

## Summary

### Paper 1 - Option G.3 The characteristics and distribution of urban places, populations and economic activities

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

#### Course Part

Paper 1 - Option G.3 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.

## Curriculum

### Syllabus Content

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

Option G: Urban environments

##### 3. Urban environmental and social stresses

The varying power of different stakeholders in relation to the experience of, and management of, urban stresses

Urban microclimate modification and management, including the urban heat island effect, and air pollution patterns and its management

Case study of air pollution in one city and its varying impact on people

Traffic congestion patterns, trends and impacts

Case study of one affected city and the management response

Contested land use changes, including slum clearances, urban redevelopment and the depletion of green space

Detailed contrasting examples of two affected neighbourhoods and their populations

Managing the impacts of urban social deprivation, including the cycle of deprivation and geographic patterns of crime

## ATL Skills

### Approaches to Learning



#### 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



#### Communication

- In this unit, we will

ask students to explain their understanding of a text or idea to each other

construct a task around the use of different vocabulary and examples when speaking to different audiences

have students give an oral presentation without reading from their notes

ask students to monitor and check the quality of their writing

construct a task so that students practise their listening skills

assess or give feedback on speaking or writing concisely

provide opportunities for students to read and understand different types of texts

encourage or require students to plan a response before they begin

ask students to formulate arguments clearly and coherently

encourage all students to contribute to discussions



## Developing IB Learners

### ☆ Learner Profile



Thinkers



Caring