

Year 8 GEOGRAPHY – Urbanisation

Intent	<p>Wider Learning:</p> <ul style="list-style-type: none"> • Knowledge of countries and continents • Wealth and development 	<p>Prior learning:</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>Key vocab:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Development</td> <td style="width: 50%;">10. Mechanisation</td> </tr> <tr> <td>2. Economic</td> <td>11. Deindustrialisation</td> </tr> <tr> <td>3. Industrialising</td> <td>12. Trade</td> </tr> <tr> <td>4. Mortality rate</td> <td>13. Tourism</td> </tr> <tr> <td>5. Life expectancy</td> <td>14. Fairtrade</td> </tr> <tr> <td>6. Economic inequality</td> <td>15. Polluted</td> </tr> <tr> <td>7. Unemployment</td> <td>16. Primary jobs</td> </tr> <tr> <td>8. Opportunities</td> <td>17. Secondary jobs</td> </tr> <tr> <td>9. Tertiary jobs</td> <td></td> </tr> <tr> <td>10. Quaternary jobs</td> <td></td> </tr> </table>	1. Development	10. Mechanisation	2. Economic	11. Deindustrialisation	3. Industrialising	12. Trade	4. Mortality rate	13. Tourism	5. Life expectancy	14. Fairtrade	6. Economic inequality	15. Polluted	7. Unemployment	16. Primary jobs	8. Opportunities	17. Secondary jobs	9. Tertiary jobs		10. Quaternary jobs	
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<p>The big questions</p> <ul style="list-style-type: none"> • This module's underpinning 'big question': Is there an increase in people living in cities around the world in 2023? 																							
Implement	<p>Order of learning</p> <ol style="list-style-type: none"> 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. 2. Human maps of Europe. Complete Europe's human features map following a recap of what human features are. 3. Urban models. 4. London Skills. 5. Peterborough. <p>Homework: SENECA module - Urbanisation</p> <ol style="list-style-type: none"> 6. Global megacities. 7. LEDC urban models. 8. Rio De Janeiro case study. 9. Mumbai case study. 10. Lagos case study. 11. Revision and exam techniques. 12. Urbanisation summative assessment. Feedback on homework. 13. Feedback on map skills assessment. EBI and WWW. WCF sheet available as required. 		<p>Differentiation</p> <p>G&T/stretch: Link to other geographical topics. Questioning based on higher order (bloom's taxonomy of questioning). Super stretch tasks (GCSE).</p> <p>Scaffold in mind: Modelling tasks. Scaffolding and explanations to assist students in this bracket. Support students with sentence starters. Recap during starters and plenaries (link).</p> <p>SEND: Short chunks of reading with glossaries. Sentence starters and word banks for written tasks. Dual coding on slides.</p>																				
	<p>Assessment and homework</p> <ul style="list-style-type: none"> • 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). • Formative assessment of urbanisation. • Homework will look supplement learning in class and expand students knowledge of urbanisation. • Summative assessment 1 will take place at the end of topic. 		<p>Feedback</p> <p>Feedback strengths and areas of critical evaluation. Peer and self-assessment. Correct and reflect opportunities to encourage independent progression.</p>																				
Impact	<p>Where will this be revisited?</p> <p>World human maps – locational knowledge. Migration and emigration study. Future case studies at KS4.</p>																						