

Year:	Topic/Theme: Paper 2- UK Geographical issues	Unit Title: The UK's evolving human landscape-Birmingham	Term:
<p><b>Overview of SOW:</b> The human landscape of the UK has been changing or thousands of years, more so in the last 50 years. This topic will highlight some of the ways in which the UK's different human landscapes, rural and urban, are changing. Students will investigate why some of these changes are taking place and what the effects of these changes have been. In particular the topic will look at the growing impact of the wider world on people and places in the UK, with particular reference to two contrasting regions and one major city-Birmingham</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Why population, economic activity, and settlements are key elements of the human landscape</li> <li>• How the UK economy and society are linked to and shaped by the wider world</li> <li>• What the impacts of globalisation, trade, investment and migration are</li> <li>• How Birmingham, a major UK city, is changing</li> <li>• What the causes and impacts of changes in Birmingham's structure, economy and population are in different parts of the city.</li> <li>• How life in Birmingham can be improved</li> <li>• How Birmingham is interdependent with its surrounding rural areas</li> <li>• What the challenges and opportunities of change in rural areas are.</li> </ul> <p><b>Skills:</b></p> <p>Using population pyramids from different periods</p> <p>Using census data to understand changes to the UK's population and to compare areas within inner cities</p> <p>Using statistics to investigate Foreign Direct Investment and immigration to the UK</p> <p>Exploring fieldwork/enquiry questions</p> <p>Using OS maps to identify different land use types</p> <p>Using databases to investigate inner city problems</p> <p>Using secondary data to understand migration patterns</p> <p><b>End Point:</b></p> <p>To recognise how urban core areas' differ from rural areas, and how UK regions differ</p> <p>To know how government policies and approaches assist areas in declines</p> <p>To understand reasons for and patterns of migration</p> <p>To understand the changes in the UK economy and the impact this has on regions</p> <p>To understand globalisation and its importance</p> <p>To be able to describe the site of Birmingham and the impact of location on different regions</p> <p>To understand the structure of Birmingham through land use models</p> <p>To identify cause for patterns of in equality</p> <p>To evaluate the challenges and opportunities created by changes in Birmingham.</p>			

<p>Prior Learning: (Linked Topics)</p> <p>Development (KS4)  Urbanising World (KS4)  Population (KS3)  Map Skills (KS3)</p>	<p>National Curriculum Links:</p> <p>Mathematics – Graph skills  History - Industrialisation</p>	<p><b>GCSE (or A Level) AO Links:</b></p> <p><b>AO1:</b> Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p><b>AO2:</b> Demonstrate geographical understanding of:</p> <p>a) Concepts &amp; how they are used in relation to places, environments &amp; processes</p> <p>The inter-relationships between places, environment &amp; processes</p> <p><b>AO3:</b> Apply knowledge and understanding to interpret, analyse and evaluate geographical information &amp; issues &amp; to make judgements</p> <p><b>AO4:</b> Select, adapt &amp; use a variety of skills &amp; techniques to investigate questions &amp; issues &amp; communicate findings</p>	<p>Opportunities for mastery/stretch and challenge:</p> <ul style="list-style-type: none"> <li>• HA assessment structure – less scaffolding after skills teaching.</li> <li>• HA questioning – more evaluative and less recall.</li> <li>• HA sources and texts used within lessons.</li> <li>• ‘Ask the teacher’ after reading sources and texts (structured questioning).</li> <li>• HA resources for homework tasks.</li> <li>• HA recommended reading lists.</li> <li>• Group work</li> </ul>
<p><b>Key words/Vocabulary:</b></p> <p>Disparities  Infrastructure  Development  Population density  Settlement  Infrastructure  Migration  Foreign Direct Investment (FDI)  Transnational Corporations (TNC’s)  Networks  Flows  Globalisation  Free trade  Situation  Connectivity</p>	<p>Personal Development &amp; SMSC:</p> <ul style="list-style-type: none"> <li>• Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults</li> <li>• Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.</li> <li>• Developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.</li> <li>• Developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy.</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> <li>•</li> </ul> <p>GCSE links to Edexcel paper 2 (UK Geographical Issues)</p>	<p>Cultural Capital opportunities:</p> <ul style="list-style-type: none"> <li>• Do we have a moral duty to promote equality? Concept of stewardship.</li> <li>• Direct links to Edexcel B GCSE content and skills (future pathways)</li> <li>• Develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• Develop an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	

<p>Site</p> <p>Central Business district (CBD)</p> <p>Comprehensive development areas (CDA's)</p> <p>Suburbs</p> <p>Rural</p> <p>Urban</p> <p>Ethnicity</p> <p>Culture</p> <p>Deprivation</p> <p>De-industrialisation</p> <p>Inequality</p> <p>Decentralisation</p> <p>Brownfield sites</p> <p>Gentrification</p> <p>Studentification</p> <p>Regeneration</p> <p>Sustainable</p> <p>Ecological footprint</p> <p>Interdependent</p> <p><b>Key Questions (product/process/developmental):</b></p> <p>Explain the differences between urban and rural areas</p> <p>Identify positive and negative impacts of migration</p> <p>Why have industries in the north east declined</p> <p>Describe an impact of globalisation</p> <p>Describe Birmingham's situation in the West Midlands region?</p> <p>Evaluate two contrasting areas of Birmingham where there is significant deprivation</p>	<p>Low Stake Assessment:</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Keywords</li> <li>• Dates</li> <li>• Command words</li> <li>• Information retrieval from prior learning</li> <li>• Retrieval of key skills linked to question types</li> <li>• Information recall from case studies</li> <li>• GEOG knowledge starters</li> </ul> <p>Formative Assessment/AFL:</p> <p>Rapid recalls, PIT stop , Formative Assessment</p> <p>Summative % Assessment links:</p>	<p>Group/Pair work opportunities:</p> <ul style="list-style-type: none"> <li>• Make relevant contributions to discussions, responding appropriately to others</li> <li>• Be flexible in discussion, making different kinds of contributions</li> <li>• Present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions</li> <li>• Comment on the relevance of context and its effects on a text</li> <li>• Establish and develop their own opinion and evidence this from knowledge of case studies</li> </ul> <p>Talking Points (oracy/discussion) opportunities:</p> <ul style="list-style-type: none"> <li>• Debating points of view</li> <li>• Explaining theories/ model answers</li> <li>• Think-pair-share activities</li> <li>• Expressing evaluative opinions</li> </ul> <p>Cross Curricular links:</p> <p>History/Politics/sociology/mathematics</p>
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Weeks	Week overview – skills and knowledge	Directed Lessons	Resources	Assessment/Revision Opportunities	Consolidation Homework
<b>Week 1</b>	<b>To understand population distribution in the UK and how physical and human factors may influence this.</b>	<ol style="list-style-type: none"> <li>1. Describe the population distribution in the UK</li> <li>2. To recognize how urban core areas differ from rural areas, and how UK regions differ</li> <li>3. To understand how migration over the last 50 years has altered the population geography of the UK</li> <li>4. To recognize the changes in the number, distribution and age structure of the population.</li> </ol>	Power point Edexcel B text book	Rapid recall Seneca Pit stop	Exam question practice homework booklet
<b>Week 2</b>	<b>What changes have occurred because of migration?</b>  <b>Migration into Birmingham</b>	<ol style="list-style-type: none"> <li>1. To know the historical reasons why Birmingham grew as a city</li> <li>2. To understand where people have migrated from, to Birmingham, why people have migrated to Birmingham and the impact this has had on the city</li> <li>3. To understand the causes of national migration</li> <li>4. To Know how migration has affected growth in Birmingham</li> <li>5. To recognize the effects of migration on the character of the city</li> </ol>	Power point Edexcel B text book	Rapid recall Seneca	Exam question practice
<b>Week 3</b>	<b>How is Birmingham changing?</b>	<ol style="list-style-type: none"> <li>1. To be able to describe the site of Birmingham</li> <li>2. To recognise the importance of the situation of Birmingham in the region and in the UK</li> <li>3. To understand the global importance of Birmingham</li> </ol>	Power point Edexcel B text book	Rapid recall Seneca	Exam question practice-
<b>Week 4</b>	<b>What is the structure of Birmingham?</b>  <b>To understand the location of Birmingham and why it is an important city?</b>	<ol style="list-style-type: none"> <li>1. To know the structure of the city in terms of zones</li> <li>2. To understand the functions of different building types</li> <li>3. To explain the effect of the city's structure, land use and environment quality</li> <li>4. To know that urban change in Birmingham has created opportunities</li> <li>5. To understand what these opportunities are and that they can be social, economic and environmental</li> </ol>	Power point Edexcel b Textbook	Rapid recall Seneca	Exam questions practice DME Booklet

<b>Week 5</b>	<p><b>How have changes in Birmingham causes economic and population growth</b></p> <p><b>What challenges have been created by the changes in Birmingham?</b></p> <p><b>Pitstop</b></p>	<ol style="list-style-type: none"> <li>1. To know that urban change in Birmingham has created opportunities</li> <li>2. To understand what these opportunities are and that they can be social, economic and environmental</li> <li>3. To recognize which parts of the city, have experienced growth</li> <li>4. To know which parts of the city, have experienced decline</li> <li>5. To recognize the causes – deindustrialization and decentralization</li> <li>6. To understand the role of changes and transport in the process</li> </ol> <p>Pitstop Birmingham 20 mark assessment and DIRT Lesson</p>	Power point Edexcel B text book Online resources	Rapid recall Seneca Pitstop	Exam question
<b>Week 6</b>	How has urban living been made more sustainable and improved quality of life?	To understand the strategies aimed at making urban living more sustainable. To understand the strategies aimed at improving the quality of life in Birmingham.	Power point Edexcel B text book Online resources	Rapid recall Seneca	Exam question Practice
<b>Week 7</b>	<p><b>What has been done to regenerate and rebrand Birmingham and what have been the effects?</b></p> <p><b>End of topic assessment</b></p>	To investigate examples of regeneration and rebranding To recognise the difference between regeneration and rebranding To understand the positive and negative effects of regeneration and rebranding  End of topic assessment	Power point Edexcel B text book Online resources	Rapid recall Seneca	Exam question