

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL A-LEVEL GEOGRAPHY

(9635)

Schemes of work

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Human geography 2: Contemporary urban environments

This scheme of work is not exhaustive or prescriptive; it is designed to suggest activities and resources that you might find useful in your teaching.

## Human geography

### Contemporary urban environments

Specification content Week number	Subject specific skills development	Learning outcomes	Suggested learning activities (including ref to differentiation and extension activities)	Resources
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>Urbanisation and its importance in world affairs.</li> <li>Global patterns of urbanisation since 1945.</li> <li>Economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</li> <li>The emergence of megacities and world cities and their role in global and regional economies.</li> <li>Contemporary characteristics or mega/world cities.</li> </ul>	<p>Use of key subject specific and technical terminology.</p> <p>Online research.</p> <p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.</p>	<p>Students will have a clear understanding of the terms urbanisation and urban growth.</p> <p>Students will be able to describe and explain the changing global patterns of urbanisation since 1945.</p> <p>Students will be able to discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p> <p>Students will be able to explain the emergence of megacities (defined based on population size) and world cities (defined based on function). Describe their characteristics and discuss their role in global and regional economies.</p>	<p>To introduce the topic of Contemporary urban environments, you could show the students the first few minutes of <i>Andrew Marr's Megacities</i> which outlines some of the key issues facing the 21<sup>st</sup> century. Alternatively, you could select a small section from <i>Slumdog Millionaire</i> highlighting issues of informal settlements. You might also collect together a number of newspaper articles highlighting current issues such as housing shortages, air pollution and flooding. Get students to think about their local urban areas or cities they are familiar with and discuss the issues that face these cities.</p>	<p>Good general reference books:</p> <p>Hall and Barrett (2011) <i>Urban geography</i> (Routledge).</p> <p>Pacione, M (2009) <i>Urban geography: a global perspective</i>.</p> <p>See also Drake, G and Lee, C (2000) <i>The urban challenge</i> (Hodder).</p> <p>The United Nations publishes a number of useful annual reports on cities, including <a href="http://un.org/en/development/desa/publications/world-population-prospects-2015-revision.html">un.org/en/development/desa/publications/world-population-prospects-2015-revision.html</a></p> <p><a href="http://esa.un.org/unpd/wup/Publications/Files/WUP2014-Highlights.pdf">esa.un.org/unpd/wup/Publications/Files/WUP2014-Highlights.pdf</a></p> <p>The Urban Geography Research Group (UGRG) of the Royal Geographical Society/Institute of British Geographers has a useful website with links and resources to many urban issues: <a href="#">urban-</a></p>

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			<p>Give students a range of maps and data which illustrate changing urban trends since 1945. Students to describe and explain the data (exam style) and discuss the impacts of urbanisation in high income countries (HICs), middle income countries (MICs) and low income countries (LICs).</p> <p><b>Extension:</b> You can draw links with the Changing places topic here, with discussion on homogenisation, clone towns and placelessness.</p> <p>Students can work in groups to research and produce presentations on different world cities and megacities. Examples might include:</p> <p><b>MUMBAI</b> Wraight, P (Sept 2013) <i>Mumbai: case study of a megacity</i>, <i>GeoFile</i> 696.</p> <p><b>LAGOS</b> Rutter, J (Sept 2011) <i>Lagos: case study of a world city</i>, <i>GeoFile</i></p>	<p><a href="http://geography.org.uk">geography.org.uk</a></p> <p>There are further RGS urban geography resources and lectures on <a href="http://21stcenturychallenges.org/challenges">21stcenturychallenges.org/challenges</a>, <i>Topic Eye</i>, <i>Geography Review</i>, and <i>GeoFile/GeoActive</i> regularly have urban geography related articles. <i>The Guardian</i> newspaper also does a regular feature on cities.</p> <p>Read the excellent article on mega and meta cities by Mark Rowe - <i>Growing pains</i> in <i>Geographical magazine</i>. (Sept, 2014).</p> <p>Other material on world cities is at: <a href="http://spottedbylocals.com/blog/alpha-beta-and-gamma-cities/">spottedbylocals.com/blog/alpha-beta-and-gamma-cities/</a></p> <p><a href="http://forbes.com/sites/joelkotkin/2014/08/14/the-most-influential-cities-in-the-world/#7ce1fa277ad0">forbes.com/sites/joelkotkin/2014/08/14/the-most-influential-cities-in-the-world/#7ce1fa277ad0</a></p> <p><a href="http://acegeography.com/types-of-city.html">acegeography.com/types-of-city.html</a></p> <p>The <i>Andrew Marr's Megacities</i> documentaries (2011) have some excellent material on the issues facing cities including London, Shanghai, Dhaka and Mexico City</p> <p>Episode 1 Living in the city: <a href="http://vimeo.com/166684522">vimeo.com/166684522</a></p>

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			<p>650.</p> <p><b>SHANGHAI</b> Guinness, P (2014) <i>Urban issues in Shanghai, GeoFile 511.</i></p> <p><b>BEIJING</b> Guinness, P (Sept 2010) <i>Beijing a global city, GeoFile 627.</i></p> <p>There is also a huge amount of material about London which is classified as a world city.</p>	<p>Episode 2 Cities on the edge: <a href="https://www.youtube.com/watch?v=uwCABmP3uQ4">youtube.com/watch?v=uwCABmP3uQ4</a></p>
<p><b>Weeks 2–3</b></p> <p><b>Note:</b> before choosing any examples in the unit teachers should consider where they are going to select for their two big case studies that conclude the unit. Big savings of time and work can be made if the examples chosen are from the same cities as the big case studies.</p> <p>Urban change in the more developed world</p> <ul style="list-style-type: none"> <li>Suburbanisation, counter-urbanisation,</li> </ul>	<p>Use of key subject specific and technical terminology.</p> <p>Map skills.</p> <p>Interpretation and evaluation of a range of source material including textual and visual sources.</p> <p>Online research and presentation skills.</p>	<p>Students will be able to discuss the causes and consequences of suburbanisation, counter-urbanisation and urban resurgence.</p> <p>Students will be able to describe and explain the processes of deindustrialisation, decentralisation and rise of service economy.</p> <p>Students should compare the processes of urbanisation that have affected and are affecting cities in their own part of the world with the changes that have been seen</p>	<p>Define and distinguish between suburbanisation, counter-urbanisation and urban resurgence.</p> <p>Use OS or local maps to identify urban areas which have experienced suburbanisation, counter-urbanisation or urban resurgence.</p> <p>There are good links with the Changing places topic here – you could look at changing demographic, cultural, social and economic characteristics of settlements affected by these processes.</p>	<p>Stiff, P (2010-2011) Suburbs part 1 and 2 in <i>Geography Review, 24:2 and 24:4.</i></p> <p>Garrington, S (April 2008) <i>A case study of village suburbanisation, GeoFile 570.</i></p> <p>Burton, S (April 2005) <i>Melbourne managing urban growth and change, GeoFile 498.</i></p> <p>Rae, A (Jan 2001) <i>Impacts of cities on their surrounding area, GeoFile 394.</i></p> <p>Burton, S (Jan 2002) <i>Pressures on the greenbelt from UK counter-urbanisation, GeoFile 414.</i></p> <p>Warbuton, P (April 2002) <i>Issues relating to greenfield and brownfield</i></p>

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<p>urban resurgence.</p> <ul style="list-style-type: none"> <li>Urban change: deindustrialisation, decentralisation, rise of service economy.</li> </ul>		<p>in the UK/ Europe/ USA.</p> <p>Students should also appreciate that regeneration also occurred because of wider social, economic and demographic processes.</p> <p>Students should consider pushes, pulls and barriers to migration. Understand the model and apply it to real world examples.</p> <p>They should be aware that many cities in developing countries and newly industrialised countries have very highly developed and high tech core areas.</p> <p>They should also be aware of the contrast between the core areas and the poorer, informal</p>	<p>Define deindustrialisation, decentralisation and the rise of the service economy and discuss their causes.</p> <p>Students to work in groups to research and present their findings relating to urban regeneration schemes in one or more countries. These presentations should include a description of the policy, an example of where it was adopted and an evaluation of its impact.</p> <p>Extended writing task: Discuss the other wider social, economic and demographic processes which have led to regeneration in recent decades</p> <p>Link to suburbanisation, counter-urbanisation and urban resurgence.</p> <p>Complete a study, using on-line or hard copy sources of a modern high</p>	<p><i>sites, GeoFile 421.</i></p> <p>Bayliss, T and Collins, L (Jan 2005) <i>Urban improvement: renewal and evolution, GeoFile 490.</i></p> <p>Cathy Newman looks at the impact of the Olympics on East London in <i>National Geographic</i> (Aug 2012).</p> <p>Warbuton, P (Sept 2012) <i>Planning issues in today's MEDC cities, GeoFile 675.</i></p> <p>Dunn, C (2012/3) <i>Redevelop, regenerate, rebrand ...</i> in relation to Greater Manchester in <i>Topic eye changing cities.</i></p> <p>Davies, O (2013) <i>The Emirates stadium: a case study of urban regeneration</i> in <i>Geography Review</i>, 27:2.</p> <p>Essex, S and Ford, P (2015) <i>Coastal urban regeneration: thirty years of change on Plymouth's waterfront.</i> Transactions of the Devonshire Association (evaluates the success of the New Deal Programme in Plymouth).</p> <p>Tallon, A 2010. <i>Urban regeneration in the UK.</i> (Routledge, London).</p> <p><a href="http://gulfnews.com/multimedia/framed/g">gulfnews.com/multimedia/framed/g</a></p>
Urban change in the				

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developing world: <ul style="list-style-type: none"> <li>rural to urban migration</li> <li>the development of modern, high tech core areas</li> <li>the contrast between formal and informal sectors of the urban space and the urban economies</li> </ul>		sectors of cities	<p>tech city core in a rapidly developing city in the developing world.</p> <p>Complete a comparison study of an informal settlement in that same city or in a different city.</p> <p>Different groups can choose one of the two suggestions above and then share their studies by presenting them to the class.</p>	<p><a href="http://general/the-urbanisation-of-dubai-1.16777">general/the-urbanisation-of-dubai-1.16777</a></p> <p><a href="http://gulfnews.com/business/sectors/technology/smart-cities-the-next-stage-of-urbanisation-in-the-uae-1.1317918">gulfnews.com/business/sectors/technology/smart-cities-the-next-stage-of-urbanisation-in-the-uae-1.1317918</a></p> <p><a href="https://www.omicsonline.org/open-access/sustainable-urbanization-in-the-arabian-gulf-region-problems-and-challenges-2151-6200-1000109.php?aid=57134">https://www.omicsonline.org/open-access/sustainable-urbanization-in-the-arabian-gulf-region-problems-and-challenges-2151-6200-1000109.php?aid=57134</a></p> <p><a href="http://worldbank.org/en/news/feature/2015/01/26/malaysia-among-most-urbanized-countries-in-east-asia">worldbank.org/en/news/feature/2015/01/26/malaysia-among-most-urbanized-countries-in-east-asia</a></p> <p><a href="http://prezi.com/agqc2ahjxud2/urbanization-in-malaysia/">prezi.com/agqc2ahjxud2/urbanization-in-malaysia/</a></p> <p><a href="http://newcities.org/cityquest-putrajaya-malaysia-designed-intelligent-garden-city/">newcities.org/cityquest-putrajaya-malaysia-designed-intelligent-garden-city/</a></p> <p><a href="http://urenio.org/2015/02/09/smart-city-strategy-cyberjaya-malaysia/">urenio.org/2015/02/09/smart-city-strategy-cyberjaya-malaysia/</a></p> <p>There are a lot of good resources on informal settlements in cities such as Mumbai (Dharavi), Nairobi (Kibera) and Rio (Rocinha). You could use:</p> <p><a href="http://youtube.com/watch?v=svVCgv_Zi-Q">youtube.com/watch?v=svVCgv_Zi-Q</a></p>

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				<p><a href="https://www.youtube.com/watch?v=uqytZgS_-T0">youtube.com/watch?v=uqytZgS_-T0</a></p> <p><a href="https://www.youtube.com/watch?v=s_0X0wlvqVM">youtube.com/watch?v=s_0X0wlvqVM</a></p> <p>Comic Relief clips/documentaries <a href="https://www.youtube.com/watch?v=V2gN-uWTplw">youtube.com/watch?v=V2gN-uWTplw</a> (Kibera).</p> <p>O'Donoghue, R (2011) <i>Squatter redevelopment in Rio de Janeiro: an update GeoActive 458</i>.</p>
<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Urban characteristics in contrasting settings.</li> <li>Physical and human factors in urban forms.</li> <li>Spatial patterns of land use and the factors that influence them.</li> <li>New urban land uses: town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities.</li> <li>The concept of the post-modern western</li> </ul>	<p>Opportunities to develop skills such as drawing, labelling and annotating diagrams.</p> <p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.</p> <p>Fieldwork potential here.</p>	<p>Students will be able to discuss the contrasting characteristics of cities across the world but recognise that both physical and human factors are important.</p> <p>Students will be able to describe patterns of spatial land use in contrasting urban settings.</p> <p>Students will be able to describe and discuss the most recent changes in the urban landscapes, such as town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities. Students will also be able to</p>	<p>Look at a range of OS or other local maps to consider the relevance of physical geography in the siting of towns and cities. Discuss which physical factors were important and whether they are still important today. Could link here with urban climate issues.</p> <p>Have human factors such as land prices become more relevant?</p> <p>London, Mexico City and Los Angeles worth discussing here.</p> <p>Local examples should also be used. You could also discuss the fact that</p>	<p>Melbourne, B (September 2001) <i>The socio-demographic structure of UK cities, GeoFile 405</i>.</p> <p>The excellent book by Cheshire, J and Uberti, O (2014) <i>London: the information capital</i> considers the growth of London over time and considers physical and human factors.</p> <p>Melbourne, B (Jan 2002) <i>Los Angeles: a multiple hazard area, GeoFile 419</i> considers the physical geography of LA and the impact of this on its inhabitants.</p> <p>Read article and watch clip about gentrification in Notting Hill, London: <a href="http://bbc.co.uk/news/magazine-18394017">bbc.co.uk/news/magazine-18394017</a></p> <p>See footage and discussion of anti-gentrification protests in London in September 2015:</p>

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city.		describe the concept of a post-modern western city.	<p>informal settlements still tend to occupy sites with physical disadvantages, eg (Rocinha on the steep hill sides of Rio).</p> <p>Urban fieldwork potential here investigating evidence of new urban landscapes in local city.</p> <p>Discuss reasons why urban areas have experienced a resurgence in recent years. What examples can the students think of? Link back to ideas of rebranding/reimagining places from Changing places topic.</p> <p>Read the article on gentrification and discuss media coverage and articles about the 2015 anti-gentrification protests in East London</p> <p>For a more active learning approach students could research gentrification from the point of view of different stakeholders. Feedback could then take the form of a debate/role</p>	<p><a href="http://theguardian.com/uk-news/2015/sep/27/shoreditch-cereal-cafe-targeted-by-anti-gentrification-protesters">theguardian.com/uk-news/2015/sep/27/shoreditch-cereal-cafe-targeted-by-anti-gentrification-protesters</a></p> <p>Fortress Cities – American Mike Davis has written extensively about Los Angeles: <a href="http://lmc.gatech.edu/~broglio/1101/davis.html">lmc.gatech.edu/~broglio/1101/davis.html</a></p> <p>Defining the post-modern city - difficult to be precise but an academic definition is given at <a href="http://sciencedirect.com/science/article/pii/B9780080449104010713">sciencedirect.com/science/article/pii/B9780080449104010713</a></p> <p>A simpler definition is given (amongst others) at <a href="http://quizlet.com/2299454/barrons-ap-human-geography-unit-8-vocab-flash-cards/">quizlet.com/2299454/barrons-ap-human-geography-unit-8-vocab-flash-cards/</a></p> <p><a href="http://quizlet.com/2299454/barrons-ap-human-geography-unit-8-vocab-flash-cards/">quizlet.com/2299454/barrons-ap-human-geography-unit-8-vocab-flash-cards/</a></p> <p>Some interesting gentrification ideas from Canada, which could be applied to your own local examples. <a href="http://faculty.arts.ubc.ca/tindall/soci100/handouts/postmod.pdf">faculty.arts.ubc.ca/tindall/soci100/handouts/postmod.pdf</a></p>



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			<p>play or construction of SWOT analysis in groups etc. Link back to notion of insiders and outsiders from Changing places topic.</p> <p>Fortress cities: Discuss how and why security has become more of an issue in cities?</p>	
<p><b>Week 5</b></p> <p>Spatial patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and the factors that influence them.</p> <p>Issues associated with these processes and strategies to manage them.</p> <p><b>Note:</b> many of the ideas and content of these aspects of the spec will already have been considered in the previous weeks of study of this unit.</p>	<p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.</p> <p>Fieldwork and geographic information system (GIS) potential here.</p> <p>An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.</p> <p>Understanding of the ethical and socio-political implications of collecting, studying</p>	<p>Students will be able to define the terms economic inequality, social segregation and cultural diversity.</p> <p>Students will be able to describe and explain patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and discuss the factors that influence them.</p> <p>Students will be able to discuss issues relating to economic inequality, social segregation and cultural diversity and outline the strategies adopted to manage these.</p>	<p>This is an excellent opportunity to use a range of GIS resources to investigate spatial patterns in economic inequality and cultural diversity.</p> <p>Primary data can be collected through urban fieldwork.</p> <p>Secondary data also available from a number of sources:</p> <p>The Office for National Statistics provides a range of data for different wards within urban areas of the UK <a href="http://ons.gov.uk">ons.gov.uk</a> There are similar data collections for many other countries. These statistics can be used alongside primary</p>	<p>Bennett, P (2011) <i>Multiculturalism in urban areas</i>, <i>GeoActive</i> 462.</p> <p>Cowling, D (April 2014) <i>Multicultural UK: ethnic enclaves in the UK</i>, <i>GeoFile</i> 715.</p> <p>Brighty, P (Sept 2014) <i>Understanding the multi-dimensional nature of urban poverty</i>, <i>GeoFile</i> 720.</p> <p>Adams, Chamberlain and Lockheart, (Jan 2013) <i>The riots of 2011 and the role of multiculturalism</i>, <i>GeoFile</i> 680.</p> <p>Melbourne, B (September 2001) <i>The socio-demographic structure of UK cities</i> <i>GeoFile</i> 405.</p> <p>To look at inequality in London, go to <a href="http://londonpovertyprofile.org.uk/key-facts/">londonpovertyprofile.org.uk/key-facts/</a> and <a href="http://londonmapper.org.uk/">londonmapper.org.uk/</a></p>

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	and representing geographical data about human communities.		<p>data on housing, land-use, provision of services and environmental quality to compare different parts of an urban area.</p> <p>It is also worth looking at the 2015 Index of Multiple Deprivation data which measures relative deprivation. This can be viewed at <a href="http://maps.cdrc.ac.uk/">maps.cdrc.ac.uk/</a> or <a href="http://dclgapps.communities.gov.uk/imd/idmap.html">dclgapps.communities.gov.uk/imd/idmap.html</a></p> <p>The full data set can be seen at <a href="http://gov.uk/government/statistics/english-indices-of-deprivation-2015">gov.uk/government/statistics/english-indices-of-deprivation-2015</a></p>	<p>See also <a href="http://21stcenturychallenges.org/2016/05/24/mapping-diversity-in-the-uk/">21stcenturychallenges.org/2016/05/24/mapping-diversity-in-the-uk/</a> Turner, S (2013) <i>Housing issues in London</i> in <i>Geography review</i>, 27:2.</p> <p><b>Danny Dorling</b> has written and spoken extensively about inequality, particularly in London. (<i>The 32 stops: The Central Line</i>) It is worth looking at his other resources on his webpage: <a href="http://dannydorling.org/?page_id=2921">dannydorling.org/?page_id=2921</a></p> <p>For inequality in another country, you could look at <b>Bangalore</b> in India (Pumpkin Interactive dvd) or <b>Johannesburg</b>. Read the article by Paul Webber (2011) <i>Johannesburg: changing patterns in the city</i> in <i>Geography Review: 24, 4</i>.</p>

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<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>The impact of urban forms and processes on local climate and weather.</li> <li>Urban temperatures: the urban heat island effect.</li> <li>Precipitation: frequency and intensity.</li> <li>Fogs and thunderstorms in urban environments.</li> <li>Wind: the effects of urban structures and layout on wind speed, direction and frequency.</li> </ul>	<p>Opportunities to develop skills such as drawing, labelling and annotating diagrams.</p> <p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.</p> <p>Maps showing spatial patterns – isoline maps.</p> <p>Fieldwork and GIS potential here.</p>	<p>Students will be able to describe and explain how urban areas affect temperature, precipitation, fogs, thunderstorms and wind.</p> <p>Students will be familiar with terms such as the urban heat island, channeling and the venturi effect.</p>	<p>There are great opportunities for fieldwork here:</p> <ul style="list-style-type: none"> <li>Changes in temperature and/or pollution levels can be measured and mapped across an urban area. Traffic counts at strategic points may show a correlation with such data.</li> <li>Measure the impact of buildings on wind.</li> </ul> <p>Get students to produce isotherm maps using primary or secondary data.</p> <p><b>Extension:</b> what are the implications of climate change on urban climatic events? Why is there particular concern regarding the urban heat island effect?</p>	<p>Parsons, G (Sept 2003) <i>Urban microclimates, GeoFile 457.</i></p> <p>An excellent source of information and video clips about all aspects of urban climate can be found at <a href="http://thebritishgeographer.weebly.com/urban-climates.html">thebritishgeographer.weebly.com/urban-climates.html</a></p> <p>For an excellent range of urban heat island resources, go to <a href="http://metlink.org/other-weather/urban-heat-islands/urban-heat-island-background/">metlink.org/other-weather/urban-heat-islands/urban-heat-island-background/</a> and <a href="http://epa.gov/heat-islands">epa.gov/heat-islands</a></p>
<p><b>Weeks 7–8</b></p> <p><b>Note:</b> many of the themes in this unit overlap and can be taught together.</p>	<p>Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches</p>	<p>Students will be able to describe the different sources of urban waste and recognise that both quantities of waste produced and waste disposal methods vary according to</p>	<p>What are the different sources of urban waste? Discuss how and why waste production varies across the world.</p>	<p>The World Bank is a useful source for information on global waste <a href="http://worldbank.org/en/news/feature/2012/06/06/report-shows-alarming-rise-in-amount-costs-of-garbage">worldbank.org/en/news/feature/2012/06/06/report-shows-alarming-rise-in-amount-costs-of-garbage</a></p>

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<p>Individual teachers should plan the work to suit their own circumstances and look for economies of time and work.</p> <ul style="list-style-type: none"> <li>Urban physical waste generation: sources of waste – industrial and commercial activity, personal consumption.</li> <li>Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes.</li> <li>The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, reduction (incineration), burial, submergence, trade.</li> <li>Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.</li> </ul>	for the different information types.	<p>economic development.</p> <p>Students will be able to describe and evaluate a range of waste disposal methods.</p> <p>Students will be able to compare and contrast incineration and landfill approaches to waste in a specified urban area.</p> <p>Students will be able to describe and explain the causes of air pollution, water pollution and dereliction and outline strategies used to manage these problems.</p> <p>Students will be able to define the terms ecological footprint, sustainability and liveability.</p> <p>Students will be able to describe the features of a sustainable city.</p> <p>Students will be able to recognise the opportunities and challenges for developing more sustainable cities.</p> <p>Students will be able to describe and evaluate different methods used to</p>	<p>Investigate and evaluate the different strategies for dealing with urban waste. Students could research waste from the point of view of different stakeholders. Feedback could then take the form of a debate/role play or construction of SWOT analysis in groups etc.</p> <p>Online research of case study which allows the comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area</p> <p>Many urban waste centres now offer educational visits – it is worth looking at this option.</p> <p>Detroit would be a good case study to look at the impacts of deindustrialisation and dereliction. Ford has just announced new investment in the city which also makes it a useful case study for regeneration.</p>	<p>Smith, J (2012/3) <i>Managing urban waste in Topic eye changing cities.</i></p> <p>See the excellent article on waste disposal in Taiwan by Chris Fitch entitled <i>A new lease of life</i> (June 2015) in <i>Geographical</i> magazine.</p> <p>Wheeler, P (April 2016) <i>Recycling costs and benefits, GeoFile 752.</i></p> <p>Bennett, P (2013) <i>Sustainable waste management in the West Midlands, GeoActive 496.</i></p> <p>Eddis, T (2007) <i>Management of waste in cities: a DME, GeoFile 548.</i></p> <p>There are lots of resources about the world's first offshore landfill in Singapore, Semakau landfill <a href="http://waste-management-world.com/a/semakau-landfill">waste-management-world.com/a/semakau-landfill</a></p> <p>Plymouth Energy from Waste case study: <a href="http://kier.co.uk/case-study/view-all/plymouthefw/case-study.aspx">kier.co.uk/case-study/view-all/plymouthefw/case-study.aspx</a></p> <p>The NGO Practical Action has some useful resources on Urban waste management: <a href="http://practicalaction.org/urban-waste-management-3">practicalaction.org/urban-waste-management-3</a></p> <p>Warbuton, P (April 2013) <i>Environmental issues in urban areas</i></p>

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<ul style="list-style-type: none"> <li>Other environmental problems in contrasting urban areas: water pollution and dereliction.</li> <li>Strategies to manage these problems.</li> <li>Impact of urban areas on local and global environments.</li> <li>Ecological footprint of major urban areas.</li> <li>Dimensions of sustainability: natural, physical, social and economic.</li> <li>Nature and features of sustainable cities. Concept of liveability.</li> <li>Contemporary opportunities and challenges in developing more sustainable cities.</li> <li>Strategies for developing more sustainable cities.</li> </ul>		create more sustainable cities.	<p>Many resources are also available for a study of London.</p> <p>Discuss the impacts of urbanisation on water movement through urban areas. This could be demonstrated simply by observing and comparing rain falling on hard surfaces and vegetated surfaces.</p> <p>Annotate and analyse an urban hydrograph.</p> <p>Online research for a case study of river restoration.</p> <p>As a starter and for context, students could work out their own ecological footprint:</p> <p><a href="http://www.footprintnetwork.org">http://www.footprintnetwork.org</a></p> <p><a href="http://unhabitat.org">unhabitat.org</a> is an organisation concerned with global urban issues has published a number of reports entitled <i>The state of the world's cities</i> which focus on sustainability</p>	<p><i>today, GeoFile 692.</i></p> <p>Parson, G (Jan 2012) <i>Air quality issues, GeoFile 656.</i></p> <p>Nagle, G (Sept 2000) <i>Air pollution in Beijing, GeoFile 383.</i></p> <p>City pollution levels are monitored continuously and you can use this data to examine geographical patterns. Go to <a href="http://londonair.org.uk/london/asp/nowcast.asp">londonair.org.uk/london/asp/nowcast.asp</a> for a 'nowcast', which is a service to show current pollution levels in detail across London in comparison with the Government's air pollution index.</p> <p>Warbuton, P (April 2002) <i>Issues relating to greenfield and brownfield sites, GeoFile 421.</i></p> <p>Dove, J (April 2009) <i>Urban ecosystems, GeoFile 590.</i></p> <p>The Derelict London website includes over 3000 photographs of London sights not normally seen by tourists: <a href="http://derelictlondon.com/">derelictlondon.com/</a></p> <p>The Thames Estuary 2100 (TE2100) project is one response to the risk of flooding in London but other strategies are being adopted.</p>

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			<p>issues. See also the report of the UN World economic and social survey: <a href="http://un.org/en/development/desa/publications/world-economic-and-social-survey-2013-sustainable-development-challenges.html">un.org/en/development/desa/publications/world-economic-and-social-survey-2013-sustainable-development-challenges.html</a></p> <p>Discuss the concepts of liveability and sustainability. Emphasise the need to look beyond simply environmental issues.</p> <p>Students to research different strategies adopted by cities to become more sustainable. There is lots going on in London but other well-documented cities include Curitiba, Freiburg and Singapore.</p>	<p>See information on the Thames Tideway tunnel: <a href="http://tideway.london/">tideway.london/</a></p> <p>Look at the latest WWF Living Planet report which considers the impacts of urbanisation: <a href="http://wwf.panda.org/about_our_earth/all_publications/living_planet_report/">wwf.panda.org/about_our_earth/all_publications/living_planet_report/</a></p> <p>Frost, L (2012) <i>Greening the city</i>, <i>GeoActive</i> 481.</p> <p>Rawlings Smith, E (2012) <i>Abu Dhabi goes green?</i> in <i>Geography Review</i>.</p> <p>Evans, L (Jan 2006) <i>Sustainable cities</i>, <i>GeoFile</i> 515.</p> <p>Nagle, G (Jan 2009) <i>Ecotowns</i>, <i>GeoFile</i> 581.</p> <p>Singapore is known for its green credentials: <a href="http://nparks.gov.sg/about-us/city-in-a-garden">nparks.gov.sg/about-us/city-in-a-garden</a></p> <p>View details of the proposal to make London the first National Park City: <a href="http://nationalparkcity.london/">nationalparkcity.london/</a></p> <p>A good article on greening London by Chris Fitch can be found in <i>Geographical</i> magazine, May 2016 entitled <i>A walk in the park</i>. See also <a href="http://green-alliance.org.uk/Greener_London.php">green-alliance.org.uk/Greener_London.php</a> a greener London report by a</p>

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				<p>consortium of environmental organisations.</p> <p>TED Talk by Jaime Lerner, former Mayor of Curitiba: <a href="https://www.youtube.com/watch?v=1nROMmEJHbM">youtube.com/watch?v=1nROMmEJHbM</a></p> <p>Watch Fully charged documentary on Masdar City, Abu Dhabi (two parts): <a href="https://www.youtube.com/watch?v=Nlaz61zpLfs">youtube.com/watch?v=Nlaz61zpLfs</a></p>
<p><b>Week 9</b></p> <p>Urban environments, health and wellbeing spatial patterns of health, mortality and morbidity in cities in contrasting areas of the world.</p> <p>The relationship between environment variables eg climate, topography (drainage) and incidence of disease.</p> <p>The changing prevalence, distribution and seasonal incidence of malaria, a biologically transmitted disease; its links to the physical and socio-economic characteristics of</p>	<p>Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types.</p>	<p>Students will be able to describe and explain links between environmental variables such as climate, topography, air quality, water quality and health.</p> <p>Students will be able to describe and explain the global prevalence, distribution and impacts of one specified biologically transmitted disease such as malaria.</p> <p>Students will be able to describe and evaluate strategies adopted to tackle the chosen disease.</p>	<p>Brainstorm known links between different environmental factors and health. You can make links here with the topics looking at air and water pollution and their impacts on health in cities. Discuss the 'airpocalypse' being experienced in cities in China and India.</p> <p>Malaria: study recent maps showing global incidence of malaria or other biologically transmitted diseases and ask students to discuss the patterns and trends that can be seen in different regions of the world.</p> <p>Students then to research</p>	<p>See section on malaria in Cowling, D and Digby, B (2010) <i>Top spec geography: health issues in geography</i>, Geographical Association.</p> <p>Gatrell, AC and Elliot, SJ (2009) <i>Geographies of health</i>.</p> <p>Garrington, S (2013) <i>Poverty and health – the impact of inequality</i>, <i>Geofile</i>, 689.</p> <p>Melbourne, B (2008) <i>Global patterns of death, disease and health</i>, <i>Geofile</i>, 578.</p> <p>Parsons, G (2012) <i>Air quality issues</i>, <i>Geofile</i>, 656.</p> <p>Resources on urban air pollution including a new database can be found at <a href="http://who.int/phe/health_topics/outdoora">who.int/phe/health_topics/outdoora</a></p>

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<p>environments within urban areas.</p> <p>Impact on health and wellbeing.</p> <p>Management and mitigation strategies.</p> <p>The distribution of one specified non-communicable disease (eg a specific type of cancer, coronary heart disease, asthma) within urban areas;</p> <p>Impact on health and wellbeing.</p> <p>Management and mitigation strategies.</p>			<p>the prevalence, distribution, impacts of and strategies to tackle malaria in urban areas using information from a variety of sources.</p>	<p><a href="http://ir/databases/cities/en/">ir/databases/cities/en/</a></p> <p>The World Health Organisation (WHO) has a range of resources on different diseases such as 2016 WHO report on eliminating malaria: <a href="http://who.int/malaria/publications/atoz/eliminating-malaria/en/">who.int/malaria/publications/atoz/eliminating-malaria/en/</a></p> <p>The Bill and Melinda Gates Foundation has numerous resources on malaria at <a href="http://gatesfoundation.org/What-We-Do/Global-Health/Malaria">gatesfoundation.org/What-We-Do/Global-Health/Malaria</a></p> <p>An article about malaria in India's cities is particularly useful: <a href="http://timesofindia.indiatimes.com/city/bengaluru/Malaria-thrives-in-cities/articleshow/4573018.cms">timesofindia.indiatimes.com/city/bengaluru/Malaria-thrives-in-cities/articleshow/4573018.cms</a></p> <p>A more academic view of malaria in African cities: <a href="http://malariajournal.biomedcentral.com/articles/10.1186/1475-2875-4-12">malariajournal.biomedcentral.com/articles/10.1186/1475-2875-4-12</a></p> <p>Melbourne, B (2007) Tropical diseases, Geofile, 553.</p>



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<p><b>Week 10</b></p> <p>Case study development – this could be left to the end but it is often most efficient if they are built up over the course of the topic.</p> <p>Students are expected to study two contrasting urban areas to illustrate and analyse key themes set out in the specification, to include:</p> <ul style="list-style-type: none"> <li>• patterns of economic and social wellbeing and</li> <li>• the nature and impact of physical environmental conditions</li> </ul> <p>with reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.</p> <p>The two case studies</p>	<p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.</p> <p>An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.</p> <p>Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p> <p>Fieldwork and GIS potential here.</p> <p>Links back to Changing places topic.</p>	<p>Students will have time to build up their two contrasting place studies to illustrate and analyse the key themes set out in the specification.</p>	<p>Students to collect (primary and) secondary data to produce two contrasting urban case studies. Particular attention should be given to:</p> <ol style="list-style-type: none"> <li>1 patterns of economic and social wellbeing and</li> <li>2 the nature and impact of physical environmental conditions.</li> </ol>	<p>Data is readily available for most cities in some form or another.</p> <p>The following sites relate to cities in the UK. Similar sites are available for cities in other countries.</p> <p>For census data and social and economic characteristics of places in the UK, go to: <a href="http://datashine.org.uk/">datashine.org.uk/</a> and <a href="http://maps.cdrc.ac.uk/">maps.cdrc.ac.uk/</a> provide interactive visualisation of census data.</p> <p><a href="http://about.esd.org.uk/">about.esd.org.uk/</a></p> <p><a href="http://uklocalarea.com/">uklocalarea.com/</a> can provide localised data on information such as house prices, school results, council tax and crime. For health-related data, go to <a href="http://phoutcomes.info/">phoutcomes.info/</a> all of these can be used to show inequality.</p> <p>The Guardian newspaper contains some good features on cities around the world.</p>

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should show contrasts, possibly between the more developed and the developing world, or between old and new cities, or between tropical and temperate areas, etc.				



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