

Cardinal Newman School: Medium Term Plan

Year:	Topic/Theme: Global geographical investigations	Unit Title: urbanising World	Term:
<p>Overview of SOW: This topic looks at urbanisation. An overview of rapid urbanisation and how this varies around the world. IT looks at causes of rapid urban change and the challenges this creates. There is also a detailed study of a mega city – Mumbai, in an emerging country, and quality of life within the mega city .</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Why the world is becoming increasingly urbanised</li> <li>• How social and economic changes lead to urbanisation</li> <li>• Why urban economies are different in developing, emerging and developed countries</li> <li>• Why and how cities change over time</li> <li>• What makes Mumbai a megacity</li> <li>• How Mumbai’s structure has developed</li> <li>• Why Mumbai grown so rapidly</li> <li>• What the opportunities of living in Mumbai are</li> <li>• Why the quality of life differs in Mumbai</li> <li>• How top down/bottom up strategies can make Mumbai more sustainable</li> </ul> <p>Skills:</p> <p>Using line graphs and calculating rates of change and growth          Using satellite images, to identify land use zones in urban areas          Using GIS/satellite images, historic images and maps to investigate special growth          Using quantitative and qualitative information to judge variations in quality of life</p> <p>End Point:</p> <p>To know past and current trends in urbanisation          To understand the rate of urbanisation between global regions          To identify mega cities and patterns of growth          To understand how economic change contributes to the growth/decline of cities</p>			
<p>Prior Learning: (Linked Topics)</p> <p>Population (KS3)          Development (ks4)</p>	<p>National Curriculum Links:</p>	<p><b>GCSE (or A Level) AO Links:</b>  <b>AO1:</b> Demonstrate knowledge of locations, places, processes, environments and different scales  <b>AO2:</b> Demonstrate geographical understanding of:          a) Concepts &amp; how they are used in relation to</p>	<p>Opportunities for mastery/stretch and challenge:</p> <ul style="list-style-type: none"> <li>• HA assessment structure – less scaffolding after skills teaching.</li> <li>• HA questioning – more evaluative and less recall.</li> <li>• HA sources and texts used within lessons.</li> <li>• ‘Ask the teacher’ after reading sources and texts (structured questioning).</li> <li>• HA resources for homework tasks.</li> </ul>

		<p>places, environments &amp; processes</p> <p>The inter-relationships between places, environment &amp; processes</p> <p><b>A03:</b> Apply knowledge and understanding to interpret, analyse and evaluate geographical information &amp; issues &amp; to make judgements</p> <p><b>A04:</b> Select, adapt &amp; use a variety of skills &amp; techniques to investigate questions &amp; issues &amp; communicate findings</p>	<ul style="list-style-type: none"> <li>• HA recommended reading lists.</li> <li>• Group work</li> </ul>
<p>Key words/Vocabulary:</p> <p>Migration</p> <p>Urbanisation</p> <p>Developing</p> <p>Emerging</p> <p>Developed</p> <p>Mega city</p> <p>Primate cities</p> <p>Regions</p> <p>Socio-economic</p> <p>Economic change</p> <p>Decline</p> <p>Regeneration</p> <p>Counter urbanisation</p> <p>Deindustrialisation</p> <p>Suburbanisation</p> <p>Central business district (CBD)</p> <p>Functional</p> <p>Land use</p> <p>Accessibility</p> <p>Availability</p> <p>Planning regulations</p> <p>Situation</p> <p>Site</p> <p>Environmental</p> <p>Suburbs</p>	<p>Personal Development &amp; SMSC:</p> <ul style="list-style-type: none"> <li>• Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults</li> <li>• Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.</li> <li>• Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.</li> <li>• Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning</li> <li>• Willingness to reflect on their experiences</li> <li>•</li> </ul> <p>GCSE links to Edexcel paper 1 (Global Geographical investigations)</p>	<p>Cultural Capital opportunities:</p> <ul style="list-style-type: none"> <li>• Do we have a moral duty to protect our planet? Concept of stewardship.</li> <li>• Direct links to Edexcel B GCSE content and skills (future pathways)</li> <li>• Develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• Develop an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> </ul>	
	<p>Low Stake Assessment:</p> <ul style="list-style-type: none"> <li>• Names</li> <li>• Keywords</li> <li>• Dates</li> <li>• Command words</li> <li>• Information retrieval from prior learning</li> <li>• Retrieval of key skills linked to question types</li> </ul>	<p>Group/Pair work opportunities:</p> <ul style="list-style-type: none"> <li>• Make relevant contributions to discussions, responding appropriately to others</li> <li>• Be flexible in discussion, making different kinds of contributions</li> <li>• Present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions</li> <li>• Comment on the relevance of context and its effects on a text</li> </ul>	

<p>Urban-rural fringe Population Density Spatial Infrastructure</p>	<ul style="list-style-type: none"> <li>• Information recall from case studies</li> <li>• GEOG knowledge starters</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and develop their own opinion and evidence this from knowledge of case studies</li> </ul>
<p>Slum Congestion Expansion Urban</p>	<p>Formative Assessment/AFL:  Rapid recalls, PIT stop , Formative Assessment</p>	<p>Talking Points (oracy/discussion) opportunities:</p> <ul style="list-style-type: none"> <li>• Debating points of view</li> <li>• Explaining theories/ model answers</li> <li>• Think-pair-share activities</li> <li>• Expressing evaluative opinions</li> </ul>
<p>Quality of life Sustainability Urban primacy Net growth Rural Formal economy Informal economy Brownfield sites Natural increase</p> <p><b>Key Questions (product/process/developmental):</b></p> <p>What are the differences between city and mega city?</p> <p>Summarise the main differences between formal and informal economy?</p> <p>Describe how urbanisation in emerging countries differs from that in developed countries?</p> <p>Explain how accessibility influences urban land use and the development of different functional zones?</p>	<p>Summative % Assessment links:</p>	<p>Cross Curricular links: History/Politics/sociology KS4</p>

Weeks	Week overview – skills and knowledge	Directed Lessons	Resources	Assessment/Revision Opportunities	Consolidation Homework
<b>Week 1</b>	<p><b>Why is the world becoming increasingly urbanised?</b></p> <p><b>How do social and economic changes lead to urbanisation?</b></p>	<p>To understand what the causes and challenges are from rapid urban change</p> <p>To identify past and current global trends in urbanization</p> <p>To understand how the rate of urbanization varies between global regions</p> <p>To evaluate the patterns of megacities and how some urban areas have disproportionate economic and political influence</p> <p>To know how national and international migration contributes to the growth/decline of cities in developed, developing and emerging countries.</p>	Power point Edexcel B text book	Rapid recall Seneca Pit stop	Exam question practice homework booklet
<b>Week 2</b>	<p><b>Why are urban economies different in developing, emerging and developed countries?</b></p>	<p>To know the differences between formal and informal employment</p> <p>To understand the nature of different economic sectors and working conditions in developed, developing and emerging countries.</p> <p>To understand the Clark-fisher model and how it represents the stages of economic development.</p> <p>To know how urban population’s change over time</p>	Power point Edexcel B text book	Rapid recall Seneca	Exam question practice
<b>Week 3</b>	<p><b>Why and how do cities change over time?</b></p> <p><b>Why does quality of life vary so much within one megacity in an emerging country?</b></p>	<p>To identify the different characteristics of different urban land uses</p> <p>To understand the factors affecting urban land uses.</p> <p>To understand how Mumbai’s geography has influenced its growth into a megacity</p> <p>To identify ways in which Mumbai’s site on a narrow peninsula has affected its structure</p> <p>To understand Mumbai’s population growth trends</p>	Power point Edexcel B text book	Rapid recall Seneca	Exam question practice-

<b>Week 4</b>	<b>What are the opportunities of living in Mumbai</b>	<p>To understand how population growth has created opportunities for people</p> <p>To identify key challenges caused by rapid population growth</p> <p>To explain key reasons for differences in quality of life in different parts of Mumbai</p>	<p>Power point</p> <p>Edexcel b</p> <p>Textbook</p>	<p>Rapid recall</p> <p>Seneca</p>	<p>Exam questions</p> <p>practice DME</p> <p>Booklet</p>
<b>Week 5</b>	<b>Pitstop Dirt lesson</b>	<p>20 mark pitstop – covering key terminology and 8 mark question</p>	<p>Power point</p> <p>Edexcel B text book</p> <p>Online resources</p>	<p>Rapid recall</p> <p>Seneca</p> <p>Pitstop</p>	<p>Exam question</p> <p>Pit stop</p> <p>Feedback lesson</p>
<b>Week 6</b>	<b>Challenges of living in a growing City</b>	<p>To understand how the growth of a city can create challenges</p> <p>To identify the inequalities in lifestyle within Mumbai</p>	<p>Power point</p> <p>Edexcel B text book</p> <p>Online resources</p>	<p>Rapid recall</p> <p>Seneca</p>	<p>Exam question</p> <p>Practice</p>
<b>Week 7</b>	<b>Can top down strategies improve Mumbai?</b>	<p>To explain what is meant by sustainability for cities</p> <p>To know the advantages and disadvantages of a city-wide government (top-down) strategies to making Mumbai more sustainable</p> <p>To know the advantages and disadvantages of community and NGO led (bottom-up) strategies to making Mumbai more sustainable</p>	<p>Power point</p> <p>Edexcel B text book</p> <p>Online resources</p>	<p>Rapid recall</p> <p>Seneca</p>	<p>Exam question</p> <p>practice- End of unit assessment</p>