

## Year 8 GEOGRAPHY – Urbanisation

<b>Intent</b>	<p><b>Wider Learning:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of countries and continents</li> <li>• Wealth and development</li> </ul>	<p><b>Prior learning:</b></p> <p>An understanding of different countries around the world was touched on in Year 7. Local knowledge of Peterborough can be drawn upon in this module.</p>	<p><b>Key vocab:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Urbanisation</td> <td style="width: 50%;">10. Migration</td> </tr> <tr> <td>2. Urban</td> <td>11. Megacity</td> </tr> <tr> <td>3. Rural</td> <td>12. LEDC</td> </tr> <tr> <td>4. Burgess model</td> <td>13. MEDC</td> </tr> <tr> <td>5. Central Business District (CBD)</td> <td></td> </tr> <tr> <td>6. Suburbs</td> <td></td> </tr> <tr> <td>7. Rural/Urban fringe</td> <td></td> </tr> <tr> <td>8. Choropleth</td> <td></td> </tr> <tr> <td>9. Emigration</td> <td></td> </tr> </table>	1. Urbanisation	10. Migration	2. Urban	11. Megacity	3. Rural	12. LEDC	4. Burgess model	13. MEDC	5. Central Business District (CBD)		6. Suburbs		7. Rural/Urban fringe		8. Choropleth		9. Emigration	
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<p><b>The big questions</b></p> <ul style="list-style-type: none"> <li>• This module's underpinning 'big question': <b>Is there an increase in people living in cities around the world in 2023?</b></li> </ul>																					
<b>Implement</b>	<p><b>Order of learning</b></p> <ol style="list-style-type: none"> <li>1. Physical maps of Europe. Introduce the module and the subject. Complete Europe's physical features map following a recap of what physical features are.</li> <li>2. Human maps of Europe. Complete Europe's human features map following a recap of what human features are.</li> <li>3. Urban models.</li> <li>4. London Skills.</li> <li>5. Peterborough.</li> </ol> <p><b>Homework: SENECA module - Urbanisation</b></p> <ol style="list-style-type: none"> <li>6. Global megacities.</li> <li>7. LEDC urban models.</li> <li>8. Rio De Janeiro case study.</li> <li>9. Mumbai case study.</li> <li>10. Lagos case study.</li> <li>11. Revision and exam techniques.</li> <li>12. <b>Urbanisation summative assessment. Feedback on homework.</b></li> <li>13. Feedback on map skills assessment. EBI and WWW. WCF sheet available as required.</li> </ol>		<p><b>Differentiation</b></p> <p><b>G&amp;T/stretch:</b> Link to other geographical topics. Questioning based on higher order (bloom's taxonomy of questioning). Super stretch tasks (GCSE).</p> <p><b>Scaffold in mind:</b> Modelling tasks. Scaffolding and explanations to assist students in this bracket. Support students with sentence starters. Recap during starters and plenaries (link).</p> <p><b>SEND:</b> Short chunks of reading with glossaries. Sentence starters and word banks for written tasks. Dual coding on slides.</p>																		
	<b>Impact</b>	<p><b>Assessment and homework</b></p> <ul style="list-style-type: none"> <li>• Formative assessment using hinge questions, starters, plenaries and questioning throughout the lessons. Adjust lessons to adapt to the groups understanding of each topic taught (as required).</li> <li>• Formative assessment of urbanisation.</li> <li>• Homework will look supplement learning in class and expand students knowledge of urbanisation.</li> <li>• Summative assessment 1 will take place at the end of topic.</li> </ul>		<p><b>Feedback</b></p> <p>Feedback strengths and areas of critical evaluation. Peer and self-assessment. Correct and reflect opportunities to encourage independent progression.</p>																	
<p><b>Where will this be revisited?</b></p> <p>World human maps – locational knowledge. Migration and emigration study. Future case studies at KS4.</p>																					