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<p><b>UNIT 2: Changing Urban and Rural Landscapes</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Outline causes of economic change: de- industrialisation and decline of traditional industrial base, globalisation and government policies</li> <li>- Explain why the UK is moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks</li> <li>- Describe impacts of industry on the physical environment. An <b>example</b> of how modern industrial development can be more environmentally sustainable</li> <li>- Describe social and economic changes in the rural landscape in one area of population growth and one area of population decline</li> <li>- Discuss improvements and new developments in road and rail infrastructure, port and airport capacity</li> <li>- Explain the north–south divide and strategies used in an attempt to resolve regional differences</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Post-industrial economy</li> <li>- Urban</li> <li>- Rural</li> <li>- Transport infrastructure</li> <li>- North-south divide</li> </ul>
		<p>How is this unit being assessed?</p> <p>-</p>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 3: UK and the Wider World</b></p>		<p>List the Keywords that all students will be able to define by the end of this unit</p>

<p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Outline the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.</li> </ul>		<ul style="list-style-type: none"> <li>- Commonwealth</li> <li>- European Union</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<a href="#">Knowledge Organiser Link</a>
<p><b>UNIT 4: Bristol and the Challenges of Urban Change</b></p> <p>By the end of this unit of learning all students will be able to use a <b>case study</b> of a major city in the UK (Bristol) to:</p> <ul style="list-style-type: none"> <li>• Identify the location and importance of the city in the UK and the wider world</li> <li>• Describe impacts of national and international migration on the growth and character of the city</li> <li>• Explain how urban change has created opportunities: social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems, environmental: urban greening</li> <li>• Explain how urban change has created challenges: social and economic: urban deprivation, inequalities in housing, education, health and employment, environmental: dereliction, building on brownfield and greenfield sites, waste disposal</li> <li>• Describe the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.</li> <li>• Use an <b>example</b> of an urban regeneration project (Temple Quarter – Bristol) to show: reasons why the area needed regeneration, the main features of the project.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Migration</li> <li>- Integrated Transport System</li> <li>- Social inequality</li> <li>- Regeneration</li> <li>- Urban greening</li> <li>- Brownfield</li> <li>- Greenfield</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<a href="#">Knowledge Organiser Link</a>
<p><b>UNIT 5: Targeting the Development Gap</b></p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> <li>- Outline a range of strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Development gap</li> <li>- Tourism</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>

<ul style="list-style-type: none"> <li>- Be able to provide an <b>example</b> of how the growth of tourism in an LIC or NEE (Jamaica) helps to reduce the development gap.</li> </ul>		<a href="#">Knowledge Organiser Link</a>
<p><b>UNIT 6: Nigeria and the Economic Changing World</b></p> <p>By the end of this unit of learning all students will be able to use a <b>case study</b> of one LIC or NEE to:</p> <ul style="list-style-type: none"> <li>- Identify the location and importance of the country, regionally and globally</li> <li>- Outline the wider political, social, cultural and environmental context within which the country is placed</li> <li>- Describe the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</li> <li>- Evaluate the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country</li> <li>- Describe the changing political and trading relationships with the wider world</li> <li>- Describe international aid: types of aid, impacts of aid on the receiving country</li> <li>- Outline the environmental impacts of economic development</li> <li>- Outline the effects of economic development on quality of life for the population.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Industrial sectors</li> <li>- TNCs</li> <li>- Aid</li> <li>- Economic development</li> <li>- Trade</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<a href="#">Knowledge Organiser Link</a>
<p><b>UNIT 7: Rio and the Challenges/Opportunities of Megacities</b></p> <p>By the end of this unit of learning all students will be able to use a <b>case study</b> of a major city in an LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> <li>- Identify the location and importance of the city, regionally, nationally and internationally</li> <li>- Outline causes of growth: natural increase and migration</li> <li>- Describe how urban growth has created opportunities: social: access to services – health and education; access to resources – water supply, energy, economic: how urban industrial areas can be a stimulus for economic development</li> <li>- Describe how urban growth has created challenges: managing urban growth – slums, squatter settlements providing clean water, sanitation systems and energy providing access to services – health and education, reducing unemployment and crime,</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Urban growth</li> <li>- Opportunities</li> <li>- Challenges</li> <li>- Squatter settlements</li> <li>- Urban planning</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<a href="#">Knowledge Organiser Link</a>

<ul style="list-style-type: none"> <li>- Outline ways to manage environmental issues – waste disposal, air and water pollution, traffic congestion.</li> <li>- Discuss an <b>example</b> of how urban planning is improving the quality of life for the urban poor.</li> </ul>		
<p><b>UNIT 8: Ecosystems and the Tropical Rainforest</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the physical characteristics of a tropical rainforest.</li> <li>- Identify the interdependence of climate, water, soils, plants, animals, and people.</li> <li>- Describe and explain how plants and animals adapt to the physical conditions.</li> <li>- Describe changing rates of deforestation.</li> <li>- Using a <b>case study</b> of a tropical rainforest be able to illustrate: causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth</li> <li>- Explain the impacts of deforestation – economic development, soil erosion, contribution to climate change.</li> <li>- Discuss the value of tropical rainforests to people and the environment.</li> <li>- Evaluate strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Interdependence</li> <li>- Deforestation</li> <li>- Ecotourism</li> <li>-</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 9: Physical Fieldwork: A Local Ecosystem</b></p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> <li>- Identify the factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry.</li> <li>- State the geographical theory/concept underpinning the enquiry.</li> <li>- Select appropriate sources of primary and secondary evidence, including locations for fieldwork.</li> <li>- Identify the potential risks of both human and physical fieldwork and how these risks might be reduced.</li> <li>- Describe the difference between primary and secondary data.</li> <li>- Identify and select appropriate physical and human data.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Fieldwork</li> <li>- Primary data</li> <li>- Secondary data</li> <li>- Risk assessment</li> <li>- Data presentation</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>

<ul style="list-style-type: none"> <li>- Measure and record data using different sampling methods.</li> <li>- Describe and justify data collection methods.</li> <li>- Selection an accurate use of appropriate presentation methods.</li> <li>- Describe, explain and adapt of presentation methods</li> <li>- Describe, analyse and explain the results of fieldwork data.</li> <li>- Establish links between data sets.</li> <li>- Use appropriate statistical techniques. Identification of anomalies in fieldwork data.</li> <li>- Draw evidenced conclusions in relation to original aims of the enquiry.</li> <li>- Identify the problems of data collection methods.</li> <li>- Identification the limitations of data collected.</li> <li>- Suggest why other data that might be useful.</li> <li>- Discuss the extent to which conclusions were reliable.</li> </ul>		
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