




Year:		8	Subject:	Geography	Autumn 1-Autumn 2 Urbanisation	Autumn 2-Spring 1 Asia
Intent	Subject Concepts (Substantive knowledge)		• Locational Knowledge.	Students study the causes, effects and solutions to urbanisation.	Prior Knowledge: <ul style="list-style-type: none"> • Why do people move? • What are the features of urban areas? • What are the features of rural areas? Takeaway Learning: <ul style="list-style-type: none"> • What are the causes of urbanisation in HICs, LICs and NEE's • What are the effects of urbanisation in HICs, LICs and NEEs? • What are the solutions to urban problems in HICs, LICs and NEEs 	Students will use maps and atlases to explore Asia and create their own maps which illustrate links between the UK and Asia. Prior Knowledge: <ul style="list-style-type: none"> • Where is Asia? • What countries make up Asia? Takeaway Learning: <ul style="list-style-type: none"> • The physical location of countries, their populations, capital cities and other key information.
			• Place Knowledge	Students study a range of different human environments from a range of places and scales.	Prior Knowledge: <ul style="list-style-type: none"> • What is a country/urban area/rural area? • What are the human features of place? • How do human activities change the features of a place? Takeaway Learning: <ul style="list-style-type: none"> • To describe and explain human environments and patterns at a global scale (global urban trends) • To describe and explain human environments and patterns at a national scale (rural to urban migration in LICs) • To describe and explain human environments and patterns at the regional scale (global/ India/ Mumbai) 	Students will study a range of case studies based around China, India and the Middle East. Prior Knowledge: <ul style="list-style-type: none"> • Previous knowledge of these countries/regions Takeaway Learning: <ul style="list-style-type: none"> • Why are these countries/regions so important in a global context?
			• Human and Physical Geography	Students study urbanisation, urban growth, challenges and management.	Prior Knowledge: <ul style="list-style-type: none"> • What is a country/urban area/rural area? • What are the features of HICs, LICs and NEEs • Why do people move/migrate? Takeaway Learning: <ul style="list-style-type: none"> • What are the causes of urbanisation? • What are the social, economic and environmental impacts of urbanisation? • What are the solutions to social, economic and environmental challenges in urban areas? 	Students will look at the physical landscapes and the climate of the different regions and also the demographics and growth of cities/economic growth. Prior Knowledge: <ul style="list-style-type: none"> • Students can identify geographical patterns on maps (physical and human) Takeaway Learning: <ul style="list-style-type: none"> • Students can explain why these patterns have a positive or negative effect on the countries/regions.
			• Geographical Skills and Fieldwork.	Students study how places change over time and the impacts of this. Students will gather data about their local area and use this data to analyse their findings.	Prior Knowledge: <ul style="list-style-type: none"> • What are the features of place? • What factors can change the characteristics of a place? • What are social, environmental, and economic challenges? Takeaway Learning: <ul style="list-style-type: none"> • How does urban change create social challenges and what are the impacts of this? • How does urban change create social challenges and what are the impacts of this? • How does urban change create economic challenges and what are the impacts of this? 	Students will undertake investigations into these regions including map and atlas skills and creating graphs that will present the data gathered. Prior Knowledge: <ul style="list-style-type: none"> • Students will use their prior learning to design/plan an investigation Takeaway Learning: <ul style="list-style-type: none"> • Students will create a PPT which illustrates key elements of their chosen country/region.
	Disciplinary Knowledge			<ul style="list-style-type: none"> • Students can identify and explain geographical features. • Students can use geographical skills to build on knowledge. • Students can ask questions that add to their knowledge. 	<ul style="list-style-type: none"> • Students can identify and explain geographical features. • Students can use geographical skills to build on knowledge. • Students can ask questions that add to their knowledge. 	
Implementation	Common Misconceptions		<ul style="list-style-type: none"> • That there are just rural and urban areas. <ul style="list-style-type: none"> • Cities have a fixed size and population. • Cities are better or worse than living in the countryside. 	<ul style="list-style-type: none"> • Asia is mostly made up of LICs. • Asians eat weird food including dogs and cats. • Asians are all good at Maths and Science. 		
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (Plasticine to model or visual aids that help students make links. 3D map of a city is a good example of this. • Bank of written argument phrase/sentence starters/writing frame for planning. 	<ul style="list-style-type: none"> • Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (Posters and displays can be made using the materials) • Bank of written argument phrase/sentence starters/writing frame for planning. • Explain keywords/provide glossary 		

			<ul style="list-style-type: none"> Explain keywords/provide glossary 									
		Disadvantaged Students	<ul style="list-style-type: none"> Guided walks in locations such as Wolverton, Milton Keynes, and other local areas. Virtual fieldwork opportunities. 	Virtual fieldwork opportunities. Trying Asian food and drink								
		More Able Students	<ul style="list-style-type: none"> Extension activities such as creating maps or data collection and presentation to go deeper are built into curriculum. Adding materials to the Karnataka investigation allowing gifted students the opportunity to enhance learning. 	<ul style="list-style-type: none"> Extension activities such as creating maps or data collection and presentation to go deeper are built into curriculum. Adding materials to the 3 Gorges dam investigation allowing gifted students the opportunity to enhance learning. 								
	Literacy/Numeracy Skills 	LITERACY Vocabulary	Urban, urbanisation, population, HIC, NEE, LIC, Megacities, opportunities, challenges	Ethnic Groups, Industrialisation, Culture, Language, Religion, LIC, NEE, HIC, Manufacturing, One Child Policy.								
		Reading:	<ul style="list-style-type: none"> Students will be introduced to Geographical texts with new vocabulary. (Progress TB, handouts (Karnataka investigation materials, Case Study of Traffic Management: Glasgow etc) Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock. Students will learn key geographical words and match these to definitions. Use of synonyms to help students. 	<ul style="list-style-type: none"> Students will be introduced to Geographical texts with new vocabulary. (Progress TB, handouts (3 Gorges dam investigation, China factsheet) Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock. Students will learn key geographical words and match these to definitions. Use of synonyms to help students. 								
		Writing:	<ul style="list-style-type: none"> (Karnataka investigation) Extended writing opportunities (PEEL). Using key words correctly and in context. BUG the question 	<ul style="list-style-type: none"> 3 Gorges Dam investigation. Extended writing opportunities (PEEL). Using key words and concepts in the correct concept BUG the question 								
		Oracy:	<ul style="list-style-type: none"> Students should be able to explain their learning to peers and teachers. Students should be able to present with confidence about Karnataka. 	<ul style="list-style-type: none"> Students should be able to explain their learning to peers and teachers. Students should be able to present with confidence about the 3 Gorges dam. 								
	NUMERACY	<ul style="list-style-type: none"> Data analysis of different factors that affect cities Data about Karnataka or other cities can be shown graphically. 	<ul style="list-style-type: none"> Data analysis of different factors that affect the countries of Asia and the cities of Chins and/or India. Data about countries and cities can be shown graphically 									
Digital Strategy		Students will use ipads to research Karnataka, Megacities and other topics. Work can be presented as PPT slide.	<ul style="list-style-type: none"> Students will use ipads to research Asia, the 3 gorges dam and other topics within lessons. 									
Home Learning		Curriculum: Urbanisation and Karnataka.	Reading: Asia Facts Curriculum: 3 Gorges Dam									
Impact	Composite Assessment		<table border="1"> <tr> <td>Date:</td> <td></td> <td>Content:</td> <td>Assessment will be based on materials on this unit and materials from year 7.</td> </tr> </table>	Date:		Content:	Assessment will be based on materials on this unit and materials from year 7.	<table border="1"> <tr> <td>Date:</td> <td></td> <td>Content:</td> <td>Assessment will be based on materials on this unit, unit 1 and some areas of weakness based on year 7 PLCs.</td> </tr> </table>	Date:		Content:	Assessment will be based on materials on this unit, unit 1 and some areas of weakness based on year 7 PLCs.
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