

## Summary

### Paper 1 - Option G.1 The characteristics and distribution of urban places, populations and economic activities

Subject	Year	Start date	Duration
Geography	IB1	Week 2, October	4 weeks

#### Course Part

Paper 1 - Option G.1 The characteristics and distribution of urban places, populations and economic activities

#### Description

More than 50% of the world's population now lives in urban environments, with many living in megacities.

This optional theme considers the hierarchy of cities and other urban places as sites of intense social interaction and as focal points of production, wealth generation and consumption. They exhibit diversity in patterns of wealth and deprivation, which can result in conflict. They may share common characteristics and processes irrespective of the national level of economic development.

Transport improvements have led to rapid growth and shifts in population and economic activities, producing stresses and challenges for urban planners. The theme also considers issues of sustainability, wherein cities need to be managed to minimize harmful social and environmental impacts.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain an understanding of more specialized concepts including hierarchies (of settlements), systems (in relation to movements of people and the management of transport and waste flows) and sustainability.

#### The characteristics and distribution of urban places, populations and economic activities

Characteristics of urban places, including site, function, land use, hierarchy of settlement (including megacities) and growth process (planned or spontaneous)

Factors affecting the pattern of urban economic activities (retail, commercial, industrial), including physical factors, land values, proximity to a central business district (CBD) and planning

Factors affecting the pattern of residential areas within urban areas, including physical factors, land values, ethnicity and planning

The incidence of poverty, deprivation and informal activity (housing and industry) in urban areas at varying stages of development

## Curriculum

### Syllabus Content

#### Part one: Geographic themes (SL and HL options)

Option G: Urban environments

### 1. The variety of urban environments

The characteristics and distribution of urban places, populations and economic activities

Characteristics of urban places, including site, function, land use, hierarchy of settlement (including megacities) and growth process (planned or spontaneous)

Factors affecting the pattern of urban economic activities (retail, commercial, industrial), including physical factors, land values, proximity to a central business district (CBD) and planning

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### ATL Skills

#### Approaches to Learning

#### Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion

give students time to think through their answers before asking them for a response

reward a new personal understanding, solution or approach to an issue

ask open questions

set students a task which required higher-order thinking skills (such as analysis or evaluation)

build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)

require students to take an unfamiliar viewpoint into account when formulating arguments

ask questions that required the use of knowledge from a different subject from the one you are teaching

include a reflection activity

make a link to TOK



### Social

- In this unit, we will

have students work in small groups

allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity

have students peer assess their group performance or process

support students in resolving a conflict in a team

give a group assessment task

give students feedback on how they worked as a group

have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance

encourage students to consider alternative points of view or to take the perspective of others

provide opportunities for students to make decisions



### Developing IB Learners

#### ☆ Learner Profile



Inquirers



Principled