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| **GCSE – Challenges of an Urbanising World** | **Unit Navigator – Challenges of an Urbanising World** | | | | | |
| LG1: Knowledge, LG2: Application, LG3: Skills | Assessment Grades | End of topic assessment (out of 50) |  | | | |
| **Theme** | **Learning Goals/Outcomes/Content** | | |  |  |  |
| **1 – What are megacities and their impact on the World?** | LG1: Define key terms for this topic, including **urbanisation**, megacities, and primate cities.  LG2/3: Decide if megacities are beneficial for the countries they are situated in. | | |  |  |  |
| **2 – How do social and economic changes lead to urbanisation?** | LG1: Distinguish between the push and pull factors of migration.  LG2: Explain how migration and economic change affects urbanisation in developed and developing countries. | | |  |  |  |
| **3 – Why are Urban Economies different in countries with different levels of development?** | **LG1**: Defined informal and formal jobs and describe their differences.  **LG2**: Apply the understanding to the Clarke-Fisher Model and determine how level of development affects the type of job. | | |  |  |  |
| **4 – How do cities change over time?** | **LG1**: Define additional key terms which describe the change in urban areas over time.  **LG2**: Applying understanding in a comparison of the land uses in developing and developed nations. | | |  |  |  |
| **5 – How has Mumbai’s site and situation influenced its growth?** | LG1: State the difference between site and situation.  LG2: Apply site and situation to the case study of Mumbai.  LG3: Describe the location of Mumbai. | | |  |  |  |
| **6 – Why has Mumbai grown so much?** | LG1: Identify and describe how Mumbai’s land is used.  LG2: Apply learning of land use to an exam question.  LG3: Describe Mumbai’s population change using TEA. | | |  |  |  |
| **7 – What are the challenges of living in Mumbai?** | LG1: State some challenges and opportunities of living in Mumbai.  LG2: Apply your understanding of the living conditions to an exam question. | | |  |  |  |
| **8 – What is the QofL like in Mumbai?** | LG1: Define QofL and ways to possibly measure it.  LG2: Apply your understanding how Mumbai’s structure to its QofL issues.  LG3: Describe the distribution of slums in Mumbai. | | |  |  |  |
| **9 – What Top-Down strategies are being used in Mumbai?** | LG1: Name strategies and state the meaning of a sustainable city.  LG2: Use the strategies in Mumbai to assess if they are sustainable.  LG3: Evaluate if the strategies are suitable for Mumbaikars. | | |  |  |  |
| **10 – What bottom-up strategies are being used in Mumbai?** | LG1: Provide advantages and disadvantages of bottom-up strategies in Mumbai.  LG2: Use the strategies in Mumbai to assess if they are sustainable.  LG3: Evaluate if the strategies are suitable for Mumbaikars. | | |  |  |  |

**Links:**

**LG1**: Demonstrate knowledge of locations, places, processes, environments and different scales.

**LG2**: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes. The inter-relationships between places, environments and processes.

**LG3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.