Year 10
Subject: Geography
Topic/Unit:
When: Half Term 4

Huntington School
Learn and succeed

Overview: This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. This unit focusses on a UK city. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. It dispels the myth despite the UK being a HIC, there remain significant inequalities between different areas in the same city.

Why this? Why now? The previous unit taught students that there are a variety of challenges and opportunities in LIC/NEE cities. This unit teachers them that cities in the UK also face challenges and provide opportunities which must be overcome. It provides a contrast to the LIC/NEE challenges and opportunities.

Building on…building to:

Sequence summary:

- The importance of Leeds as a city in the UK and the wider world
- The impacts of national and internation migration
- How urban change has created social, economic and environmental opportunities
- How urban change has created social, economic and environmental challenges
- The impact of urban sprawl on Leeds
- How has urban regeneration helped to solve some of the challenges in Leeds
- Features of sustainable urban living

Key Vocabulary:

- Urban sprawl - The unplanned growth of urban areas into the surrounding countryside
- Urban regeneration - The revival of old parts of the built-up area
- Sustainable urban living – Managing a city's resources such es energy, water and waste, so that current residents can meet the needs without compromising the ability of future generations to meet theirs.

Assessments: Regular recall and retrieval tasks on whiteboards throughout each lesson to check understanding and dispel misconceptions. End of unit assessment exam questions form past papers.

Able and interested: Read *Walkable City* by renowned urban planner Jeff Speck. It argues that human-scale, pedestrian-friendly design is the ultimate fix for struggling urban areas.

Inclusion, Personal Development and Wider Skills: Tasks are scaffolded to build confidence. Longer exam questions are explicitly broken down into sections. Students are taught to evaluate the effectiveness of urban planning scheme to determine their levels of success.

Homework and Independent Learning: Homework is set weekly. Tasks may include completing graphs, interpreting maps and graphs, creating revision material and answering exam questions.