

Exam Relevance

Key Stage Level: 4

Time required:

Teacher Directed- 7 hours plus fieldwork

Independent Student Lead Activities- 12 hours plus fieldwork

SUMMARY

The Chartered Surveyor's Training Trust are supporting schools with this Programme of Study which offers pupils of GCSE Geography an introduction to the knowledge, understanding and skills required for the Key Content of the Urban Units in the GCSE specifications as well as introducing some ideas about careers in the Built Environment. It provides pupils with a guide and instructions on how to plan data collection techniques for their statutory Human Fieldwork. These activities have also been written to give the ability to complete fieldwork virtually if field visits are not viable.

The activities can be tailored to an urban area of your choice and offer the ability to explore either your local urban environment or alternatively could be applied to your 'Major UK Urban area', as specified in the exam syllabuses. The Programme is adaptable as it offers the starting points and weblinks to GIS data, OS maps, various databases and websites to gather an overview and understanding of your own chosen urban area.

The Programme has been written to offer flexible delivery styles so that it can be teacher led, delivered with a projector/whiteboard or smart TV, where the teacher explores the website links and prompts pupil discussion and input or, where pupils have access to mobile devices, it can be used to support pupils to work more independently. Finally, due to the structure and scaffolding of tasks offered in the presentations, it could be set remotely for pupils working offsite.

The Urban Environment is an exciting and dynamic environment and it is hoped that pupils will be able to see the utility of the geographical skills they are developing through their Geography GCSE as a preliminary entry route into a career in the Built Environment. The programme offers career links which can be explored, directly related to the themes covered in the lesson; supporting school's fulfilment of Gatsby Benchmark 4.

The Programme culminates in the option to enter the CSTT School's Competition, giving pupils the option to apply their knowledge and understanding of regeneration and sustainable projects to (re)develop a local brownfield or greenfield site and to pitch their ideas for a new development to CSTT to be in line for a prize.

Sign your class up today here www.cstt.org.uk



THIS LINKS TO GCSE GEOGRAPHY SYLLABUSES:

Specification		
AQA Specification		
Unit	Key Idea	Specification Content
3.2.1 Section A: Urban issues and challenges	A growing percentage of the world's population lives in urban areas.	The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. The emergence of megacities.
	Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	Overview of the distribution of population and the major cities in the UK. A case study of a major city in the UK to illustrate: <ul style="list-style-type: none"> • the location and importance of the city in the UK and the wider world • how urban change has created opportunities and challenges: <ul style="list-style-type: none"> - recreation and entertainment, urban deprivation, inequalities in housing challenges • environmental: dereliction, building on brownfield and greenfield sites An example of an urban regeneration project to show: <ul style="list-style-type: none"> • reasons why the area needed regeneration • the main features of the project.
	Urban sustainability requires management of resources and transport.	Features of sustainable urban living: <ul style="list-style-type: none"> • water and energy conservation • waste recycling • creating green space.
Fieldwork	Supported Titles: <ol style="list-style-type: none"> 1) The regeneration of X has a positive impact on the locality 2) How has change in X increased opportunities for recreation and entertainment 3) Housing inequalities are evident in X 4) How does quality of life vary in X 5) How has the shopping environment in X changed in the last decade? 	
Edexcel spec A		
Unit	Key Idea	Specification Content
Topic 4: Changing Cities	4.1 Urbanisation is a global process	a. Contrasting trends in urbanisation over the last 50 years in different parts of the world (developed, emerging and developing countries).
	4.2 The degree of urbanisation varies across the UK	a. Distribution of urban population in the UK and the location of its major urban centres.
	4.3 The context of the chosen UK city influences its functions and structure	a. Site, situation and connectivity of the chosen UK city in a national (cultural and environmental), regional and global context. b. Chosen UK city's structure (Central Business District (CBD), inner city,

		suburbs, urban-rural fringe) in terms of its functions and building age.
	4.4 The chosen UK city is being changed by movements of people, employment and services	a. The sequence of urbanisation, suburbanisation, counterurbanisation and re-urbanisation processes and their distinctive characteristics for the chosen UK city.
	4.5 Globalisation and economic change create challenges for the chosen UK city that require long-term solutions	e. The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city.

Integrated skills:

- (1) Use and interpretation of line graphs
- (2) Using satellite images to identify different land use zones in urban areas
- (3) Using a combination of population pyramids, choropleth maps and GIS
- (4) Using Census output area data for 2011
- (6) Using GIS/satellite images, historic images and maps to investigate spatial growth
- (7) Using quantitative and qualitative information to judge the scale of variations in quality of life.

Fieldwork

Supported Titles: Task: Changing city environments – investigating change in central/inner urban area(s)

Fieldwork methods and techniques Fieldwork data collection must include at least:

- one qualitative fieldwork method to record the quality of the urban environment
- one quantitative fieldwork method to measure land use function.

Physical interaction: students must develop their understanding of the interaction between physical landscape features, the central/inner urban area and residents and visitors.

3. Secondary data sources

The use of at least two different secondary sources of data, including:

- Census data e.g. Office for National Statistics (ONS) website
- one other chosen by the centre.

Edexcel Spec B

Topic 5 The UK's evolving human landscape Case Study: Dynamic UK cities	5.3 The context of the city influences its functions and structure	a. Significance of site, situation and connectivity of the city in a national (cultural and environmental), regional and global context. b. The city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe), in terms of its functions and variations in building age and density, land-use and environmental quality.
	5.6 Ways of life in the city can be improved by different strategies (1)	b. Strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing).

Integrated skills

- (1) Explore the kinds of questions capable of being investigated through fieldwork.

- (2) Using census data sets to compare areas within inner cities.
- (3) Use of 1:25000 and 1:50000 OS maps to identify different land use types.
- (4) Using crime and IMD databases to investigate the extent of inner-city problems.

Fieldwork

Supported Titles:

Investigate how and why quality of life varies within urban areas.

Selecting fieldwork methods Fieldwork data collection must include at least:

- one qualitative fieldwork method to collect data on the views and perceptions of quality of life
 - one quantitative fieldwork method to collect data on environmental quality.
3. Secondary data sources
- Census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics
 - One other source chosen by the centre.

OCR A

Unit	Key Idea	Specification Content
1.2.6	Cities have distinct challenges and ways of life, influenced by its people, culture and geography.	<ul style="list-style-type: none"> • Case study of one major city in the UK including the influences of: <ul style="list-style-type: none"> • the city within its region, the country and the wider world • contemporary challenges that affect urban change, including housing availability, transport provision and waste management sustainable strategies to overcome one of the city's challenges.
2.2.4	The majority of the world's population now live in urban areas.	Definition of city and megacity • The distribution of megacities and how this has changed over time. • How urban growth rates vary in parts of the world with contrasting levels of development.
Fieldwork	Supported Titles: <ol style="list-style-type: none"> 1) The regeneration of X has a positive impact on the locality 2) How has change in X increased opportunities for recreation and entertainment 3) Housing inequalities are evident in X 4) How does quality of life vary in X 5) How has the shopping environment in X changed in the last decade? 	

OCR (B)

Unit	Key Idea	Content Specification
Topic 5- Urban Futures	5.1. Why do more than half the world's population live in urban areas?	<ul style="list-style-type: none"> • How urban growth rates vary in parts of the world with contrasting levels of development.
	5.2. What are the challenges and opportunities for cities today?	a) What is life like for people in cities? <ul style="list-style-type: none"> • The city's location and importance within its region, the country, and the wider world. • • Explore the ways of life in the city, such as housing • Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport

		<p>provision, access to services and inequality.</p> <p>b. How can cities become more sustainable?</p> <p>For each city investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.</p>
Fieldwork	<p>Supported Titles:</p> <ol style="list-style-type: none"> 1) The regeneration of X has a positive impact on the locality 2) How has change in X increased opportunities for recreation and entertainment 3) Housing inequalities are evident in X 4) How does quality of life vary in X 5) How has the shopping environment in X changed in the last decade? 	

Sign your class up today here www.cstt.org.uk