

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners identify recent change in the city that may cause conflict – write up viewpoints of different groups of people about selected developments – for example, a named out-of-town shopping centre, inner city redevelopment, traffic scheme or bypass development, etc. <b>(I)</b> Teacher to provide appropriate stimulus material. Include urban sprawl and the impacts on people and the environment such as loss of farmland, recreation land, air pollution, habitat loss, etc.</p> <p><b>Extension activity:</b> Learners research and write a leaflet for local residents to explain the housing problems they are facing and the proposed solutions (of a named scheme) – learners may work in small groups but each learner should have a copy of the leaflet for revision.</p> <p>Learners research causes of air, noise, water and visual pollution in the city and solutions to each. Write up as a newspaper article.</p> <p><b>Fieldwork opportunity:</b> some of this case study could be investigated by local fieldwork and also by using appropriate secondary data about the case study urban area.</p>
1.7 Urbanisation	Identify and suggest reasons for rapid urban growth	<p>Define the key word ‘urbanisation’ and add to key word glossary (see: <a href="http://www.s-cool.co.uk/gcse/geography/settlements/revise-it/urbanisation">www.s-cool.co.uk/gcse/geography/settlements/revise-it/urbanisation</a>). Learners describe graphs to show urbanisation in selected countries – describe MEDCs and LEDCs trends and explain the differences between the rates of growth in each. Learners are provided with a map (or plot cities onto a map using an atlas) to locate the top ten cities in the world today. Define ‘millionaire city’, describe ‘distribution’ and how the distribution has changed over time (compare with previous map). <b>(I)</b></p> <p>Whole class discussion – reasons for urbanisation in MEDCs and LEDCs – learners take notes and use to introduce rural to urban migration.</p> <p>Recap internal migration and rural to urban migration and check understanding of key words. Introduce case study rural area – learner produces sketch map and describes location. Provide statistics about population change and migration – learners draw graphs and describe. <b>(I)</b></p> <p>Learners complete a mystery to understand why a migrant has left their home in a rural area and moved to a city – use this as part of the case study for this section by naming areas and making information place-specific. Learners solve the mystery and explain the push and pull factors involved. Classify into physical, economic and social factors and write up as a table. Learners can consolidate by writing short diary entries for the migrants explaining their reasons for leaving.</p> <p>Provide photographs or video clips to reinforce. <b>(I)</b></p>

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	Describe the impacts of urban growth on both rural and urban areas, along with possible solutions to reduce the negative impacts	The following links will be useful here: <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urbanisation_ledcs_rev1.shtml">www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urbanisation_ledcs_rev1.shtml</a> <a href="http://www.geography.learnontheinternet.co.uk/topics/urbanprobsledcs.html#rio">www.geography.learnontheinternet.co.uk/topics/urbanprobsledcs.html#rio</a>
1.7 Case study	Know a case study of a rapidly growing urban area in a developing country and migration to it	Learners should know a case study of a rapidly growing urban area in a developing country (LEDC) and migration to it.  This should have been covered in the previous section by adopting a case study approach to delivering the content of 1.7. Checklist: <ul style="list-style-type: none"> <li>• locate rural area and urban area</li> <li>• discuss reasons for migration (push and pull)</li> <li>• impact of migration on the rural and urban area</li> <li>• urban problems (people and environment focus)</li> <li>• squatter settlements</li> <li>• solutions in urban and rural area</li> </ul>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a> (F)		
<div> <div> <b>1.5 Settlement and service provision</b>  Nov 2011 Paper 13 Q2a and b  Jun 2011 Paper 13 Q2a, 2bi and ii  Jun 2011 Paper 11 Q2a and b  Specimen Paper 1 Q2b </div> <div> <b>1.6 Urban settlements</b>  Jun 2012 Paper 11 Q2ai and b  Jun 2012 Paper 13 Q2a and b  Specimen Paper 1 Q2c </div> </div> <div> <b>1.7 Urbanisation</b>  Jun 2012 Paper 13 Q2a  Jun 2012 Paper 13 Q2b  Jun 2012 Paper 13 Q2c  Jun 2012 Paper 11 Q2c </div>		