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| **GCSE – The UK’s Evolving Human Landscape - OVERVIEW section AND BIRMINGHAM** | **Unit Navigator – Paper 2 The UK’s Evolving Human Landscape** **UK OVERVIEW and BIRMINGHAM** |
| **LG1**: Demonstrate knowledge of locations, places, processes, environments at 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. | Assessment Grades | Key terms:Population economicDensity employmentCore declinePeriphery inequalityInfrastructure governmentPolicies globalisationImmigration TNCsMigration foreign direct investment FDIEthnic / cultural diversityNationalInternationalPrimary secondary tertiary quaternary sectors |
| **Theme** | **Learning Goals/Outcomes/Content** |  |  |  |
| **1) What are the key elements of the UK’s human landscape?** | LG1 To know differences between the UK’s core and periphery (population density/age structure/ economic activities/ settlement). LG3 Use population pyramids.  |  |  |  |
| **2) How have policies tried to reduce inequalities in the UK’s human landscape?** | LG1 Know how UK and EU government policies have attempted to reduce differences between core and periphery (enterprise zones / investment in transport/ infrastructure/ regional development). |  |  |  |
| **3) How is the UK shaped by migration?** | LG2 Explain how national and international migration has altered the UK’s population, ethnicity & culture, population distribution and age structure. LG3 Use census data |  |  |  |
| **4) How has economic change affected the UK?** | LG2 Explain how the decline of primary and secondary sectors and the rise of tertiary and quaternary has changed the economics of UK regions. |  |  |  |
| **5) How has the UK been changed by the wider world?** | LG2 Explain how globalisation, free trade, privatisation and FDI has changed the UK economy LG3 Use Eurostat data.  |  |  |  |
| **1 How is Birmingham changing?** | LG1: To recognise the importance of Birmingham’s site and situation at a regional, national and global scale. |  |  |  |
| **2 What is the structure of Birmingham?** | LG2: To describe the different zones in Birmingham and explain the effect of the cities structure on land-use and environmental quality. |  |  |  |
| **3 How is migration changing Birmingham?** | LG1: To explain the causes and effects of national and international migration in Birmingham. |  |  |  |
| **4 What are the patterns of inequality in Birmingham?** | LG2: To understand the link between economic change and inequality in Birmingham and explain the causes of deprivation and inequality. |  |  |  |
| **5 What challenges have been created by change in Birmingham?** | LG2: To explain the impacts of deindustrialisation and decline on different parts of the city. |  |  |  |
| **6 How has change caused economic and population growth?** | LG2: To explain the growth of Birmingham and the effects of gentrification / studentification on the city. |  |  |  |
| **7 How has Birmingham been regenerated and rebranded?**  | LG3: To assess the positive and negative effects of regeneration and rebranding projects in Birmingham. |  |  |  |
| **8 How has urban living been improved in Birmingham?** | LG1:Identify strategies aimed at making urban living more sustainable and improving quality of life in Birmingham. |  |  |  |
| **9 How is Birmingham connected to it’s rural surroundings?** | LG2: To explain the costs and benefits of Birmingham’s interdependence with its rural surroundings. |  |  |  |
| **ASSESSMENT** | END OF TOPIC ASSESSMENT |  |  |  |

**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.