize/geography/globalisation/globalisation_video.shtml) |
| 47  Transnational companies (TNC) control a substantial part of the global economy, and have created a global shift. | Study one TNC in the service sector to show how it operates in different parts of the world, e.g. administrative work moving overseas, globalisation of  products. | * Consider issues resulting from the shift in service jobs for both developed and developing countries * Know why some service jobs have moved to the developing world. * Define ‘outsourcing’ and ‘call centres’. | * Watch the two video clips. * Make brief notes. * Use either textbook to tabulate the costs and benefits of service outsourcing for developed and developing countries * Draw a spider diagram of the reasons why call centres have relocated, e.g. to Bangalore, (wages, English speaking, educated workforce, etc. | TB-Edex pages 255–258  TB-OUP pages 262–263  BBC class clip on call centres number 3209:  [**Call Centre Mumbai**](http://www.bbc.co.uk/learningzone/clips/portrait-of-shirijit-nagar-a-bt-call-centre-worker-in-mumbai/3209.html)  AT-CD BBC Active video clip: Redeveloping Sheffield’s inner city  TB-Edex pages 253–254: material on the world of work to support this.  TB-OUP pages 260–261  Website of Tesco (corporate website):  [**http://www.tescoplc.com/**](http://www.tescoplc.com/)  BBC news article:  [**magazine-15060641**](http://www.bbc.co.uk/news/magazine-15060641) |
| 3.2b Study one TNC in the secondary sector to show how it operates in different parts of the world, e.g. HQ location, outsourcing and the global shift in  manufacturing. | * Define ‘the global shift’ * Understand the pattern of production and sales for a named TNC | * Ignition activity: students look at ’made in’ labels on bags, books, clothes, phones, etc. to see the extent of globalisation. * Mapping production chains on outline world maps, including commodity sources and components; HQs, R&D, manufacturing, retail locations. | TB-Edex pages 249–251: overview of the major TNCs and their operations.  TB-OUP pages 256–257  ExPJune11 Q8  Use corporate websites such as Ford, Toyota. Apple . |

**Development Dilemmas**

**4.1 How and why do countries develop in different ways?**

**4.2 How might the development gap be closed?**

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| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 48  Definitions of development vary as do attempts to measure it. | 4.1a Examine contrasting ways of defining development using economic criteria and broader social and political measures. | * Define ‘economic development’. * Consider other, contrasting ways of defining ‘development’. | * Brainstorm synonyms for ‘development’ (progress, wealth, moving forward) and combine into a definition. * Consider development from economic, cultural, social and political perspectives. * Use images of people from around the world to contrast development levels. | TB-Edex pages 230–231: example for Brazil that can be used for these activities, or students can use data from the Student Book to produce a map for Tanzania and use an atlas to offer explanations for the pattern seen.  TB-OUP pages 236–237  AT includes a class interactive activity on the development of Tanzania’s core and periphery regions.  BBC Bitesize development: [**Bitesize development**](http://www.bbc.co.uk/schools/gcsebitesize/geography/development/) |
| Evaluate different ways of measuring development from GDP per capita to the Human Development Index and measurements of political freedom and corruption. | * Describe a range of ways to measure development. * Know the components of HDI. * Explore political measures. * Consider if there is a ‘best’ way to measure development. | * Recognise that development can be measured in different ways, e.g. GDP per capita and HDI. * Describe the variation in development in an HDI of one country using a choropleth map. * Explore websites of development indicators, e.g. UNDP or World Bank and discuss which ones work best. * Produce comparative bar charts of GNI, HDI, life expectancy, etc. for contrasting countries. | SAMs Q4a  Information on the Human Development Index (HDI) at: [**WikiHDI**](http://en.wikipedia.org/wiki/Human_Development_Index)could be compared to GDP, population per doctor, etc. using  World Bank data website:  [**http://data.worldbank.org/**](http://data.worldbank.org/)  Earthtrends data from the WRI:  **http://earthtrends.wri.org/** |
| 49  There remains a large gap between the level of development of the most developed and least developed countries. | 4.1b Examine the extent of the global development gap and how this has changed over time, using a range of indicators | * Define the term north-south divide and development gap * Consider how large the gap is and whether it is narrowing or widening. | * Map to global development gap using GDP per capita data * Compare the gap using contrasting maps e.g. the HDI pattern versus PPP GDP. * Consider the extent to which there is a clear north-south divide | Worldmapper comparisons at: [**www.worldmapper.org**](http://www.worldmapper.org/index.html) |
| For one developing country in Sub-Saharan Africa, consider recent social, political and economic development and possible barriers to further progress. | * Locate and name a SSA country * Explore recent development trends * Identify barriers (trade, physical, political) to further development. | * Choose one country e.g. Ethiopia * Locate on a world map * Use the CIA world factbook to get key data on the country * Use the WRI earthtrends website to look at data trends since 1980 e.g. GDP per capita and HDI * Use Wikipedia and other websites to write a brief timeline of development and issues (drought, conflict etc) | Earthtrends data from the WRI:  **http://earthtrends.wri.org/** |
| 50  Development strategies vary in theory. | 4.2a Use theories of development to help explain why societies develop over time, including Rostow’s modernisation theory  and dependency theory. | * Define ‘modernisation theory’. * Be able to sketch and annotate a simple version of the Rostow model. * Outline the nature of dependency theory | * Sketch a Rostow model and label it to explain how develop occurs over time. * Add countries at different stages of development to the model. * Debate in class whether developing countries are independent or reliant on the developed world. | SAMs Q4b  Dependency theory online:  [**http://www.wisegeek.com/what-is-dependency-theory.htm**](http://www.wisegeek.com/what-is-dependency-theory.htm)  Rostow’s theory online:  [**Rostow-model**](http://www.slideshare.net/geographyalltheway/ib-geography-develpent-rostow-model) |
| Levels of development may vary within a country with regional differences evident, especially between an urban core and a rural periphery. | * Define ‘core’ and ‘periphery’. * Identify regional differences in a developing country. * Understand the problems caused by disparity within a country. | * Draw a sketch map of the core and peripheral areas of the chosen country and compare to the core-periphery model. * Annotate the map with cities/rural areas. * In two columns, list reasons for rural poverty and relative urban wealth. | TB-Edex pages 231–232  TB-OUP pages 238–239  ExPJan11 Q7 |
| 51  Types of development vary between top-down and bottom-up strategies. | 4.2a Compare the characteristics of top-down and bottom-up schemes in terms of their scale, aims, funding and technology. | * Recognise and describe the differences between the top-down and bottom-up approaches. * Begin to consider the advantages and disadvantages of each approach. | * Use a table format to compare the two approaches, i.e. types of scheme, source of funding, decision makers and technology level. * Use two images, e.g. of a large dam versus rainwater harvesting, and label the differences. | TB-Edex pages 233–237 has an activity comparing two examples.  TB-OUP pages 240–241 |
| Evaluate the impacts of one large topdown project, e.g. a dam on different groups of people in a developing country. | * Explain a top-down development scheme and know its advantages and disadvantages. | * Produce a case-study card of the Santo Antonio dam scheme. * Convert information into an easy-to-learn format. * Simplify the map and capture the top three advantages and disadvantages from social, economic and environmental lists. * Use the skills builder and activity to improve the analysis of the case study. | TB-Edex pages 233–237: information on the Santo Antonio dam scheme.  TB-OUP pages 242–243  AT-CD BBC Active video clip: Carajas – a top down project  TG page 178: additional case study material on the Carajas project, Brazil.  SAMs Q4c |
| 52 | Consolidation and assessment week. | * Review of the Section A Globalisation and Development Dilemmas topics | * Use the AT-CD glossary function to test key terminology definitions. * Formal assessment using SAMs Foundation and Higher tier Unit 2 question 3 and question 4. | TB-Edex Examzone pages 244-245  TB-Edex Examzone pages 262-263  AT-CD Examzone, KnowZone multiple choice questions. |

**Unit 2 People and the Planet Section B option topics:**

**Please note the option topics that make up this Section of the Specification have changed.**

**The Changing UK Economy**

**5.1 How and why is the economy changing?**

**5.2 What is the impact of changing work on people and places?**

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| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 53  There have been many changes in the industrial structure of the UK economy in the past 50 years as a consequence of government policies and external forces such as globalisation. | 5.1a Investigate the changes in primary and secondary industry to explain why:  •employment has declined in many sectors  •changes in output are more variable, with some growth areas (e.g. vehicle manufacturing) but decline in others, e.g. footwear and clothing. | * Be able to categorise jobs into employment sectors. * Outline the reasons UK and global) for decline is some sectors e.g. mining, heavy manufacturing. * Outline why decline has been replaced by growth in some areas e.g. decline of UK owned car plants and rise of transplants | * Produce a spider diagram of reasons for decline in UK manufacturing (UK and global factors) * Produce a line graph showing UK car production over time and annotate it to explain trends (UK producers versus foreign owned factories. * Consider why some sectors have declined and not recovered. | SAMs Q5a  UK car production data for a line graph:  [**Wiki car prod**](http://en.wikipedia.org/wiki/Automotive_industry_in_the_United_Kingdom#Production_data)  BBC Bitesize economic sectors  [**Sectors**](http://www.bbc.co.uk/schools/gcsebitesize/geography/economic_change/)  BBC Bitesize economic change videos:  [**Economic change videos**](http://www.bbc.co.uk/schools/gcsebitesize/geography/video/economic_change/)  Data source for sectors:  **http://data.worldbank.org/** |
| Examine changes in tertiary and quaternary industry, including the growth of retail, finance and business services and IT-related research. | * Identify the nature of tertiary and quaternary jobs in the UK * Contrast the wide range of tertiary jobs from low-end retail to top finance jobs. | * Chart changes in Tertiary and Quaternary sector jobs using the ONS website data on employment trends * Visit the Cambridge Science Park website to examine the nature of ‘new’ jobs and companies involved | Cambridge Science Park:  [**http://www.cambridgesciencepark.co.uk/**](http://www.cambridgesciencepark.co.uk/)  ONS labour market data:  [**http://www.ons.gov.uk/ons/rel/lms/labour-market-statistics/june-2012/index-of-data-tables.html#tab-Jobs-tables**](http://www.ons.gov.uk/ons/rel/lms/labour-market-statistics/june-2012/index-of-data-tables.html#tab-Jobs-tables) |
| 54  There have been significant changes in the structure of the workforce in the past 50 years which vary from place to place within the UK | 5.1b Explore different methods of classifying employment and investigate why the balance of types of employment has changed in terms of average wages, full time/part time, temporary or permanent, male and female. | * Define key terms such as part / full time and temporary / permanent * Examine contrasting jobs types and conditions * Consider the impact of these changes, briefly. | * Use the ONS social trends 41 to identify key changes in employment since 1970 e.g. rise of part-time work * Use a newspaper or online jobs site to consider different employment types and conditions. | ONS social trends 41 [**ONS ST 41**](https://docs.google.com/viewer?a=v&q=cache:rHQw_j1Ti1oJ:www.ons.gov.uk/ons/rel/social-trends-rd/social-trends/social-trends-41/social-trends-41---labour-market.pdf+uk+labour+market+trends&hl=en&gl=uk&pid=bl&srcid=ADGEESgsr6AHU8XQts4EG0QNc-Cans1Iuf837rvg2ZL5OIX1vHIRq5ZnMHWsBmwNie6kl08nQBd3BgbfdzAvMKxiDvcK1ArA8Vvxzz1Dz0ZAx6aSgyaVNhs_XCVQnjtxuoiP5prV3tEd&sig=AHIEtbQUivv6I_lWTA6t_T_6ABLPZkpW9g) |
| Investigate two contrasting regions of the UK, e.g. the North East and the  South East, to explain the differences in their industrial structure and workforce. | * Identify 2 contrasting regions and know their basic geographies * Know how their employment and industrial profile of the regions differs * Consider the impact of these differences e.g. on QoL/ opportunity | * Use atlases to briefly compare the geography of the regions e.g. natural resources, transport links, settlement pattern * Use images to contrast the 2 regions * Produce a time line of decline and growth for the 2 regions. | Use ONS websites to explore regional data:  [**http://www.bis.gov.uk/analysis/statistics/sub-national-statistics/regional-economic-performance-indicators/live-tables**](http://www.bis.gov.uk/analysis/statistics/sub-national-statistics/regional-economic-performance-indicators/live-tables) |
| 55  Changing employment has environmental impacts, some of which are positive and some negative. | 5.2a Assess the environmental impacts of de-industrialisation and economic diversification in one UK urban area. | * Identify the positive and negative effects of change in employment on the environment in a developed country. | * Use the textbook to generate case study notes on the UK. * This should include obvious environmental issues such as derelict land, but also the transition to cleaner/greener jobs. | SAMs Q5aii  TB-Edex page 188  TB-OUP pages 196–197  ExPJune11 Q4 |
| Examine alternative proposals for economic development by comparing the costs and benefits of a greenfield  development and the regeneration of a  brownfield site | * Understand the different approaches to sustainable management of land. * Define the terms ‘brownfield site’ and ‘greenfield site’. | * Use a table to list the characteristics of both types of sites. * Produce a case study on sustainable management in Sandwell (TB Edex) or Fort Dunlop (TB-OUP). * Newcastle Great Park could be researched as an example of a greenfield development. | TB-Edex pages 190–192: materials to support an activity on sustainable management  TB-OUP pages 200–201  ExPJan12 Q4  SAMs Q5b  AT includes a class interactive activity on brownfield sites.  TG page 146 making decisions on brownfield/greenfield sites.  [**newcastlegreatpark.com**](http://www.newcastlegreatpark.com/)  [**urbansplash fort-dunlop**](http://www.urbansplash.co.uk/commercial/fort-dunlop) |
| 56  Employment is changing and will continue to change. | 5.2b Examine the increasing contribution of the digital economy, education and  research, the ‘green’ employment sector  and foreign workforce to the growth of the UK economy. | * Define green jobs/sector. * Define the digital economy and R&D * How far the green sector might contribute to future jobs growth. * Know how migrant workers contribute to the UK economy | * Draw a basic diagram of a house (or use a photo) and consider ways of ‘greening’ it and how this might provide employment (double glazing, solar panels, etc.) * Research the DEFRA website on the UK green economy and make notes on growth areas and skills. * Consider the types of migrant (low skill, elite) and how they might contribute to different sectors. | TB-Edex pages 192–193  TB-OUP pages 202–203  ExPJune10 Q4  Information on the digital economy :  [**http://www.rcuk.ac.uk/research/xrcprogrammes/Digital/Pages/home.aspx**](http://www.rcuk.ac.uk/research/xrcprogrammes/Digital/Pages/home.aspx)  DEFRA:  [**www.defra.gov.uk/environment/economy**](http://www.defra.gov.uk/environment/economy/) |
| Consider the impact of changing working  practices including home working, teleworking, self-employment, flexible  working and the impact of IT. | * Explain why those changes are taking place (and the link to technology). * Define terms such as ‘knowledge economy’, ‘teleworking’ and ‘flexible working’. * Know how IT and comms technology enables more flexible working | * Produce a table that outlines the advantages and disadvantages of different ways of working | TB-Edex pages 260–261  TB-OUP pages 266–267  TB-Edex pages 258–260 has material and activities to support changes in the workplace.  TB-OUP pages 264–265  ExPJan12 Q8 |

**Changing Settlement in the UK**

**6.1 How and why are settlements changing?**

**6.2 How easy is it to manage demand for high quality places to live?**

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| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 52  There have been many changes in urban areas in the UK in the past 50 years as a consequence of government policies, in addition to economic, social and demographic changes. | 6.1a Investigate the economic, social,  political and cultural processes that have  transformed large urban areas in the UK  with some urban areas growing fast, e.g.  London and others declining in size and  economic significance, e.g. Liverpool. | * Know the characteristics that make UK urban areas attractive to different groups of people. * Explain why urban areas appeal to some groups and not others. * Briefly consider the impact of migration and economic change on large cities. | * Use a range of images of contrasting urban areas and annotate to show good/not so good aspects of the spaces (building type, density, land use). * Construct a series of bi-polar values/scales and use them to score the images. | TB-Edex pages 166–167: material to draw on for different population groups and elements of location. The activities require thought about the future and change to places.  TB-OUP pages 172–173  TG page 134: additional material on criteria for assessing living spaces.  Urban image search at Flickr or Geograph:  [**www.flickr.com**](http://www.flickr.com/)  [**www.geograph.org.uk**](http://www.geograph.org.uk/) |
| Examine how these processes have  led to variations in the quality of urban  residential areas (including housing,  services, amenities and recreational areas), and the levels of deprivation within large urban areas. | * Define key terms such as services, amenities * Define deprivation * Consider how deprivation and segregation can lead to low-quality living spaces. * Know that environmental problems lower the quality of some living spaces. | * Define ‘deprivation’ and ‘segregation’. * Use IMD maps (of London, for example) to think about the pattern of deprivation in an area. * Write brief explanations of the factors contributing to deprivation (soc/eco/env/pol), including segregation. | TB-Edex pages 167–168  TB-OUP pages 174–175  AT-CD BBC Active video clip: Noise and tranquillity  SAMs Q6a  Index of Multiple Deprivation map:  [**IMD 2010**](http://www.communities.gov.uk/documents/statistics/pdf/1871208.pdf) |
| 53  Rural settlements in the UK have changed greatly in the past 50 years and new types of settlement have developed in that time. | 6.1b Identify different types of rural settlement, including remote rural  communities in upland areas, retirement  communities, commuter villages, and explain how these have developed. | * Define the rural–urban continuum and rural settlement types within it. * Know the characteristics that make rural places attractive or unattractive to different groups of people. * Explain why rural areas appeal to some groups and not others. | * Brainstorm the meaning of ‘rural’ * Use a range of images to contrast different types of rural settlement * Annotate images to explain why / how might move to different rural areas (and move out). | Aspects of the Living Spaces chapters in both textbooks can be used here, but rural needs to separated from urban.  For a range of images search at Flickr or Geograph:  [**www.flickr.com**](http://www.flickr.com/)  [**www.geograph.org.uk**](http://www.geograph.org.uk/) |
| Investigate two contrasting rural regions  in the UK, e.g. the Highlands of Scotland  and East Anglia to explain the variations in  the quality of life and levels of deprivation. | * Define isolated / accessible * Identify why some rural areas are growing whereas others are in decline * Consider the impact of this on access to services * Identify and explain levels of rural deprivation in each region. | * Choose an isolated, declining area versus an accessible, growth area. * Start by identifying key features of the geography of the regions on maps – transport, urban areas nearby etc * Use the Census / Scrol to identify levels of deprivation and explain these. | Aspects of the Living Spaces chapters in both textbooks can be used here, but rural needs to separated from urban.  Note the 2011 Unit 3 resources on NE Scotland could be used.  For a range of images search at Flickr or Geograph:  [**www.flickr.com**](http://www.flickr.com/)  [**www.geograph.org.uk**](http://www.geograph.org.uk/) |
| 54  Current demand for some urban residential areas in the UK is rising, placing pressures on the environment. | 6.2a Examine the environmental, social and  economic impacts of rising demand for  residential areas in one urban area in  the UK. | * Define social, economic and environmental impacts (+ive/-ive) * Know which areas are in demand and why e.g. suburbs / urban fringe * Consider the impact on people and the environment of demand / urban sprawl. | * Draw a ‘cradle to grave’ timeline, i.e. age 0 to age 80. * Add images of ‘ideal’ locations at different ages, i.e. born in suburbs, student flat, yuppie apartment, family suburb. * Locate these areas on a map of chosen urban area * Draw a spider diagram of the impacts of demand for city-edge suburban areas. | TB-Edex pages 171–172  TB-OUP pages 178–179  ExPJune10 Q3  ExPJune11 Q3  ExPJan12 Q3  For a range of images search at Flickr or Geograph:  [**www.flickr.com**](http://www.flickr.com/)  [**www.geograph.org.uk**](http://www.geograph.org.uk/) |
| Evaluate the success of strategies to  improve urban areas, e.g. ‘rebranding’ and urban regeneration. | * Define the terms regeneration and rebranding * Identify who might move to regenerated locations * Consider an example of urban regeneration in a UK city. | * Produce a fact file on regeneration. * Research an example of regeneration/rebranding using the internet. * Focus on decision makers and outcomes. | TB-Edex pages 177–179: range of world city strategies that can be compared and evaluated.  TB-OUP pages184–187  ExPJan11 Q3  SAMs Q6b  Website of Salford City Council section on regeneration:  [**Salford regeneration**](http://www.salford.gov.uk/regeneration.htm)  PDF document showing the history of renewal in Salford since the 1980s:  [**Salford Quays milestones**](http://www.salford.gov.uk/d/milestones_v2.pdf) |
| 55  Different strategies can be used to improve the quality of settlements in rural regions of the UK to make them sustainable. | 6.2b Examine the role of rural development  schemes and larger projects, e.g. the  Eden Project in stimulating growth in  the rural economy and arresting outmigration. | * NB the focus here is not on farms, but larger rural development. * Define rural development * Know how a rural area has been redeveloped * Consider whether the development has been a soc/eco/env success | * Undertake a brief needs analysis of deprived rural areas in terms of job needs and service needs * Research the Eden Project and produce a factfile on costs and benefits * Debate the extent to which rural people have benefitted and any remaining problems | Website of the Eden Project  [**http://www.edenproject.com/**](http://www.edenproject.com/)  Website of the Post Mining Alliance  [**http://www.postmining.org/index.php**](http://www.postmining.org/index.php) |
| Evaluate the success of planning policies  such as ‘green belts’ and National Parks in  both conserving valuable landscapes, as  well as allowing economic development. | * Define the terms greenbelt and conservation area * Know the aims of these areas and those National Parks. * Consider the conflict inherent in NP aims / objectives * Assess whether a balance between conservation and development has been achieved. | * Map a local example of greenbelt, or use London’s as an example * Produce a labelled map of UK NPs * Note down and consider NP aims * Research the issues in a NP and how locals benefit but also the disadvantages. | Website of the Lake District National Park  [**http://www.lakedistrict.gov.uk/**](http://www.lakedistrict.gov.uk/)  There is also a facts and figures section for students  [**http://www.lakedistrict.gov.uk/learning/factsandfigures**](http://www.lakedistrict.gov.uk/learning/factsandfigures) |

**Unit 2 People and the Planet Section C option topics**

**Please note the option topics that make up this Section of the Specification have changed.**

**The Challenges of an Urban World**

**7.1 How have cities grown and what challenges do they face?**

**7.2 How far can these challenges be managed?**

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| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 56  The world is increasingly urbanised as cities grow due to different processes. | 7.1a Examine urbanisation trends globally and between regions, including reasons for growth (migration and internal growth). | * Define the term urbanisation * Define internal growth and migration in relation to urban growth * Understand rates of growth globally and in global regions | * Create a graph showing urbanisation trends globally * Annotate graphs to explain trends * Create a mini-glossary for this topic. | SAMs Q7a  Use UN World Urbanisation Prospects for up to date data; maps on page 26 of this document may also be useful:  [**http://esa.un.org/unpd/wup/pdf/WUP2011\_Highlights.pdf**](http://esa.un.org/unpd/wup/pdf/WUP2011_Highlights.pdf) |
| Contrast the economic activities, spatial  growth and population of megacities in the developed and developing world. | * Define the term megacity. * Describe how cites create wealth. * Describe how megacities have grown over time in terms of population and physical expansion. * Describe how ‘land use’ has changed as cities have grown and economic activities have shifted. | * Brainstorm all the ways that urban areas make money * Use maps to chart the physical growth of contrasting cities. Annotate them to identify changing land uses (industry, suburbs, greenbelts). | TB-Edex pages 200–201 has a series of money-making ideas for urban areas to make a start.  Population data for many cities can be found on Wikipedia.  Expansion of London:  [**portcities.org.uk**](http://www.portcities.org.uk/london/server/show/conMediaFile.1222/The-expansionof-London-AD-43-2000.html) |
| 57  Cities face a range of social and environmental challenges resulting from rapid growth and resource demands | 7.1b Examine urban challenges in the developed world: food, energy, transport and waste disposal demands that may lead to concentrated resource consumption. | * Examine how cities also create environmental problems * Investigate landfill sites and their impacts. * Explain the issues associated with energy use/powering cities. * Consider the issue of urban sprawl and the demands for food from cities. | * Complete a flow diagram of landfill inputs (including land, fuel for trucks) and outputs (including methane, leachate, etc.) * Make notes on energy use in London. * Use OS maps to examine sprawl on London’s fringes, e.g. the Thames Gateway area. * They then add in all the impacts (waste, outputs) that each have on the environment. * Draw a system diagram for a city, i.e. inputs, processes, outputs | TB-Edex pages 200–201  TB-OUP pages 210–211  ExPJan12 Q5  SAMs Q7b  Ecofootprints from UK regions, cities and areas:  [**SEI eco-footprints**](http://www.resource-accounting.org.uk/downloads/?page=downloads)  London’s eco-footprint with trends over time:  [**www.environment-agency.gov.uk**](http://www.environment-agency.gov.uk/research/library/publications/115654.aspx)  Energy use in London:  [**http://www.lep.org.uk/energy.htm**](http://www.lep.org.uk/energy.htm)  Facts about landfill:  [**www2.le.ac.uk/wasteandrecycling/**](http://www2.le.ac.uk/offices/estates/environment/wasteandrecycling/whyrecycle/landfillfacts) |
| Examine urban challenges in the  developing world: slum housing, the informal economy and urban pollution that lead to low quality of life. | * Define and illustrate ‘informal employment’ * Define the term slum and describe conditions is slums * Explain why quality of life in some developing world cities is often low. | * Produce a cartoon image for an urban and a rural area, showing the effects of employment changes in the environment for each example. * Write a letter to a government minister outlining the problems and abuses of informal employment. * Use and annotate images to describe conditions in developing world cities. | AT includes a class interactive activity on city shanty towns.  TB-Edex pages 185–186 lists the key points of the effects of employment change in an area and provides a good basis for a cartoon image.  TB-OUP pages 192–193  AT-CD BBC Active video clip: Mexico City informal economy and rapid growth  SAMs Q7b  ExPJan11 Q4  ExPJan12 Q4  WIEGO information on informal employment:  [**Women in informal employment**](http://wiego.org/informal-economy/about-informal-economy) |
| 58  Cities in the developed world have huge potential for reducing their ecofootprints. | 7.2a Assess how one named city in the  developed world is reducing its  eco-footprint by reducing energy consumption and waste generation. | * Identify three ways in which one city (e.g. York) is trying to reduce its eco-footprint. | * Produce a mind map of the processes used in reducing eco-footprints, based on information from the Edexcel GCSE Geography B Student Book. * Examine the BedZED project and the pros and cons of sustainable homes and communities. | TB-Edex pages 202–204 has resources and activities on York’s eco-footprint and strategies for improving it.  TB-OUP pages 212–213  ExPJune11 Q5  GeoActive (Nelson Thornes) 397 and 391 provide an insight into more sustainable waste handling and congestion charging.  BedZED project:  [**BedZED**](http://www.oneplanetcommunities.org/communities/bedzed/) |
| Analyse the potential for more sustainable transport in a named city in the developed world. | * Describe how transport could be made more sustainable in a named city | * Brainstorm different approaches to making transport more sustainable in terms of pollution, congestion, resources for the local area. * Produce a table of the advantages and disadvantages for each option; consider different groups such as children, elderly, people with a disability. | TB-Edex pages 205–206  TB-OUP pages 214–215  ExPJune10 Q5  ExPJan12 Q5  AT includes a class interactive activity on reducing Leicester’s eco-footprint (offers good decision-making practice for Unit 3). Nottingham has some useful urban transport initiatives, including trams and workplace parking charges:  [**www.nottinghamcity.gov.uk**](http://www.nottinghamcity.gov.uk/index.aspx?articleid=93) |
| 59  Different strategies can be used to manage social and environmental challenges in developing world cities. | 7.2b Consider the success of strategies to improve quality of life in cities in the developing world: self-help schemes,  the work of NGOs, urban planning, e.g.  Curitiba. | * Define the term self help in relation to developing world urban housing * Show how self-help can improve housing conditions. * Understanding how cities can be planned to help improve quality of life | * Research and example of self-help housing * Use images to compare unimproved and improved slums * Annotate a plan of Curitiba to explain how its features improve quality of life (see YouTube as well) | TB-Edex pages 207–209 has a section on Curitiba, Brazil.  TB-OUP pages 216–217  Further information on Curitiba, Brazil is available at:  [**makingthemodernworld.org.uk**](http://www.makingthemodernworld.org.uk/learning_modules/geography/04.TU.01/)  (website is very useful on urban sustainability in general).  Curitiba in Brazil:  [**Curitiba**](http://www.pbs.org/frontlineworld/fellows/brazil1203/) |
| Evaluate the advantages and disadvantages of attempts to develop  less-polluted cities, e.g. Masdar City or  Mexico City. | * Consider the potential for areas to be more sustainable. * Evaluate the pros and cons of examples. | * Students study examples from different cities/towns and identify their strategies, e.g. Masdar or Mexico City and * Critically evaluate solutions and consider how transferable the approaches are | TB-Edex pages 177–179  TB-OUP pages 184–187  Masdar City:  [**masdar.ae/en/**](http://www.masdar.ae/en/home/index.aspx)  Sustainable cities:  **http://www.sustainablecitiesnet.com/** |

**The Challenges of a Rural World**

**8.1 What are the issues facing rural areas?**

**8.2 How might these issues be resolved?**

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| --- | --- | --- | --- | --- |
| Week | **Content coverage** | **Learning outcomes** | **Exemplar activities** | **Exemplar resources** |
| 56  Rural areas have contrasting economic characteristics. | 8.1a Explore the varied rural economy in the developed world including commercial farming systems, employment and service provision in rural areas. | * Outline the characteristics of rural economies – quarrying, recreation, tourism, farming. * Outline the inputs, processes and outputs of the farm system. * Define key terminology Contrast arable/pastoral/mixed, commercial / intensive / extensive). * Know the rural services that exist. | * Use a rural area such as Cumbria or Cornwall and contrast it with a developing world rural region. * Visit the Lake District NP website to research the case study and research. * Use Google Earth to explore the types of rural services in the area in the developed world. * Draw a farm system diagram for a specific type of farming, e.g. hill sheep | SAMs Q8a  BBC Bitesize rural areas:  [**Developed world rural change**](http://www.bbc.co.uk/schools/gcsebitesize/geography/rural_environments/)  Website of the LDNP and useful fact sheets:  [**Lake District NP**](http://www.lakedistrict.gov.uk/learning/educational_publications_and_resources_)  BBC Bitesize farm system:  [**Farming**](http://www.bbc.co.uk/scotland/learning/bitesize/standard/geography/farming/) |
| Explore the varied rural economy in the developing world including cash crop farming for export versus subsistence farming. | * Outline the characteristics of the rural economy – commercial and subsistence farming. * Outline the inputs, processes and outputs of the farm systems. | * Use images to contrast rural areas in the developed and developing worlds as well as within both. * Research how one cash-crop is produced e.g. cocoa in West Africa | Cocoa cash crop websites  [**http://www.worldcocoafoundation.org/learn-about-cocoa/cocoa-facts-and-figures.html**](http://www.worldcocoafoundation.org/learn-about-cocoa/cocoa-facts-and-figures.html)  **http://www.dubble.co.uk/bean2bar/** |
| 57  Rural areas in the developed and developing world face a number of challenges. | 8.1b Examine rural challenges in a named rural area in a developed country: rural isolation, changes to rural services, the decline of  farm employment, tourist pressures, and the effects of counter-urbanisation. | * Know about the changes taking place in rural areas in developed countries. * Recognise different types of rural area, e.g. accessible v isolated. | * Draw a rural–urban continuum diagram and label it with characteristics of different rural areas. Add images. * Use OS maps (or OS Get a Map) to examine different rural areas, e.g. isolated, accessible. * Create a spider diagram of recent changes to population and economy in rural areas. | TB-Edex page 212: source of information on more and less economically developed countries  TB-OUP pages 228–229  ExPJune10 Q6  ExPJan12 Q6  SAMs Q8b  BBC News article is a good summary of recent UK rural change:  [**BBC news rural**](http://news.bbc.co.uk/1/hi/uk/3538992.stm)  AT-CD BBC Active video clip: Brailes: a changing village  TG page 168: making decisions activity on the rural Midlands  BBC Bitesize rural areas  [**Rural change**](http://www.bbc.co.uk/schools/gcsebitesize/geography/rural_environments/) |
| Examine rural challenges in a named rural area in a developing country: isolation, changing farm economy and landholdings, the impact of rural-urban  migration, natural hazards. | * Recognise that the rural changes in developing countries are very different from those in developed countries. * These include the impact of natural hazards which can be severe. | * Produce a table to compare MEDC and LEDC (more and less economically developed countries) with rural changes. * Include columns for population, distance from urban areas, employment, services, migration and hazards. * Further subdivide the table by process and impacts. Make brief notes into table using textbooks/class clips as stimuli. | TB-Edex page 213  TB-OUP pages 220–221  ExPJan11 Q6  ExPJune11 Q6  SAMs Q8b  BBC Class Clips of life in rural areas in the developing world:  Life in Rural Kenya (4499)  Rural problems in South Africa (1482)  BBC Bitesize rural change in LEDCs:  [**LEDC rural change**](http://www.bbc.co.uk/schools/gcsebitesize/geography/rural_environments/changes_rural_areas_ledcs_rev1.shtml) |
| 58  Livelihoods and opportunities for people in rural areas in developing countries can be improved. | 8.2a Examine the role of different groups involved in development projects in rural areas: national and local government, Non-governmental Organisations (NGOs), Intergovernmental Organisations (IGOs), local communities. | * Be able to define IGO and NGO * Know the motives and aims of different groups involved in developing world rural development | * Use a table format to describe different groups in terms of motives, funding, aims and types of developing world rural project * Research brief examples of rural development initiatives for each (use a pair / group activity) | NGO [**http://practicalaction.org/**](http://practicalaction.org/)  IGO [**http://www.worldbank.org/**](http://www.worldbank.org/)  Government [**http://www.india.gov.in/sectors/rural/index.php**](http://www.india.gov.in/sectors/rural/index.php)  Community Group  [**http://www.sheabutterweb.com/sekafrole.html**](http://www.sheabutterweb.com/sekafrole.html) |
| Evaluate initiatives in contrasting rural areas in the developing world designed to improve opportunities and quality of life, e.g. micro-finance, mobile health services and education. | * Understand that rural areas need to be managed in a more sustainable way to improve opportunities and quality of life * Define micro-finance | * Use the Farm Africa website to make brief notes on sustainable forest management. * List the ways the forest can be used to generate income. * Produce a mind map of ‘Crops and Shops’ in Ethiopia. * Use websites to research brief examples of mobile services (barefoot doctors) and micro-finance. | TB-Edex pages 221–223  TB-OUP pages 224–227  Grameen Bank micro-finance **http://www.grameen-info.org/**  Ethiopia on the Farm Africa website has good additional material, such as interviews, videos etc., to supplement the material in Chapter 14 of the Edexcel GCSE Geography B Student Book: [**http://www.farmafrica.org.uk/**](http://www.farmafrica.org.uk/)  Farm Africa forest management:  [**sustainable-livelihoods-forest-management**](http://www.farmafrica.org.uk/ethiopia/strengthening-sustainable-livelihoods-and-forest-management-project) |
| 59  The farming economy of rural areas needs to adapt to be economically and environmentally more sustainable. | 8.2b Explore how developed world rural farms can diversify to generate new income streams, e.g. specialist crops and food, organic farming, recreation and leisure. | * Define farm diversification * Focus on making farming more sustainable for people and the environment. * Examine the benefits of organic farming and local food. | * Draw a farm system diagram (inputs, processes, outputs) for an intensive farm v an organic farm. * Focus MEDC agriculture using organic farming practices and consumer power against factory farming. * Farm visits or visits to rural villages would be an ideal way to support this part of the specification. | TB-Edex pages 223–227: overview of the environmental impacts of agriculture.  TB-OUP pages 232–233  ExPJune10 Q6  ExPJan12 Q6  SAMs Q6b  Soil Association website for Organic Farming: [**http://www.soilassociation.org/**](http://www.soilassociation.org/)  ‘The Meatrix Trilogy’ are a series of cartoons on anti-factory farming: [**http://www.themeatrix.com/**](http://www.themeatrix.com/) |
| Explore how developing world farming can benefit from fair-trade schemes as well as intermediate technology to reduce soil erosion, improve water supply and raise yields. | * Weigh up the pros and cons of a small-scale, rural development projects for farmers. * Define fair-trade and intermediate technology | * Use an image of a pumpkin tank to label key features, e.g. local materials, low cost, low skill, easy to repair. * Design a visual/cartoon explanation of the Peru micro-hydro scheme to show how it works and the impact it has. * Then write a definition of ‘intermediate technology’ and explain how this project is an example. * Produce a poster showing the benefits of fairtrade | Pumpkin tank image to label:  [**Sri\_Lankan\_Pumpkin\_Tank**](http://en.howtopedia.org/wiki/How_to_Build_a_Rainwater_Tank:_Sri_Lankan_Pumpkin_Tank)  Video of micro-hydro schemes in Peru. YouTube has numerous useful videos on this type of development: [**Peru microhydro**](http://www.youtube.com/watch?v=ceuFgmTTWf0)  TB-Edex pages 239–244  TB-OUP pages 245–247  ExPJune11 Q7  SAMs Q7b  Practical Action’s website has many examples of small-scale, intermediate technology development projects worldwide:  [**http://practicalaction.org/**](http://practicalaction.org/) |
| 61 | Consolidation and assessment week (Section B and C options). | * Review and revision of Unit 2 Section B and C option choices. | * Use the AT-CD glossary function to test key terminology definitions * Formal assessment using SAMs Foundation and Higher tier Unit 2 questions 5 or 6 and questions 7 or 8. | TB-Edex Examzone pages 210–211 (Cities)  TB-Edex page Examzone pages 228–229 (Countryside)  TB-Edex Examzone pages 262–263 (Work)  AT-CD Examzone, KnowZone multiple choice questions |