

Teaching notes and suggested route through

Week 1: Why do people wish to live in urban areas?

Starter activities:

Resource 1: Urban geography — 5Ws and how?

1. Get students to work in pairs. Ask them to note the fact, look carefully at the image and then consider the six questions surrounding it. Feedback into a whole class discussion.

Resource 2: Urban growth per hour

2. Work through the slides showing the growth of Shenzhen in China since 1950. There is an opportunity to locate Shenzhen, Jakarta and Tokyo in an atlas or online. Pose the questions on slide 7 to students, e.g. How does Jakarta compare with the other cities listed? Which cities are experiencing the greatest urban growth? What is happening in Tokyo? Does urban growth appear to be concentrated in a particular part of the world? Is it restricted to the Far East?

Main activities:

Resource 3: Global urbanisation

1. Introduce the students to the five global urbanisation facts (1800 -2050) provided on the worksheet and in the PowerPoint. Ask the question as to the accuracy of the last statement. Links can be made from the map to the development status of a country but obvious exceptions, e.g. Saudi Arabia should be highlighted.

Resource 4: Urban growth

2. A possible starting question could be to ask the location and size of the world's largest city. There is an opportunity for discussion as to what constitutes a city and how the boundaries of a city are defined. Share background to urban growth with students, emphasising key statistics and geographical vocabulary in the process. Get students to make use of a software application, such as Excel, to complete the activities thereafter. There is an opportunity for work with an atlas or with the internet to show the location of Shenzhen in China.

Resource 5: The world's 12 largest cities

1. Students work through the activities. A blank world map will be required for activity 3.
2. Show the first 3:45 minutes of the following clip twice:

- [youtube.com/watch?v=fo6d-pahxPM](https://www.youtube.com/watch?v=fo6d-pahxPM)

AQA - Urban geography teaching pack

- Ask students to watch the clip the first time. On the second showing, get students to try to write a definition for the term 'megacity' (*'an urban area with a population of 10 million or more'*) and list some of their key characteristics. Feedback into a whole class discussion.
3. Ask students to list the top ten megacities in the world (by population). Later, reveal the answers (Tokyo-Yamaguchi; Jakarta; Delhi; Manila; Seoul; Shanghai; Karachi; Beijing; New York; Guangzhou-Foshan). How many of these did they manage to list? Are they surprised by any that entered the top ten?
 4. Get students to consider the location of the top twenty megacities (by population) on a map of the world.
- allianz.com/en/about_us/open-knowledge/topics/demography/articles/150316-top-20-megacities-by-population.html/
 - Students could be asked to produce their own map of major world cities.
5. Ask students what they notice about their distribution. Questions could include, On which continent are most found? Are they found in LICs, HICs or NEEs?
 6. Feedback into a whole class discussion.

Resource 6: Causes of urbanisation

7. Get students to complete the three activities. Review as a class.

Resource 7: Push and pull factors

8. Get students to work in pairs. Ask them to read and sort the various cards into two piles, one for push factors and the other for pull factors. Review as a class. Are there some factors that exert a stronger push/pull than others do?

Resource 8: Rural urban migration push factors – a diamond nine exercise

9. This activity can be used as an extension to resource 7 as it concentrates on just push factors.

Resource 9: Informal employment in a LIC city – a SATO exercise

10. This activity considers a possible informal employment activity in a developing city – the result of push and pulls factors.

Plenary activities:

Resource number 10: Plenary dice

1. Challenge the class with the plenary dice activity.

Week 2: What opportunities and challenges does urban growth have for cities in LICs and NEEs?

Starter activities:

Activity 11: Where am I?

1. Watch the video clip - [youtube.com/watch?v=fo6d-pahxPM](https://www.youtube.com/watch?v=fo6d-pahxPM) (from 3:45 to 7.20 minutes).
2. Ask students if the five megacities mentioned in the clip (namely Shanghai, Dhaka, Tokyo, London and Mexico City) exhibit the same opportunities and challenges. What similarities and differences can they identify? (e.g. prospects look brighter for megacities in HICs or NEEs than for those in LICs).

Resource 12: Where am I?

3. Project the image. Ask students where they think the image was taken. Give out clues, one at a time, until someone identifies the city correctly (Mumbai). Explain to students that they will shortly be 'zooming in' on Mumbai to discover more about this fascinating megacity.
4. Ask students to access Google Earth and travel from the UK to Mumbai. In which direction and how far do they need to travel? Get students to explore Mumbai from above. Extract their initial thoughts about/first impressions of Mumbai via a whole class discussion.

Main activities:

Resource 13: Location, location, location

5. Get students to complete the four activities on the sheet. Once they have done this, they should form a small group and share their findings with others. Encourage students to note any new information that they discover in the process.
6. Watch the following clip: [youtube.com/watch?v=PBMDGcYWPvU](https://www.youtube.com/watch?v=PBMDGcYWPvU)
7. Ask students to imagine they are a slum dweller in Dharavi. Get them to list any opportunities that they might have and the challenges that they might face. Feedback into a whole class discussion. Do they think that the challenges outweigh the opportunities or vice versa? How does this film/Dharavi compare with the earlier image that they saw and their initial thoughts/first impressions of Mumbai?

Resource 14: Opportunities and challenges

8. Get students to work in pairs. Ask them to read and sort the various cards into two piles, one for opportunities and the other for challenges. Review as a class.
9. Ask students how they might classify these further, e.g. social, economic and environmental opportunities/challenges; by cost; by location; by urgency; by the time or scale involved.

Resource 15: Diamond nine – Mumbai's challenges

10. Get students to work in pairs and complete the diamond nine activity. Stress that they should be able to justify their ranking when questioned later.
11. Review as a class.

Plenary activities:

Resource 16: Life in the slum

1. Get students to look carefully at the image in the middle of the sheet and imagine that they are the young person in the photograph. What might they see, hear, taste, touch, smell and feel (emotions)? Ask them to note their thoughts in the relevant boxes surrounding the image. The image is of Jakarta and students should draw obvious parallels with slums in Mumbai.
2. Feedback into a whole class discussion.

Resource 17: A time for reflection

1. Get students to work with a partner and consider the three questions on the slide:
 - What does the future hold for Mumbai?
 - Will the gap between the rich and poor become bigger or smaller?
 - How can Mumbai best address the challenges it now faces?
- Feedback into a whole class discussion.

Week 3: How is urban planning improving the quality of life for the urban poor?

Starter activities:

Resource 18: Life in the slum – a SATO exercise

1. The image is of a slum in Jakarta and is an alternative plenary to resource 16 requiring empathy. Students can complete the activity instead of resource 16 with more able students considering similarities and differences with respect to Dharavi.

Resource 19: Top ten wishes

2. Ask students to once again imagine that they are the young person in the photograph. A fairy godmother, aka a charity/organisation/government, has come along to grant them ten wishes. What would be their top ten wishes and why? Get students to complete the wands on the accompanying sheet.
3. Afterwards, encourage them to form a small group and share their thoughts with others. Were their wishes similar or different? How much would it cost to make all their wishes come true? Do they think it would be easy or difficult to meet their wishes?

Resource 20: Dharavi Sudoku

4. A fun way to end the lesson examining some of the problems of life in the Dharavi slum.

Main activities:

Resource 21: Dharavi – a SATO exercise

5. Ask students to complete the SATO exercise to consider a small factory in Dharavi.

Resource 22: True or false?

6. Show the following clip to students:
 - [youtube.com/watch?v=PBMDGcYWPvU](https://www.youtube.com/watch?v=PBMDGcYWPvU)
 - Encourage them to watch it the first time around, then to record as many facts as they can during a second viewing. Afterwards, get students to test themselves.
7. Show the following clip to students:
 - [youtube.com/watch?v=RmpMNe9y1qg](https://www.youtube.com/watch?v=RmpMNe9y1qg)

8. Get students to work in small groups. They should imagine that they are a private developer, who is keen to put forward a bid to develop a section of the Dharavi slum. In their small group, they must come up with a redevelopment plan. This could be produced as an annotated sketch or as a multimedia presentation that is given to the rest of the class, depending on the time and resources available. An element of peer assessment could be incorporated here too.
9. Ask small groups to move around the room and view each group's annotated sketch. Identify WWW (what went well/strengths) and EBI (even better if/weaknesses/improvements). A similar approach could be taken towards any multimedia presentations; get students to award a number from 1 to 9 (1 being the best) and then identify WWW (what went well/strengths) and EBI (even better if/weaknesses/improvements).
10. Afterwards, chair a vote to determine which group's bid should win. Encourage students to justify why they believe this to be the case too.

Resource 23: Redevelopment in Dharavi

2. Project the image onto a big screen and invite students for their responses to the question. Later, share one person's viewpoint and the latest news from Dharavi concerning its redevelopment. Challenge students to make use of the Internet to see if they can uncover any further developments that have taken place since May 2016. Afterwards, get them to form small groups and share their findings with others. Convene for a whole class discussion, asking students if they found out any further information and if everyone is actually in favour of the redevelopment of Dharavi.
3. An ideal short assessment might be:
 - filestore.aqa.org.uk/subjects/AQA-90302H-QP-JUN15.PDF
 - filestore.aqa.org.uk/subjects/AQA-90302H-W-MS-JUN15.PDF
 - Question 2c (i, ii and iii)
 - filestore.aqa.org.uk/subjects/AQA-40302H-QP-JUN13.PDF
 - filestore.aqa.org.uk/subjects/AQA-40302H-W-MS-JUN13.PDF
 - Question 2c (i, ii and iii).

Plenary activities:

Resource 24: Mumbai – past, present and future

1. Give students a copy of the above resource and ask them to complete the activity to the best of their ability.
2. Pair them with another individual (a less able student with a more able student, perhaps?) to exchange information that they have written down. You could review as a class later on if you wish and time allows.
3. Get students to listen to the following audio clip:
 - abc.net.au/radionational/programs/counterpoint/slums-of-despair-or-hope-/3137144
4. Steer a whole class discussion around the question: 'Are slums places of despair or places of hope?'

Week 4: What is the impact of urban change for cities within the UK?

Starter activities:

Resource 25: Population distribution within the UK

1. Pose questions to students that encourage them to extract figures, identify patterns, pick out similarities and differences, etc. Concentrate on population density in particular.
2. Students will need a copy of the map if the extension activity is to be completed.

Resource 26: Where are the UK's largest cities?

3. Students may need a brief introduction to satellite imagery prior to attempting this exercise. An atlas will be required for the last question. An extension is to locate the school's location and comment on its light pollution.

Main activities:

Activity 27: Timeline

1. Show the following animation to students:
 - [youtube.com/watch?v=NB5Oz9b84jM](https://www.youtube.com/watch?v=NB5Oz9b84jM)
2. Suggest that students now construct a timeline (from AD 0 to 2013). Ask them to annotate it with details extracted from the animation to demonstrate how the city has developed over time. Later, review as a class.

Resource 28: Case study - London

3. Students now have the opportunity to undertake an independent enquiry. They should make use of the Internet (suggested web-links have been listed as a starting point) and a search engine, such as Google, as well as any relevant newspaper or magazine articles or books, to find out information to add to the relevant boxes on the sheet. Reinforce to individuals the need to consider copyright and the reliability of any source/s used. An element of self- and peer assessment, as well as teacher assessment, could be incorporated here too. Students may wish to enlarge the sheets within this resource to A3 size in order to ensure sufficient detail can be included.
4. A possible, additional short assessment is included but another possibility might be question 2c (i, ii and iii) from filestore.aqa.org.uk/subjects/AQA-90302H-QP-JUN14.PDF

Plenary activities:

Resource 29: Plenary triangles

1. Project the slide onto the screen and challenge students to answer the three questions.

Resource 30: Hexbusters

2. Utilise the above resource as a means of revising topical vocabulary and key ideas.

Resource 31: The future of UK cities

3. Display Slide 1 and ask students what they think the three diagrams are suggesting. Outline the three possible scenarios on Slides 2-4.
4. Next, use the various questions on Slide 5 as a focus for a whole class discussion.
Extension: You may wish to challenge more able pupils with the following task or set it as a homework activity - 'Postcard from the future'. A template and example to distribute to students can be found here:
 - [gov.uk/government/uploads/system/uploads/attachment_data/file/515895/gs-16-9-future-uk-cities-scenarios.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/515895/gs-16-9-future-uk-cities-scenarios.pdf)

Week 5: What has happened recently within the city of ...?

Starter activities:

Resource 32: KWHL grid

1. Explain to pupils that you are going to conduct an enquiry together. This will be centred on Gloucester. Ask if anyone has been to Gloucester. Hand out the KWHL grid. Ask pupils to fill in the first box. Review as a class.
2. Launch the focus of your enquiry by referring to the second box. Ask students to complete the third box. Review as a class. Tell pupils that you will re-visit this sheet and the last box as a plenary activity.
3. Access Google Earth and, via a large screen/IWB, travel from your current location to Gloucester. In which direction and how far do you need to travel? Explore the city of Gloucester from above, getting students to identify key physical and human features in the process.

Resource 33: Mix and match

4. This activity is best undertaken with the students working in either pairs or small groups. If the students are working in pairs, you could take the opportunity to place a less able student/s with a more able student/s). These are photographs, and their captions, which have been taken of Gloucester Docks, from the 1950s to the present day.
 5. Review as a class. How many did they guess correctly?
 6. Next, challenge pairs/small groups to sequence the photographs from the 1950s to the present day to exemplify some of the changes that have taken place over time. The captions may help them do this.
 7. Later, review as a class.
- Source of photographs and captions: geograph.org.uk/

Resource 34: Before and after redevelopment

8. Pupils will need to work in pairs, and then small groups, to complete the task on the sheet. This involves the annotation of two images and the creation of lists of words/phrases to describe the scene in each photograph.
9. Ask the class what annotations they added to each image and draw up a bank of ten words/phrases on the board, relating to each photograph.

Main activities:

1. Explain to students that you will now show them two clips that have been filmed in Gloucester Docks, the first during the 1930s and the second in 2015. What similarities and differences can they spot?
 - youtube.com/watch?v=ahKCj2cskk4
 - youtube.com/watch?v=cwilHjgQblQ
 - Feedback into a whole class discussion.
2. Show the following clip twice to students:
 - youtube.com/watch?v=_csda7CGrRI
 - Students should simply watch the clip the first time around. During the second showing, encourage them to note down as many facts as they can about the Gloucester Quays development. Review as a class.

Resource 35: Sequencing activity & Resource 36: Fact versus opinion

4. Explain to students that they will now complete two different activities to help them respond to the two parts of the enquiry (see second box on resource 32 - the KWHL grid). The first is a sequencing task, which should help them list the 'reasons why the area needed regeneration'.
5. The second is a card sort activity, separating facts from opinion. This should help students identify 'the main features of the project'.

Resource 37: Urban and industrial change at the Lock Warehouse

6. This resource could also be used as a starter if task 3 was not included. It will provide an example of regeneration within Gloucester Docks.

Resource 38: Map interpretation at Gloucester Docks

7. By examining an old OS map, students should be able to see the docks close to its industrial peak. Students should work in pairs or small groups for this activity.

Resource 39: Case study summary

8. Allow students access to ICT. Share the suggested web-links with students, highlighting aspects to focus upon (further guidance could be provided for less able pupils). Give pupils time to complete the case study summary card independently, using both their prior knowledge and understanding and the recommended web-links.
9. Review as a class thereafter. Ask pupils for their thoughts about the regeneration of the Gloucester Docks as well as Gloucester Quays.
10. Challenge pupils to find an example of urban regeneration within another locality. Get them to take an image, add a suitable caption (and have it checked) before uploading it to Geograph's website (geograph.org.uk/submit.php). You may wish to monitor the upload process via a generic/class account set up by yourself.

Plenary activities:

Activity 40 – Case study update

1. Allow students time to explore @GloucesterDocks and @GloucesterQuays Twitter feeds for the latest updates, etc.
2. Provide students with access to the Internet. Ask them to make use of a search engine, such as Google, and to type in the words 'Bakers Quay'. They should customise their search to include UK sites only and only those links relating to the past year. Stress that news items are the most valuable way of gaining up-to-date information about the proposed regeneration initiative.
3. Ask them to record any information that they find. Emphasise that this will show the examiner that they are keeping abreast of developments and referring to up-to-date material. Feedback into a whole class discussion.

Activity 41 - Resource 32: KWHL grid

4. Re-visit the final box within the KWHL grid and ask pupils to add their updated information.
5. Review as a class thereafter.

Week 6: Why is the management of resources and transport so important?

Starter activities:

Resource 42: Letter sort and word generator game

1. Before the lesson, cut up the various letters for this resource and place them in an envelope. Repeat so that there are enough sets for students to work in small groups/teams.
2. Challenge small groups to rearrange the letters to spell a 'buzz word' of our times (SUSTAINABILITY). Once the answer has been revealed, set a timer for 5 minutes. In the time available, students should attempt to list as many words as they can (of three letters or more) using the letters in the word SUSTAINABILITY. Stress that bonus marks will be awarded for any word that has great geographical/topical significance.
3. Afterwards, invite small groups to share their list with others. They should cross off a word if another group has it.
4. Determine the winning team.
5. Ask students what the word 'SUSTAINABILITY' means and write a definition in their note book/folder.

Resource 43: Sustainable or unsustainable features?

6. Students will need to work in pairs for this activity (you could allocate a less able pupil to work alongside a more able pupil here). They should complete the activity on Resource 33 (a card sort of sustainable and unsustainable features).
7. Afterwards, ask pupils to share instances of sustainable features in 'real life'. Reinforce that these may be useful examples to refer to in an examination answer.

Resource 44: Ask away ...

4. Ask students to form small groups (you could allocate less able pupils to work alongside more able pupils here). Provide each group with an enlarged copy of both the photograph and question sheet (ideally A3 size).
5. Allow students sufficient time to contemplate the various questions within their small groups before inviting them to contribute to a whole class discussion.

Main activities:

Activity 45: Sustainable cities

1. A blank world map per student will be required.
2. Show the following clip to students:
 - [youtube.com/watch?v=fcDDUSUbq9A](https://www.youtube.com/watch?v=fcDDUSUbq9A)
3. Get students to mark the world's top ten sustainable cities on the outline world map provided. Encourage them to include an annotation next to each one to explain why it is considered to be so sustainable. Information may be gained by accessing the following web-link, reading the article and viewing the images and their accompanying captions:
 - fastcoexist.com/3016816/the-10-cities-that-are-leading-the-way-in-urban-sustainability

Activity 46: A new sustainable city

1. Tell students that another sustainable city is currently being developed, aptly named 'The Sustainable City'. Explain that you will conduct a hot seating activity – you will now place yourself in the 'hot seat' and they can each ask you a question about 'The Sustainable City'. Students should record any details that they discover in the process, as this will be needed for a subsequent task. You can glean information in advance by accessing the following web-links:
 - dailymail.co.uk/travel/travel_news/article-3087751/Dubai-goes-green-Plans-unveiled-ambitious-Sustainable-City-desert-100-solar-powered-hotel-organic-farms-grass-amphitheatre.html
2. Next, show the following clip to students and encourage them to note down any further facts/statistics relating to the new development:
 - [youtube.com/watch?v=Ih3RwrDJ6yg](https://www.youtube.com/watch?v=Ih3RwrDJ6yg)
3. Ask students to work in pairs. They must imagine that they are researchers for the BBC Radio 2's Jeremy Vine programme, a topical/discussion slot which runs from 12 noon until 2.00 pm each weekday. Later this week the focus will be on 'sustainability' and Faris Saeed, the CEO of Diamond Developers that is overseeing 'The Sustainable City' in Dubai, will be in the studio. What questions should Jeremy Vine pose to Faris Saeed in order to uncover further details about this new development? Emphasise that a good interviewer also considers the answers that the interviewee might give. How will Faris Saeed respond to Jeremy Vine's questions? Get students to script the interview between the two men, drawing on the background knowledge and understanding that they have already gained, as well as referring to the web-links below:

- dailymail.co.uk/travel/travel_news/article-3087751/Dubai-goes-green-Plans-unveiled-ambitious-Sustainable-City-desert-100-solar-powered-hotel-organic-farms-grass-amphitheatre.html
- [youtube.com/watch?v=Ih3RwrDJ6yg](https://www.youtube.com/watch?v=Ih3RwrDJ6yg)
- This would also provide an ideal verbal assessment opportunity. Students could perform their scripted interview to the rest of the class. Peers could assess them on a scale of 1 to 9 (1 being the best) and jot down one strength/WWW (what went well) and one area for improvement/EBI (even better if). An average score could be calculated and each pair encouraged to note down three, given strengths/WWW (what went well) and three, suggested areas for improvement/EBI (even better if).

4. A possible short written assessment might be:

- filestore.aqa.org.uk/subjects/AQA-90302H-QP-JUN15.PDF
- filestore.aqa.org.uk/subjects/AQA-90302H-W-MS-JUN15.PDF
- Question 2a (i, ii and iii).
- Question 2d.

Resource 47: Case study – Transport sustainability in Curitiba, Brazil

8. Get students to complete the various tasks on this resource. This involves watching a clip of approximately 15 minutes duration, before answering questions about transport sustainability within Curitiba, Brazil and annotating an image (a street scene in Curitiba) to highlight key aspects of the plan.
9. Review as a class thereafter.
10. A possible short assessment might be:
 - filestore.aqa.org.uk/resources/geography/AQA-80352-SQP.PDF
 - filestore.aqa.org.uk/resources/geography/AQA-80352-SMS.PDF
 - Questions 1.7 and 1.8.

Plenary activities:

Resource 48: Examination question model

1. Project slide 1 & 2. These display syllabus information and part of a GCSE examination question. Ask students to think about how they might answer it. Use this as a basis for a whole class discussion.
2. Reveal possible answers on the following slides. The question, Question 2b (ii) was taken from the examination paper below:
 - filestore.aqa.org.uk/subjects/AQA-40302H-QP-JUN13.PDF
 - filestore.aqa.org.uk/subjects/AQA-40302H-W-MS-JUN13.PDF

Resource 49: Mix and match key terms and definitions

3. Get students to attempt this matching activity (key terms with their definitions) to help reinforce topical vocabulary. The answers are provided in the PowerPoint.

Resource 50: Defining key terms

4. This activity could be used as an extension to resource 49, or as a revision exercise at a later date to gauge understanding and knowledge retention.

Activity 51: Researching local sustainability

5. How sustainable is your nearest city? Allow students access to the Internet and/or provide an array of local newspapers/magazines. Ask them to investigate what is being done in your nearest city in order to make it more sustainable. How effective are these strategies? Is there anything else that could be implemented?
6. Feedback as a whole class discussion. One approach is to use an IWB as a large spider diagram and to photograph the final result for students.