
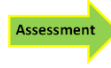




<p><b>This half term: Skills, Knowledge and Understanding to be developed:</b>  <b>Theme 2- Population and rural- urban links and Theme 3 – Tectonic Landscapes and Hazards</b></p> <ul style="list-style-type: none"> <li>• <b>Skills: Students will be able to</b> describe the distribution of global cities, wealth in Cardiff, tectonic hazards. Produce a choropleth map of wealth in Cardiff.</li> <li>• <b>Knowledge: Students will know</b> what a global city is and the reasons for their growth and shift from HIC to LIC, the types of hazards associated with the different types of plate boundary.</li> <li>• <b>Understanding – Students will understand</b> the problems or rapid urbanisation Cardiff and Mumbai. how the problems or rapid urbanisation are being challenged in Cardiff and Mumbai. how different tectonic hazards occur at different types of plate boundary, of how slab pull and convection lead to plate movement.</li> </ul>	<p><b>Key Terms / Words:</b></p> <p>Urbanisation, global cities, push and pull factors, trade, transport, globalisation, international migration, internal inequalities, rural- urban migration, informal settlement, deprivation, gentrification, CBDC, redevelopment, constructive, destructive, conservative plate boundary, hotspot, slab pull, convection, shield volcano, cinder cone, composite volcano, lava tube, geysers.</p>		
<p><b>LP 4 – Week 1 Learning Outcomes: KQ 2.2.3 and 2.3.1. and 2.3.3</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to explain how the British high street has tried to fight back against OOTS and internet shopping.</li> <li>2. Students will be able to identify and describe the global patterns of urbanisation and the changing distribution of global cities.</li> <li>3. Students will be able to explain how global cities are connected by globalisation.</li> </ol>		<p><b>Success criteria:</b></p> <p>Explain the All the Little shops campaign, Shrewsbury, improvement in signage, street furnishing, entertainment and cultural centres.</p> <p>Definition of a global city and shift in location from HIC's to NIC's, characteristics of a global city.</p> <p>Explain the factors for globalisation to include transport, trade, ports, airports, tourism, media, communications.</p>	<p><b>Homework LP4 1</b></p> <p>Revise for LP4 APP</p> <p>[GC]</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<p><b>LP 4– Week 2 Learning Outcomes: KQ 2.3.2</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to assess the reasons for the growth of Mumbai (NIC) and its connections to other parts of the world as well as its wider city region.</li> <li>2. Students will be able to explain the push and pull factors for Mumbai.</li> </ol>	<div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-bottom: 10px;">APP</div> <div style="border: 2px solid red; padding: 5px; display: inline-block;">Grade:</div>	<p><b>Success criteria:</b></p> <p>Explain the reasons to include natural population growth and migration and the reasons to include patterns of migration/ transport/ trade/location/education Push/ pull factors to include jobs, money, education, healthcare, transport.</p>	<p><b>Homework LP4 2</b></p> <p>Research on Mumbai.</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<p><b>LP 4 – Week 3 Learning Outcomes: KQ 2.3.2.</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to explain life in the slums, as a consequence of rural to urban migration including the extent to which the informal economy contributes to Mumbai.</li> <li>2. Students will be able to examine the attempts that have been made to challenge the problems of poverty, deprivation and housing in Mumbai (part 1)</li> <li>3. Students will be able to examine the attempts that have been made to challenge the problems of poverty, deprivation and housing in Mumbai (part 2)</li> </ol>		<p><b>Success criteria:</b></p> <p>Describe life in Dharavi- informal sector- street vending, re-cycling, rickshaw driver, housing, poverty, transport problems, Bhendi Bazaar, squatter homes/ slums, chawls, pavement dwellers, child labour.</p> <p>What are the solutions to transport problems- flexi hours, modernising trains/ double platforms, wholesale clearance and redevelopment of housing, Mumbai electrification, contraception, industry.</p>	<p><b>Homework LP4 3</b></p>

<p><b>LP 4 – Week 4 Learning Outcomes: KQ 2.3.2</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to assess the reasons for the growth of Cardiff (HIC) and its connections to other parts of the world (Somalian migration) as well as its wider city region.</li> <li>2. Students will be able to explain the social and cultural patterns and the issue of poverty and deprivation in Cardiff.</li> </ol>		<p><b>Success criteria:</b> Describe Cardiff as an international transport hub, iron, steel and coal industry. Explain the reasons for the Somalian migration to Cardiff, including Zones of wealth and poverty and the reasons for internal inequalities.</p>	<p><b>Homework LP4 4</b> Revise for SA</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<p><b>LP 4– Week 5 Learning Outcomes: KQ. 2.3.2 and 3.1.1</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to examine the attempts that have been made to challenge the problems of poverty, deprivation and housing in Cardiff.</li> <li>2. Students will be able to describe the global pattern of tectonic activity in relation to hazards and the type of plate boundary.</li> <li>3. Students will be able to describe the tectonic processes that take place at destructive, constructive and conservative plate boundaries.</li> </ol>	<div style="border: 2px solid blue; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">SA</div> <div style="border: 2px solid red; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;">Grade:</div>	<p><b>Success criteria:</b> Describe the attempted improvements to the CBD-entertainment, sports, culture, jobs, housing, Welsh Parliament etc.  Describe the pattern of tectonic activity to include the types of hazard associated with the different plate boundaries, coastal areas and hotspots.  Explain destructive plate boundaries-ocean trench, subduction zone, slab pull, convection currents, volcanoes, earthquakes and tsunamis, constructive plate boundaries-ocean trenches and rift valleys.</p>	<p><b>Homework LP4 5</b></p>
<p><b>LP 4 – Week 6 Learning Outcomes. KQ 3.1.1</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to describe and explain the global pattern of tectonic activity in relation to plate boundaries and hotspots.</li> <li>2. Students will be able to investigate how and why the tectonic plates move (convection currents)</li> </ol>		<p><b>Success criteria:</b> Locate tectonic hazards with reference to type of plate boundary, country, continent, latitude, longitude. Students can explain convection currents.</p>	<p><b>Homework LP4 6</b></p>

**Please note:** This Learning Programme is subject to change.