

Enquiry Question (EQ): How does quality of life vary across an urban area?

Specification Links

AQA 3.2.1 Section A: Urban issues and challenges

EDEXCEL A 4.5 Globalisation and economic change create challenges for the chosen UK city that require long-term solutions

EDEXCEL B 3.6 Rapid population growth creates opportunities and challenges for people living in the chosen megacity

OCR A 1.2.6 Cities have distinct challenges and ways of life, influenced by its people, culture and geography.

OCR B 5.2(a) What are the challenges and opportunities for cities today?

EDUQAS A Key Idea 2.2: Population and urban change in the UK

EDUQAS B Key Idea 1.2: Urban and rural processes and change in the UK

Scotland SQA Highers Managing recent urban change- human environments

Northern Ireland CCEA Theme B Changing Urban Areas

Learning Objectives

1. Explain the factors that affect quality of life
2. Use secondary data sets to describe two areas in an urban environment
3. Justify the use of methods to investigate quality of life
4. Explain the limitations of methods used to investigate quality of life

Learning Outcomes

All students will:	Most students will	Some students will
<ul style="list-style-type: none"> • Describe the term quality of life (QOL) • List factors which affect QOL • Use secondary data to build up a fact file about areas within Ipswich • State how to conduct fieldwork safely • Observe the use of new methods to investigate QOL • Practise through interactive means 2 methods to investigate QOL • State strengths and weaknesses of up to 4 methods used • Justify the use of up to 2 methods to investigate QOL 	<ul style="list-style-type: none"> • Explain how secondary data has determined the choice of sample site to investigate QOL • Consider sampling strategies in measuring QOL • Justify the use of up to 4 methods to investigate QOL • Evaluate the validity of up to 4 methods used to investigate QOL 	<ul style="list-style-type: none"> • Justify the sampling strategies used to investigate QOL • Evaluate the reliability of any conclusions drawn from these methods

Pre-lesson

Please visit <https://encounteredu.com/cpd> for guidance on using these Live Lessons and Teacher Resources during school closures.

Please advise your students to work through the pre-lesson handout as preparation for the live session. This element, referring to the ArcGIS StoryMap and secondary data sources, will lead them through the introduction and planning stages of the enquiry.

Please encourage your students to submit any questions prior to the live lesson via the live lesson tab on your profile.

Do encourage them to do further research about the area and topic if they wish. Sources could include:

<https://www.rgs.org/schools/teaching-resources/quality-of-life>

<https://www.geography-fieldwork.org>

<https://www.bbc.co.uk/bitesize/guides/zckdg82/revision/1>

<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/measuresofnationalwellbeingdashboard/2018-04-25>

During the live lesson

Students should have their pre-lesson handout ready with them, completed with the pre-lesson elements. These will be referred to in order to set the scene for the fieldwork element of the enquiry and the #FieldworkLive data sheets will be used to record their observations and evaluations throughout the interactive part of the session.

Post-lesson webinar

Details on this post-course teacher webinar will be available to enable you facilitate further creative activities with your pupils. This will use secondary data from Ipswich collected by our previous students, based on the methods used during the live session.

