

<u>Lesson</u>	<u>Learning Objective</u>	<u>Lesson Content and Learning Outcomes</u> <u>(resources hyperlinked)</u>	<u>Assessment and Prior Learning needed</u>	<u>Cross-Curricular learning</u>	<u>Suggested resources and Notes</u>	<u>Remote learning</u>
1	<p>5.1 Population, economic activities and settlement are key elements of the human landscape.</p> <p>LO – To understand the differences between rural and urban areas of the UK.</p> <p>LO – To know some rural and urban places.</p>	<p>Explain Ws Overview of UK's evolving human landscape.</p> <p>Starter: show images from PP UK urban rural of places across the UK, in pairs identify the physical and human geography visible behind each image. Feedback and review – using correct terms/identifying location.</p> <p>Task 1 – Ws UK population density map and table, locate and label the main urban areas of the UK. Annotate map with rural areas.</p> <p>Task 2 – Create a table (template available) to show the differences between Urban core and rural areas (to include: population density, age structure, economic activities, settlement). Textbooks will back up activity (if needed). Add examples of named places into the table, add images (optional). Feedback, discuss and review.</p> <p>Extension – UK citizen profiles – where might they want to live and why?</p> <p>Plenary – 'State two reasons why population density varies across the UK as shown on your map'. (4 marks)</p> <p>PP UK urban rural is available.</p> <p>Homework – create own collage/collection of images of</p>	<p>PL – development, location, basic human geography terms and processes, physical factors for settlement.</p> <p>Assess geographical responses to images.</p> <p>Assess accuracy of location work.</p> <p>Assess knowledge and understanding of content, plus application.</p> <p>Task will assess understanding of content and reasoning skills.</p> <p>Teacher to provide written marks and feedback (could be self-assessed).</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p>	<p>Covers 5.1a (see Overview sheet).</p> <p>Topic 5 Vocabulary list needs to be given out and Knowledge organiser needed. Blank UK map needed for front of exercise book to mark on named places/case studies covered.</p> <p>Ws Reading images available for starter activity – pupils to label, annotate and infer/pose geographical questions.</p> <p>Terms need to include: urban core, rural periphery, accessible rural, remote rural etc.</p> <p>Pupils need to know main urban areas: Greater London, West Midlands, Greater Manchester, Central Clydesdale, Merseyside, and Leeds. Rural areas are: large parts of SW, south and central Wales, northern England, Scotland and Northern Ireland, these are predominantly rural.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 160-161.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 188-189.</p>	<p>CGP GCSE Geography revision guide pg. 72-73.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Population distribution in the UK – lesson 1.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 1 UK urban rural.</p>

		amazing UK places. Need to state location of place.			<p>Key vocabulary could be given out every lesson or as part of review/flexibility.</p> <p>Key vocabulary for EQ1.</p> <p>UK citizen profiles electronic version has blanks for you to create/add new characters.</p> <p>Plenary could be set as homework.</p> <p>Collage/image homework could be completed as whole class activity and build up display of images on classroom wall.</p> <p>Extended writing sheets are available.</p> <p>This will take two lessons.</p>	
2	<p>5.1 Population, economic activities and settlement are key elements of the human landscape.</p> <p>LO - To understand the role of government policies and strategies in both rural and urban areas of the UK.</p> <p>LO - To appreciate the benefits and problems of UK and EU schemes to</p>	<p>Starter - images of UK to show disparity of wealth, unemployment etc. In pairs - describe the differences and give reasons for the differences.</p> <p>Task 1 - in pairs describe patterns on maps showing UK disparities in unemployment, house prices and wages. What links can be made between the maps and why might this cause problems?</p> <p>Feedback, discuss and review.</p> <p>Whole class discussion - what could be done to reduce the disparities between parts of the UK? Use post-it's to write down 3 ideas.</p> <p>Task 2 - complete Ws Reducing disparities and textbook to investigate different UK, EU and regional methods.</p> <p>Feedback, discuss and review.</p> <p>Plenary - 'Explain how government policies have attempted to reduce</p>	<p>PL - development, location, basic human geography terms and processes, economic geography and Government policy.</p> <p>Assess using think, pair, share strategy.</p> <p>Assess ability to describe patterns using maps and data.</p> <p>Assess ability to explain connections between maps.</p> <p>Assess accuracy of table, in purple pen</p>	<p>Basic UK history - History.</p> <p>Basic economic understanding - Business Studies.</p> <p>Moral and ethical issues - PHSE.</p> <p>Concepts of class and inequality - Sociology.</p>	<p>Covers 5.1a (see Overview sheet).</p> <p>Need to draw out differences between rural periphery and urban core in terms of disparity. London/SE dominates in terms of higher wages, lower unemployment and higher house prices.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 162-163.</p> <p>Parts of the Black Country were Enterprise Zones, namely Round Oak steelworks, Brierley Hill (now the Merry Hill shopping centre) - could be a research or extension homework for more able.</p> <p>Describe the patterns on map as whole class activity to complete as one lesson.</p>	<p>CGP GCSE Geography revision guide pg. 73.</p> <p>Oak Academy - Pupil - Subjects - KS4 - Geography - The economic future of the UK - lesson 8.</p> <p>Student Hub - Geography Hub - KS4 - 5 UK's evolving human landscape - 2 UK reducing disparity.</p>

		system). How may this change due to Brexit? Benefits and problems. PP UK migration is available.			some very interesting issues re migration into the UK. Exam question available: 'Compare the reasons for national migration and international migration to the UK'. (4 marks)	
4	5.2 The UK economy and society is increasingly linked to and shaped by the wider world. LO – To understand how the economic structure and employment structure of the UK has changed over time. To know how the economic and employment structure of selected urban and rural UK regions have changed over time.	Starter – pupils match up terms , definitions and picture examples (on PP UK economy 1) of primary, secondary, tertiary and quaternary sectors. Task 1 – employment structure using Ws UK employment structure , in pairs pupils describe the main changes and annotate with explanations. Relate findings to the Clarke-Fisher model. Extension – include ideas involving globalisation, trade balance etc. Task 2 – The 'old' and the 'new' UK economy. Pupils are given base map of UK to write up findings and question cards/tasks to complete. Working in pairs, one tackles 'old', the other 'new' then share/teach each other – answers are put onto UK map. Extension – how have these changes affected the Black Country? Feedback, discuss and review. Plenary – summarise the changes in the UK economy. PP UK's economy 1 is available. Homework – practise exam questions: 'Explain the trends in primary and secondary employment in the UK since 1980'. (4 marks) 'State two characteristics of quaternary sector employment'. (2 marks)	PL - development, location, basic human geography terms and processes, economic geography and Government policy. Assess accuracy of card sort and matching. Peer assess responses. Amend, alter and additions in purple pen during feedback. Written feedback provided by teacher (or could self-assess as starter next lesson).	Basic UK history – History. Basic economic understanding – Business Studies. Moral and ethical issues – PHSE. Concepts of class and inequality – Sociology.	Covers 5.2b (see Overview sheet). GCSE Geography Edexcel B (Oxford) pg. 166-169. Edexcel GCSE Geography B (Pearson) pg. 192-193. Teacher exposition and input needed on employment structure and reasons for change in sectors – deindustrialisation, globalisation, modernisation, mechanisation, global economy (some of these concepts will be covered next lesson). Broken pieces activity available for geographical processes, statements and images. Could either use textbooks or laminated information old economy new economy sheets. Mystery lesson available – 'Why has Paul gained employment as a security guard?' This looks at the Merry Hill shopping centre/Round Oak steelworks. Image/Information sheets are available as a resource.	CGP GCSE Geography revision guide pg. 75. Oak Academy – Pupil – Subjects – KS4 – Geography – The economic future of the UK – lessons 1, 2 and 3. Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 4 UK changing economy.

					This will need two lessons to complete.	
5	<p>5.2 The UK economy and society is increasingly linked to and shaped by the wider world.</p> <p>LO – To understand the global economy and the links within it.</p> <p>LO – To understand the influences on large-scale investments in the UK economy.</p>	<p>Starter – quick quiz on primary, secondary, tertiary/quaternary, plus processes: deindustrialisation, globalisation.</p> <p>Task 1 – Globalisation in the UK, read Ws Virgin family – what does this tell us? Feedback ideas. Reinforce with images from PP UK's economy 2. Why do TNC's find the UK economy appealing? Free trade, FDI, employment, privatisation. Relate to changing UK economy from last lesson/rise of tertiary/quaternary sectors.</p> <p>Read textbook (Oxford) pg. 170-171.</p> <p>Task 2 – complete questions 1, 2, 4, and 5.</p> <p>Review, feedback and discuss.</p> <p>Extension – how do you think exiting the EU will affect globalisation, TNC's and FDI in the UK?</p> <p>Plenary – 3 reasons/impacts/features of globalisation on the UK. Think, pair, share.</p> <p>PP UK's economy 2 is available.</p> <p>Homework – research into TNC Tata – Indian company – activities in the UK?</p>	<p>PL - development, location, basic human geography terms and processes, economic geography, globalisation and Government policy.</p> <p>Assess using mini-whiteboards, post-its or little green books.</p> <p>Assessment through Q and A plus discussion.</p> <p>Peer and self-assessment of written answers/ideas.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Moral and ethical issues – PHSE.</p>	<p>Covers 5.2c (see Overview sheet).</p> <p>Virgin began as a record company, megastores etc. Richard Branson began selling knock-off CD's on Nottingham market!</p> <p>Need to reinforce the idea of TNC's and companies like Tata, Virgin not focussing on one area of business.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 170-171.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 194-195.</p> <p>Plus/Minus/Interesting strategy to reinforce concepts and processes.</p> <p>Will need 'Eurostat Foreign direct investment statistics' on whiteboard, type into Google for question 4.</p> <p>http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Foreign_direct_investment,_EU,_2010-13_(1)_billion_EUR_YB15.png</p> <p>Concept map extension available for future of UK economy.</p> <p>This may well take two lessons to complete all aspects of what are difficult concepts (have covered some before in Development</p>	<p>CGP GCSE Geography revision guide pg. 76.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – The economic future of the UK – lesson 9.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 5 UK globalisation, trade and investment.</p>

					dynamics) – use flexibility lesson for completion.	
6	Flexibility.	Flexibility - complete content or use as opportunity to reinforce aspects of lessons covered.			<p>Complete review and actions for UK's evolving human landscape section (see Overview sheet).</p> <p>Hexagons available for UK economy, summary and links and connections.</p> <p>Learning grid is available for recap and review.</p> <p>Complete Pupil review sheet.</p>	<p>CGP GCSE Geography revision guide pg. 83.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 6 Flexibility review.</p>
7	<p>5.3 The context of the city influences its functions and structure.</p> <p>LO – To understand how the geographical position of Birmingham helps it to connect to the wider world.</p>	<p>Explain Ws Overview of UK city.</p> <p>Starter – circle map or mind map of Birmingham. Think, pair, share and feedback.</p> <p>Task 1 – location of Birmingham – use Google earth, atlas and whiteboard to build up a picture and description of location of Birmingham. Relate to mind maps.</p> <p>Task 2 – use Ws Birmingham in pairs to read and highlight information on site, situation/connectivity and global importance.</p> <p>Complete tasks 103 from Edexcel (Pearson) textbook pg. 196-197.</p> <p>Plenary – re-visit mind map and add new information.</p> <p>PP Birmingham location is available.</p> <p>Homework – pictures/images of different parts of Birmingham needed for next lesson.</p>	<p>PL – location, development, basic human and physical factors re settlement development, globalisation, local geographical knowledge.</p> <p>Assess prior knowledge of Birmingham via Q and A, plus feedback.</p> <p>Assess written responses to tasks to check understanding.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p>	<p>Covers 5.3a (see Overview sheet).</p> <p>Knowledge organiser needs to be given out for B'ham CS.</p> <p>Choice of UK city is related to fieldwork later in the course.</p> <p>Maps from memory task available for location of Birmingham.</p> <p>Key vocabulary for EQ2.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 196-197.</p> <p>Atlas/OS maps needed.</p> <p>Diamond 9 activity to promote thought/deeper understanding of importance of factors in the development of Birmingham.</p> <p>Homework task could be set as a group of 4-6 task, so that they can build up a picture of different parts of Birmingham. Could also use magazine/adverts or newspapers related to Birmingham. Might be good idea to show them base map of Birmingham to pupils get ideas of names of different parts of city.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 7 Birmingham site and connectivity.</p>

					This will take more than one lesson.	
8	<p>5.3 The context of the city influences its functions and structure.</p> <p>LO – To understand the development of the urban structure of Birmingham and the influences on it.</p>	<p>Starter – 3 key facts about Birmingham from last lesson. Think, pair, share – using post-its.</p> <p>Task 1 - in groups put together pictures of various parts of Birmingham gathered for homework. Use A-Z atlas and base map of Birmingham to locate the photos/images. Describe what you see/identify patterns.</p> <p>Feedback and discuss class findings.</p> <p>Task 2 – teacher exposition of Burgees concentric zone model and zones (CBD, inner city, suburbs, urban-rural fringe). Can we relate our findings to the zones model?</p> <p>Pupils label Ws Zones of urban area, adding geographical theory. Complete task 1 from Edexcel textbook pg. 198-199.</p> <p>Plenary/homework – ‘Describe the variations in the age of buildings and functions in a cross-section from the centre of a major UK city to the outskirts’. (4 marks)</p> <p>PP Structure of Birmingham is available.</p>	<p>PL – location, development, concentric zones model, local geographical knowledge, human geographical processes.</p> <p>Assess re-call of locational, site and connectivity of Birmingham.</p> <p>Assess locational work and descriptions of images.</p> <p>Assessment of accurate and detailed completion of table from task 1.</p> <p>Self, peer or teacher assessment of written responses.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p>	<p>Covers 5.3b (see Overview sheet).</p> <p>West Midlands A-Z maps/atlas are available to help locate images. Use base map of Birmingham and sugar paper to put together Birmingham collage. Base map central, then use arrows to link the images gained to location in Birmingham.</p> <p>Get pupils to move round the room and see other groups’ collages. Guidance needed on describing images geographically.</p> <p>Plus/Minus/Interesting strategy could be used for the different zones/areas of Birmingham.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 198-99.</p> <p>Make sure you explain function/land use.</p> <p>DVD Great Railway journeys with Michael Portillo has really good section on Birmingham – from CBD and redevelopment outwards, including inner city area (Ladywood Road) and suburbs (Bourneville). About 10 minute’s duration. This could also be used for migration lesson (see below).</p> <p>This will need two lessons to complete.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 8 Birmingham structure.</p>

<p>9</p>	<p>5.4 The city changes through employment, services and the movement of people.</p> <p>LO – To understand the causes of different types of migration to and from UK urban areas.</p> <p>LO – To understand how urban zones with different characteristics develop over time.</p>	<p>Starter – what is meant by migration and push and pull factors? In pairs use mini-whiteboards and come up with definitions/Pictionary responses.</p> <p>Task 1 – reasons for and types of migration. Give out Ws Moving to Birmingham – in pairs/groups use A3 paper to list reasons for migration, type of migration. Feedback, review and discuss.</p> <p>Write up using individual copy of Ws Moving to Birmingham – cut out example and colour code push and pull factors, label type of migration. Extension questions – which do you think is more important in terms of migration to Birmingham push or pull factors? How far does Birmingham’s migration mirror that of the UK as a whole?</p> <p>Task 2 – Influence and impact of migration in Birmingham. Ws Ethnicity map, describe and explain the patterns shown by the map. In pairs – use the headings Age Structure, Ethnicity, Population, Housing, Services, Employment and Culture to discuss the impacts immigration has had on Birmingham.</p> <p>Write-up as a mind map, colour code positives and negatives.</p> <p>Plenary – tell partner 3 things you have learnt about migration and Birmingham, take in turns, each statement has to be different.</p> <p>PP Birmingham and migration is available.</p>	<p>PL – location, development, migration, local geographical knowledge, human geographical processes.</p> <p>Assess responses.</p> <p>Assess understanding of key migration concepts and how applied to Birmingham through discussion, feedback and write up.</p> <p>Peer/self-assess mind maps.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p>	<p>Covers 5.4a (see Overview sheet).</p> <p>Edexcel GCSE Geography B (Pearson) pg. 200-201.</p> <p>Use pg. 190-191 to revisit UK migration as a whole (reasons and patterns).</p> <p>Immigration into Birmingham (and rural to urban migration from within the UK) was largely because of availability of jobs/employment in industry and latterly services. Many had transferrable skills.</p> <p>Migration mystery Birmingham. Statements and images are available.</p> <p>DVD Great Railway Journeys (see above) would really help with this section/task.</p> <p>This will take two lessons to complete.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 9 Birmingham migration.</p>
<p>10</p>	<p>5.4 The city changes through employment, services and the</p>	<p>Starter – contrasting images of Birmingham, discuss how people may be deprived in the UK. Spider diagram of key terms based on what pupils feel is needed for good quality of life in UK today.</p>	<p>PL – location, development, concentric zones model, local geographical knowledge, economic changes, human</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding</p>	<p>Covers 5.4b (see Overview sheet).</p> <p>Quality of life – think about needs, wants and desirables.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 10</p>

	<p>movement of people.</p> <p>LO – To understand how and why inequalities have developed in Birmingham.</p>	<p>Task 1 – patterns of inequality in Birmingham. Ws IMD map of Birmingham, describe the patterns. Overlay the map with information from Edexcel textbook showing ethnicity, education and benefits claimant’s maps. Complete Ws Inequality comparison table for different wards of Birmingham. Extension – to what extent do the data maps link together and can you explain any connections?</p> <p>Task 2 – explaining inequality. Link the 3 maps together (IMD, benefit claimants, no qualifications) – why do these maps link?</p> <p>What are the reasons for inequality in Birmingham? Use text on pg 203 to produce bullet point summary. Extension – explain how these reasons are interlinked, and what effect this has on the city.</p> <p>Plenary/homework – exam style question: Explain how economic change in a major UK city has increased inequality. (4 marks)</p> <p>PP Inequality in Birmingham is available.</p>	<p>geographical processes, Government policy.</p> <p>Assess and evaluate quality of responses.</p> <p>Assess accuracy of reading from shaded maps and data.</p> <p>Peer/self-assess description of maps.</p> <p>Peer/self-assess as plenary or teacher assess as starter for next lesson.</p>	<p>– Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p> <p>Data handling – Numeracy.</p>	<p>Reading images available – images show contrasting areas of Birmingham.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 200-203.</p> <p>Use Task 1 to reinforce skills work; choropleth mapping, description, using data and anomalies.</p> <p>Task 2 – A level urban geography has the concept of Urban decay/Urban decline, whereby decline of industry and employment in a city contributes to social, economic, political problems, but also impacts upon the environmental and physical fabric of the urban area.</p> <p>Silent sentences could be used to make contentious statements about poverty/inequality.</p> <p>This will take two lessons.</p>	<p>Birmingham inequality.</p>
1	<p>1 5.5 The changing city creates challenges and opportunities .</p> <p>LO – To know which urban zones in</p>	<p>Starter – in pairs, what do you understand by the terms: deindustrialisation, de-population, de-centralisation, out-of town shopping centres, e-commerce, and transport?</p> <p>Task 1 – Relate starter activity terms to Birmingham. Use information from textbook to answer central question: Which parts of Birmingham have experienced decline and why?</p>	<p>PL – location, development, concentric zones model, local geographical knowledge, economic changes, human geographical processes, Government policy.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity</p>	<p>Covers 5.5a (see Overview sheet).</p> <p>Pupils are allowed to use dictionaries for starter task.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 204-05.</p> <p>Task 1 – could be written up as mind map using pictures to help memory.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 11 Birmingham challenges and changes.</p>

	<p>Birmingham have experienced decline.</p> <p>LO – To understand the reasons for decline and the links between these sectors.</p>	<p>Need to include: Slum clearance, redevelopment schemes, transport, job losses.</p> <p>Task 2 - Explaining the decline. In pairs, pupils need to explain reasons for deindustrialisation and de-centralisation and how Birmingham has responded. Pupils need to make rough notes using post-its.</p> <p>Homework - Write-up task 2 as an illustrated mind map using pictures/images of places and explanations of processes of deindustrialisation and decentralisation of retail. Responses of Birmingham also need to be included.</p> <p>Extension – how are the reasons for explaining the decline of urban zones in Birmingham interconnected?</p> <p>Plenary – re-visit terms from starter, explain to partner meaning of term and example from Birmingham.</p> <p>PP Birmingham challenges and changes is available.</p>	<p>Assess understanding of terms and ability to research terms unfamiliar to them.</p> <p>Self and peer assess completed task, by explaining answers to partner just using the pictures.</p> <p>Assess rough notes/post-it for reasons and responses.</p> <p>Assess understanding of terms and ability to link to places studied.</p>	<p>and inequality – Sociology.</p>	<p>Opinion lines could be used to promote different views/thoughts about the changes in Birmingham.</p> <p>This will take two lessons.</p>	
1	<p>2 5.5 The changing city creates challenges and opportunities .</p> <p>LO – To know which urban zones in Birmingham have</p>	<p>Starter – tell your partner about the challenges and changes Birmingham is facing. Feedback and discuss – are all the changes negative? Is it possible for some parts of Birmingham to be experiencing positive changes?</p> <p>Task 1 – group work. Group is given central question to answer: How have changes in Birmingham caused economic and population growth? 3 main answers/examples: economic growth, gentrification and studentification – use dictionary to come up with definitions and</p>	<p>PL – location, development, concentric zones model, local geographical knowledge, economic changes, globalisation, human geographical processes, and Government policy.</p> <p>Re-cap assesses knowledge and understanding of last lesson.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p>	<p>Covers 5.5b (see Overview sheet).</p> <p>Edexcel GCSE Geography B (Pearson) pg. 206-07.</p> <p>Need A3 paper and dictionaries for group task. Are allowed Geography textbook and iPad/lap top (if you can organise this) but don't give them Edexcel Pearson textbook. Maps from memory task – not allowed to write anything down, have to remember.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 12 Birmingham changes.</p>

	<p>experienced growth.</p> <p>LO – To understand the reasons for growth and the links between these factors.</p>	<p>formulate questions. Maps from memory task – gain information from sheet (under teacher supervision).</p> <p>Feedback, review and discuss. Individually write up answer to central questions.</p> <p>Task 2 – Changes in Birmingham’s rural-urban fringe. Use Ws Rural-urban fringe (includes OS map extract) to answer comprehension questions. This could be paired task or set as homework.</p> <p>Plenary – overview of changes in Birmingham – positive/negative, how wins and who loses?</p> <p>PP Birmingham changes is available.</p>	<p>Assess understanding of terms, ability to find answers and information.</p> <p>Use peer/self-assessment of written responses, provide teacher guidance/response.</p>		<p>Central question and guidance sheet is available.</p> <p>Bring up to date with HS2 rail link from London – Birmingham (if it is ever built!). Independent research task/debate on whether it should go ahead.</p> <p>I’d also get some Peaky Blinders in here – cultural change in Birmingham, Mayor of Birmingham, 2022 Commonwealth Games, calls for ‘Greater Birmingham’ – is this a city on the rise?</p> <p>Need to access OS map key (KEB has folder of these).</p> <p>This will take two lessons to complete.</p>	
1	<p>3 5.6 Ways of life in the city can be improved by different strategies.</p> <p>LO – To understand the regeneration and rebranding strategies used within Birmingham.</p> <p>LO – To appreciate that strategies</p>	<p>Starter – how do you improve an urban area? 3 key ideas, use image from PP – feedback and discuss.</p> <p>Introduce concepts of regenerating and rebranding. Pupils write down definition of each.</p> <p>Task 1 – Investigating examples of regeneration and rebranding in Birmingham. Teacher gives brief exposition about each area. In pairs/small groups – divide task to find out about regeneration of Longbridge, Birmingham and rebranding of Eastside Birmingham.</p> <ul style="list-style-type: none"> • Where are the examples located? • What was done? Strategies involved. 	<p>PL – location, development, concentric zones model, local geographical knowledge, economic changes, globalisation, human geographical processes, Government policy, and sustainability.</p> <p>Assessment of ideas and explanation of why needed/what would achieve.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p>	<p>Covers 5.6a (see Overview sheet).</p> <p>Regeneration - reviving the economy or environment of a run-down area.</p> <p>Rebranding – a place is re-developed and marketed so that it develops a new identity, can then attract new investors/visitors (can involve re-imagining and regeneration).</p> <p>Could complete task as group or paired work, organise use of IT for images/extra information. Half of the class does regeneration, other half does rebranding.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 13 Birmingham rebranding and regeneration.</p>

	<p>may have positive and negative impacts on different groups of people within Birmingham.</p>	<ul style="list-style-type: none"> Positive and negative effects. <p>Need to present key findings to rest of class during feedback, use big A1 summary sheets round classroom for groups/pairs to record on.</p> <p>Use Ws Longbridge (regeneration) and Eastside (rebranding) to record information, colour code positives/negative impacts/effects.</p> <p>Extension – add own comments/views about the projects.</p> <p>Plenary – summary of regeneration/rebranding – ask each other questions.</p> <p>Homework exam style question – ‘For a named regeneration or rebranding project in a UK city you have studied, evaluate its success’. (12 marks)</p> <p>PP Rebranding and regenerating Birmingham is available.</p>	<p>Assess knowledge and understanding of content covered, as well as some critical thinking.</p> <p>Assess recall of terms and concepts.</p> <p>To be teacher assessed next lesson.</p>		<p>Edexcel GCSE Geography B (Pearson) pg. 208-09.</p> <p>Concept map – Rebranding Birmingham and Regenerating Birmingham – advantages and disadvantages.</p> <p>De Bono’s Thinking hats is available to use for rebranding and/or regeneration schemes.</p> <p>This will take two lessons to complete.</p>		
1	4	<p>5.6 Ways of life in the city can be improved by different strategies.</p> <p>LO – To know the range of strategies available to urban planners to improve</p>	<p>Starter – use image from PP to promote paired discussion: are cities/urban areas sustainable places? Environmentally friendly places?</p> <p>Feedback and discuss – introduce the concept/definition of ‘Sustainable development’ – pupils write down and illustrate the definition with what this might involve.</p> <p>Task 1 - Is Birmingham a sustainable place to live? Create an infographic to answer the central question, focus on waste and recycling, green transport,</p>	<p>PL – location, development, local geographical knowledge, economic changes, environmental impacts, human geographical processes, Government policy, sustainability.</p> <p>Assess understanding of sustainability through starter and use of resources.</p>	<p>Environmental impacts – Science.</p>	<p>Covers 5.6b (see Overview sheet).</p> <p>Edexcel GCSE Geography B (Pearson) pg. 210-211.</p> <p>QOTD Activity is available for sustainability in Birmingham. Questions and individual write up sheet. Pupils will need Pearson textbooks pg. 210-211 and access to iPads (or previous class notes) for HS2 and congestion charging information.</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 14 Birmingham sustainable living.</p>

	<p>quality of living in cities.</p> <p>LO – To understand the advantages and disadvantages of the strategies used in Birmingham.</p>	<p>green spaces, Eco-housing, sustainability in Birmingham.</p> <p>Task 2 – Analysing and interpreting sustainability in Birmingham. Complete questions 1, 2 and 3 from textbook pg 211.</p> <p>Extension – Has urban living been made sustainable and quality of life improved in Birmingham? Justify your answer.</p> <p>Plenary – what is sustainability and give examples of what Birmingham is doing?</p> <p>PP Birmingham Sustainable Urban Living is available.</p>	<p>Assess ability to read, understand and comprehend information and turn into more accessible form.</p> <p>Assess ability to analyse and interpret actions.</p>		<p>Bring up to date with proposed city centre congestion charging in Birmingham</p> <p>Resources – non-renewable/finite – but also include quality of life and how this impacts upon people.</p> <p>‘Sustainable development is development that meets the needs of the present without compromising (limiting) the ability of future generations to meet their own needs’.</p> <p>Use Birmingham Council website/Internet as additional source of information.</p>	
1	<p>5</p> <p>6 Investigating dynamic urban areas – investigate how and why quality of life varies within urban areas.</p> <p>LO – To understand the different elements of a fieldwork enquiry or investigation in an urban area.</p>	<p>Introduce idea of fieldwork and geographical investigations – part of Topic 6.</p> <p>Task 1 – in groups/pair, match the card statements about the different parts to a Geographical investigation/enquiry and put the matched cards into logical sequence through. Be able to explain/justify order group has place them in.</p> <p>Extension – what does each stage involve?</p> <p>Feedback, discuss and review.</p> <p>Task 2 – give out Ws Geographical investigations, each member of group is allocated a section and has to find out what this stage is about/what’s involved – any specialist terms/concepts involved. Use Edexcel textbooks, write their section on Ws then feedback/explain to rest of group.</p> <p>Feedback, discuss and review.</p> <p>Extension – limitations, problems and logistics of completing Geographical</p>	<p>PL – geographical enquiry stages, concentric zone model, quality of life, map skills, human geography terms and processes.</p> <p>Assess understanding of stages and sequence to geographical investigation.</p> <p>Assess ability to read, synthesize, interpret and explain information to peers.</p> <p>Assess basic understanding of Geographical investigation.</p> <p>Extend pupils thinking about the process.</p>	<p>Scientific method – Science</p> <p>Data handling, statistics and graphicacy skills – Numeracy.</p>	<p>Covers 6 (see Overview sheet).</p> <p>Explain pupils will complete two Geographical investigations over course of GCSE Geography – in contrasting environments; one physical (River) one urban (city transect). These will be examined in Component 2 UK Geographical issues and take place of fieldwork. Purpose of this lesson is to introduce idea of Geographical investigation and stages to it.</p> <p>FSC YouTube video ‘Investigating quality of life’ – see LXV/KEB for link/notes.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 214-219.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 222-231.</p> <p>Differentiate by placing key terms that need to be addressed</p>	<p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 15 Fieldwork investigation ideas.</p>

		<p>investigation in urban area like Birmingham.</p> <p>Plenary – what have we learnt? Where next?</p> <p>PP Investigating urban areas is available.</p>			<p>on whiteboard – for example primary and secondary data.</p> <p>Homework – could set each group a question: 'Investigate how and why the quality of life varies within Birmingham' Group has to produce a plan of how they would investigate this.</p> <p>This investigation question is taken straight from the specification and is the one we will be investigating later in the course.</p> <p>Completion of this lesson depends where Birmingham urban fieldwork takes place, this could be done as a refresh lesson just before fieldwork.</p>		
1	6	Flexibility.	Flexibility - complete content or use as opportunity to reinforce aspects of lessons covered.		<p>Complete review and actions for Overview of UK city (see Overview sheet).</p> <p>Hexagons for Birmingham CS is available.</p> <p>Learning grid is available for re-cap and review.</p> <p>Complete Pupil review sheet.</p>	<p>CGP GCSE Geography revision guide pg. 83.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 16 Flexibility review.</p>	
1	7	5.7 The city is interdependent with rural areas, leading to changes in rural areas. LO – To understand the linkages between Birmingham	<p>Explain Ws Overview of Urban-rural links.</p> <p>Starter – difference between urban and rural, use images from PP.</p> <p>Task 1 – main links between Birmingham and rural area. In pairs read and highlight text from Ws Birmingham's interdependence, find 3 different links, feedback to class. Draw a summary diagram to show all the links between Birmingham and the accessible rural area.</p>	<p>PL – location, development, human geography processes and terms, economic and social changes.</p> <p>Assess understanding of concepts urban and rural.</p> <p>Assess understanding of urban-rural links and reasons for links.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p> <p>Extended writing to</p>	<p>Covers 5.7a (see overview sheet).</p> <p>Knowledge organiser needs to be given out.</p> <p>Key vocabulary for EQ2.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 212-213.</p> <p>Reading images – how are urban and rural areas connected together?</p>	<p>CGP GCSE Geography revision guide pg. 81.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK's evolving human landscape – 17 Birmingham links with rural.</p>

	<p>and its hinterland.</p> <p>LO – To understand the benefits and problems arising for Birmingham from the links to its rural area.</p> <p>LO – To understand the benefits and problems arising for a rural area from the links with Birmingham.</p>	<p>Task 2 – in pairs/groups card sort of benefits and costs of interdependence. Divide into statements about Birmingham and those about the rural area, then sub-divide each set of statements into table grid. Use template Ws Costs and benefits to write up.</p> <p>Extension – on balance, is it Birmingham or the rural areas that seem to get more benefits than costs? Give reasons for your answer.</p> <p>Plenary – 3 images, 3 main links between urban-rural areas – explain to partner costs and benefits.</p> <p>PP Urban-rural links is available.</p>	<p>Assess accuracy of card sort answers and reasoning.</p> <p>Assess critical thinking about which area benefits most from the links.</p>	<p>express a point of view – Literacy.</p>	<p>Opinion lines could be used for Task 2.</p> <p>This will take two lessons.</p>		
1	8	<p>5.7 The city is interdependent with rural areas, leading to changes in rural areas.</p> <p>LO – To understand the socio-economic changes that have taken place in the accessible rural areas around Birmingham.</p>	<p>Starter – images from PP – how have rural areas changed? Think, pair, share.</p> <p>Task 1 – read through Edexcel textbook pg. 220-221, in pairs pick out the changes and reasons for the changes. Aim is to answer central question: What changes have taken place in rural Worcestershire? Use whiteboards or post-it notes for ideas. Feedback put ideas together as class.</p> <p>Task 2 – text into pictures, using information from task 1 and feedback, summarise the main changes in rural Worcestershire and reasons for changes into pictures/cartoons – using few words/phrases. Explain your pictures/images to your partner.</p> <p>Plenary – use mini-whiteboards to draw/label pictures of main changes in rural areas.</p>	<p>PL – location, development, human geography processes and terms, cost-benefit analysis, social and economic changes.</p> <p>Assess understanding of rural areas and how these areas have changed.</p> <p>Assess ability to draw out information to answer central question.</p> <p>Assess ability to process and explain information and think</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p>	<p>Covers 5.7b (see overview sheet).</p> <p>Edexcel GCSE Geography B (Pearson) pg. 220-221.</p> <p>Hexagons available for changes in rural Worcestershire – aim to connect and explain the changes.</p> <p>Concept map available to students formulate opinions as to where changes have been positive or negative.</p>	<p>CGP GCSE Geography revision guide pg. 81.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 18 Changes in rural areas.</p>

		<p>PP Rural changes is available.</p> <p>Homework – exam question: ‘Explain the main costs to rural areas of interdependence with a named city’. (4 marks)</p>	<p>about reasons behind changes.</p> <p>Self or peer-assess response next lesson, or give written teacher feedback and actions.</p>				
1	9	<p>5.8 The changing rural area creates challenges and opportunities .</p> <p>LO – To understand the challenges that exist in UK rural areas.</p> <p>LO – To understand the impacts of rural change on a variety of groups of people living in rural areas of the UK.</p>	<p>Starter – assess homework task from previous lesson/re-cap.</p> <p>Task 1 – what are the challenges of living in a rural area? Start with images from the PP as clues. In pairs – given different information sheets to read/highlight, then teach/inform their partner what they have learnt.</p> <p>Write-up and record information on table Ws Rural challenges.</p> <p>Task 2 – Do rural areas have a better quality of life than urban areas? Pupils need to list arguments for/against, use plain paper to record ideas from discussion. Use Edexcel textbook pg. 223 to use data and Index of Multiple Deprivation. Add question/thought cards to promote discussion.</p> <p>Plenary – rural areas: what challenges do they face? Are rural areas better places to live than urban areas? Pupils summarise response to each question with three key bullet points.</p> <p>PP Rural challenges is available.</p>	<p>PL – location, development, human geography processes and terms, IMD, social and economic changes, quality of life.</p> <p>Assess written responses to exam question, then action.</p> <p>Assess ability to read, synthesise information and extract relevant points, then explain to peers.</p> <p>Assess quality of discussion, ideas and how well expressed.</p> <p>Assess understanding of lesson via plenary responses.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p> <p>Data handling – Numeracy.</p> <p>Extended writing to express a point of view – Literacy.</p>	<p>Covers 5.8a (see overview sheet).</p> <p>Images should prompt 3 main problems: affordable housing, poor transport and other services (shop, schools etc.).</p> <p>In Task 1 pairs could complete first information sheet together (there are 3) or demonstrate as whole class activity/skills work. When pupils ‘teach’ each other the information, partner is not allowed to see information sheet, can ask questions. Cut double sheet in half.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 222-223.</p> <p>Task 2 – I spend my early life in a rural village called Nunton, Wiltshire (near Salisbury) and can wax lyrical about positives/negatives of living there. Ws A Migrants story (from old Step up to Geography course) is based on this, feel free to use.</p> <p>Extend the thinking on Task 2 by careful selection of cards/questions to give to each group. Silent sentences could be used to extend thinking –</p>	<p>CGP GCSE Geography revision guide pg. 82.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 19 Challenges and opportunities.</p>

					<p>statements about urban/rural life.</p> <p>Opinion lines could also be used.</p>		
2	0	<p>5.8 The changing rural area creates challenges and opportunities .</p> <p>LO – To understand how schemes may bring about positive (or negative) changes to rural areas.</p> <p>LO – To know examples of rural development schemes in UK rural areas.</p>	<p>Starter – changes to rural areas, challenges that farming faces? Use images from PP.</p> <p>Task 1 – what is rural diversification? Teacher exposition of definition of rural diversification and two main forms it takes. In pairs pupils complete card sort of different types/examples of rural diversification and complete table. Annotate completed table with advantages of rural diversification.</p> <p>Task 2 – Different rural diversification schemes, Ws Accommodation and Leisure activities – use textbook pg. 225-226, state what each example involves then annotate with advantages and disadvantages (colour code the statements).</p> <p>Plenary – text message summary (with emoji’s): what is rural diversification and examples.</p> <p>Homework – exam style question: ‘Explain two reasons why projects are needed to diversify the economy of rural areas.’ (4 marks)</p> <p>PP Rural diversification is available.</p>	<p>PL – location, development, human geography processes and terms, agriculture, social and economic changes, quality of life.</p> <p>Assess understanding and re-cap of rural changes and challenges with reference to farming.</p> <p>Assess accuracy of card sort and ability to think of advantages.</p> <p>Apply knowledge to examples and add advantages and disadvantages.</p> <p>Peer, self or teacher assess.</p>	<p>Basic UK history – History.</p> <p>Basic economic understanding – Business Studies.</p> <p>Concepts of class, ethnicity and inequality – Sociology.</p>	<p>Covers 5.8b (see overview sheet).</p> <p>Edexcel GCSE Geography B (Pearson) pg. 224-225.</p> <p>Teacher exposition to include two main forms rural diversification can take: finding other ways to make money from farming, whilst continuing to farm or completely transforming farms into a range of completely different businesses.</p> <p>Task 2 - could work in pairs and swap information/teach each other about accommodation and leisure/recreation.</p> <p>De Bono’s thinking hats is available to look at the different rural diversification methods in depth and from different points of view.</p> <p>This will take two lessons.</p> <p>Could use homework question for plenary.</p>	<p>CGP GCSE Geography revision guide pg. 82.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 20 Rural diversification and impacts.</p>

2	1	Flexibility.	Flexibility - complete content or use as opportunity to reinforce aspects of lessons covered.		<p>Need to make sure you have completed UK Human extended writing – 8 marks.</p> <p>Complete review and actions for Overview of Urban-rural links (see Overview sheet).</p> <p>Learning grid and hexagons are available for summary and recall.</p> <p>Complete Pupil review sheet.</p>	<p>CGP GCSE Geography revision guide pg. 83.</p> <p>Student Hub – Geography Hub – KS4 – 5 UK’s evolving human landscape – 21 Flexibility review.</p>
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Scheme of Learning

Curriculum area: Geography

Key Stage: KS4 GCSE Geography

Unit/Topic Title: UK’s evolving human landscape (Component 2 UK Geographical Issues)