

# WOOD GREEN ACADEMY GEOGRAPHY DEPARTMENT KS3: Year 8

## UNIT 2: Global Human Environments

**CURRICULUM OBJECTIVE:** Explaining complex human geographical interactions and changes.

**UNIT ASSESSMENT:** Two mid-unit assessments (25 marks) and two end of unit assessments (50 marks)

Lesson	Learning Objectives	Lesson Content	Prior Learning / Assessment and Cross-curricular Links	Suggested Resources	Remote Learning
<b>1. Admin / Global Pop. Distribution</b>	<p>To be able to describe and explain global population density.</p> <p>To compare the factors which affect population density.</p>	<p><b>Admin:</b> Recap expectations and geography rules. Learning objectives and key vocabulary sheets.</p> <p><b>Thinking Starter:</b> Describe the global population density shown on the map. Where it is sparsely or densely populated? Can you think of any reasons for this pattern?</p> <p><b>Main 1:</b> Teacher exposition and discussion of global population. Population Jumble card sort activity to complete worksheet.</p> <p><b>Main 2:</b> Comparing population density. Students complete sentences comparing an area of dense and sparse population density, including reasons.</p> <p><b>Plenary:</b> Students spot the mistakes – negative and positive factors for population density.</p>	<p><b>Assessment:</b> Self-assess population distribution. Whole class feedback of population jumble.</p> <p><b>Links to English:</b> Comparative language</p> <p>Builds on prior knowledge of population density in the UK from Year 7.</p>	<ul style="list-style-type: none"> <li>• Global Human Objectives</li> <li>• Development Key Vocabulary</li> <li>• Global Human Lesson 1 PP</li> <li>• Population Jumble Recording Sheet</li> <li>• World Pop Density WS</li> </ul> <p><i>Population Jumble in KS3 cupboard.</i></p>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Development / Lesson 1 What are the factors that influence population distribution?</p>
<b>2. Development Indicators</b>	<p>To be able to define and explain different measures of development.</p> <p>To be able to compare and evaluate the usefulness of development indicators.</p>	<p><b>Thinking Starter:</b> Countries can be described as being developed or developing – what does this mean? What would these countries be like? How could we measure development?</p> <p><b>Starter:</b> Teacher exposition of difference between levels of development and what development is? Class vote on which definition they think is best.</p> <p><b>Main 1:</b> Exposition on social and economic development. Students match up the indicators with the definitions. Challenge: Are the indicators measuring economic or social development? Whole class feedback to self-assess work and mark in purple pen.</p> <p><b>Main 3:</b> Students analyse development data and compare different indicators. Use the data to map patterns of development around the world. Each map shows a different development indicator – GNP per capita, Population increase and primary jobs. Write a paragraph to describe what each map / indicator shows.</p> <p><b>Plenary:</b> Which is the best indicator to measure development? Introduce HDI / composite indicators. Play Top Trumps / show Dollar Street.</p>	<p><b>Assessment:</b> Whole class feedback and self-assessment of development indicators.</p> <p><b>Links to Maths:</b> Analysing data and indicators.</p> <p><b>Prior Learning:</b> World map, continents and regions.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 2 PP</li> <li>• Development Indicators WS</li> <li>• Development Top Trumps</li> <li>• Global Development Data</li> <li>• Map 1 and 2</li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Development / Lesson 1 What is Development?</p> <p>Lesson 2 How do we measure development?</p> <p>Lesson 3 What is the Human Development Index?</p>

<p style="text-align: center;"><b>3. Development Theories</b></p>	<p style="text-align: center;">To be able to describe and explain how countries develop over time.</p> <p style="text-align: center;">To apply understanding of Rostow's model of growth.</p>	<p><b>Thinking Starter:</b> Think about how you have developed and draw a quick timeline of 5 significant moments or stages in your life so far of how you have grown and improved. What would these milestones be for countries?</p> <p><b>Starter:</b> Class discussion on whether the images show a developed or developing country?</p> <p><b>Main 1:</b> Teacher explains Rostow's development theory. Students complete a diagram of Rostow's model and choose 3 words or a picture to describe each stage. Video clip available to supplement information on slides.</p> <p><b>Main 2:</b> Students match jobs into different stages of the model. Can students add some of their own?</p> <p><b>Main 3:</b> Students match descriptions of each stage to the key terms and images they have drawn.</p> <p><b>Main 4:</b> Class discussion about how Rostow's model applies to the UK. Students complete living graph activity.</p> <p><b>Plenary:</b> Students study the Plenary image and discuss why might Rostow's model not work for everyone?</p>	<p><b>Assessment:</b> Whole class feedback and discussion on stages of Rostow's, jobs and descriptions. Self-assess living graph statements.</p> <p><b>Links to History:</b> UK changes over time</p> <p><b>Prior Learning:</b> Types of industry and jobs in the UK.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 3 PP</li> <li>• Rostow Model WS</li> <li>• Rostow Descriptions WS</li> <li>• Rostow Living Graph Statements</li> <li>• Living Graph Base WS</li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Development / Lesson 5 What are the causes of uneven development?</p>
<p style="text-align: center;"><b>4. Developing Country</b></p>	<p style="text-align: center;">To be able to use development indicators to describe and evaluate the development of a country.</p>	<p><b>Thinking Starter:</b> What do you know about Kenya? Where is it found? Complete a bubble map in your books of any knowledge you may already have.</p> <p><b>Starter:</b> How could I work out the distance Nairobi to Mount Kenya? What geographical tool is shown on the map to help you? Students complete a description of the location of Kenya and self-assess.</p> <p><b>Main 1:</b> Teacher exposition. Students watch a video of Kenya. Class discussion and students add ideas to bubble map. Discuss intended audience and bias.</p> <p><b>Main 2:</b> Use information sheets to introduce Kenya's level of development. Students complete a table showing the development of Kenya compared to other countries by ranking development indicators.</p> <p><b>Main 3:</b> Students use the report WS to write up their findings as a report on Kenya's development. Opportunity to self or peer-assess.</p> <p><b>Plenary:</b> Set flipped learning on Japan as homework.</p>	<p><b>Assessment:</b> Whole class feedback and questioning opportunities. Self-assess food chain and food webs.</p> <p><b>Links to Maths:</b> Analysing development indicators and data.</p> <p><b>Prior Learning:</b> Location of Kenya, development indicators.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 4 PP</li> <li>• Kenya Information Sheets (KS3 Cupboard)</li> <li>• Kenya Report WS</li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Development / Where is the Democratic Republic of Congo and what is it like?</p> <p style="text-align: center;">Alternatively Lesson 8-10 on Nigeria as a country study.</p> <p style="text-align: center;">Also The Geography of Africa / Lesson 10 – 11 on Kenya.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>5. Developed Country</b></p>	<p>To be able to use development indicators to describe and evaluate the development of a country.</p>	<p><b>Thinking Starter:</b> What do you know about Japan? Use the photos to complete a bubble map in your books of any knowledge you may already have.</p> <p><b>Starter:</b> Complete the bubble map showing what Japan is like as a country. Teacher shows YouTube clips to assist.</p> <p><b>Main 1:</b> Use the maps to describe Japan’s location. Self-assess answer.</p> <p><b>Main 2:</b> Teacher exposition on quality of life. Students complete card sort about Japan and rank as a Diamond 9 from the most to the least important for Japan’s standard of living.</p> <p><b>Main 3:</b> Students choose one of the indicators and use graph paper to display this information as a graph. You will need to decide on the most appropriate. Use the graph to decide if Japan has a high standard of living in comparison to other countries.</p> <p><b>Challenge:</b> Students compare countries’ levels of development by constructing a scatter graph.</p> <p><b>Plenary:</b> Which indicator do you rate as the most important? Why?</p>	<p><b>Assessment:</b> Whole class feedback and self-assessment. Peer or self-assessment of graph.</p> <p><b>Links to Maths:</b> Reading and constructing graphs.</p> <p><b>Prior Learning:</b> Location of Japan, development indicators</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 5 PP</li> <li>• Japan task WS</li> <li>• Japan card sort (<i>in KS3 cupboard</i>)</li> </ul>	<p><i>Resources available on Student Hub.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>6. Aid</b></p>	<p>To be able to describe and explain the different types of aid.</p> <p>To understand the advantages and disadvantages of giving aid.</p>	<p><b>Thinking Starter:</b> Read the definition of Aid. What sort of help could be given? In what form? Have a think and ready to share your ideas.</p> <p><b>Starter:</b> What is Aid? Use images to aid class discussion.</p> <p><b>Main 1:</b> Teacher exposition of long term / short term aid and different types. Students complete WS and feedback to self-assess answers using examples.</p> <p><b>Main 2:</b> Class discussion on whether we should/not give Aid. Link Chinese proverb to aid.</p> <p><b>Main 3:</b> Students complete impacts of aid WS. Students use the positive and negative impacts to design their own snakes and ladders board games.</p> <p><b>Plenary:</b> Play the game and record key moments – where you land and explain the pros/cons of these locations.</p>	<p><b>Assessment:</b> Class feedback and self-assessment.</p> <p><b>Links to Art and D&amp;T:</b> Board game design</p> <p><b>Prior learning:</b> Development indicators.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 6 PP</li> <li>• Development Snakes and Ladders WS (<i>A3 sheets available in KS3 cupboard</i>)</li> <li>• Impacts of Aid WS</li> <li>• Types of Aid WS</li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Development / Lesson 6 How can bottom-up projects promote development?</p> <p>Also Lesson 7 How can top-down projects promote development?</p>

7. Trade	<p>To be able to describe and explain world trade.</p> <p>To be able to assess how world trade is unfair and who it benefits.</p>	<p><b>Thinking Starter:</b> What could this map be showing? Why are some lines bigger than others? Discuss the <u>proportional flow line map</u>. What could this map be showing? Why are some lines bigger than others? Challenge: Are there any disadvantages of this presentational method?</p> <p><b>Starter:</b> Teacher exposition of world trade.</p> <p><b>Main 1:</b> Teacher introduces the Fadoul mystery. Students work out the mystery using information given them.</p> <p><b>Main 2:</b> Students complete a newspaper article/a storyboard/wanted poster on the causes of death of Fadoul.</p> <p><b>Plenary:</b> Students play the Only Connect game.</p>	<p><b>Assessment:</b> Group feedback on individual questions. Self-assess answers.</p> <p><b>Links to Maths and English:</b> Flow line maps. Creative writing – writing to persuade.</p> <p><b>Prior learning:</b> Location of continents and countries. Development indicators.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 7 PP</li> <li>• Fadoul mystery card sort and background sheet (available in KS3 cupboard)</li> <li>• Teachers notes available</li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Geography of the Middle East / Lesson 8 What is the important of oil in the development of the Middle East? <i>(May be useful to complete Lesson 1 in this unit first)</i></p>
8. Fairtrade	<p>To develop an understanding of Fair trade.</p> <p>To evaluate whether Fair Trade is beneficial for farmers.</p>	<p><b>Thinking Starter:</b> How can this chocolate bar help send Grace to school?</p> <p><b>Main 1:</b> Teacher exposition of the location of Ghana and general farmers’ standard of life and cocoa production.</p> <p><b>Main 2:</b> Students work in groups to read the Fairtrade stories and consider the labour division and profits from a £1 chocolate bar. Feedback and debate.</p> <p><b>Main 3:</b> Students work in groups using the Thinking Hats. Differentiate and assign a thinking hat per student per group. Students research and answer questions before feeding back to group and completing notes.</p> <p><b>Main 4:</b> Students use guides to write up final answer – ‘How can Fairtrade help Grace?’ Students structure answer to include all thinking hats and perspectives.</p> <p><b>Plenary:</b> Class discussion on how a chocolate bar can get Grace to school.</p>	<p><b>Assessment:</b> Group work and self and peer-assessment.</p> <p><b>Links to D&amp;T:</b> Manufacturing and chains of production, global supply chains.</p> <p><b>Prior learning:</b> Primary industries, location of Africa and patterns of development.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 8 PP</li> <li>• Fairtrade Stories WS</li> <li>• Green Thinking Hat WS</li> <li>• Red Thinking Hat WS</li> <li>• Yellow Thinking Hat WS</li> <li>• White Thinking Hat WS</li> <li>• Blue Thinking Hat WS</li> <li>• Black Thinking Hat WS</li> <li>• 5Ws Plenary</li> </ul>	<p><i>Resources available on Student Hub.</i></p>

<p style="text-align: center;"><b>9. Spaceship Earth</b></p>	<p>To be able to identify and explain the problems which inequality can cause.</p>	<p><b>Thinking Starter:</b> Draw the outline of a person in your books and think about everything that you need to survive. Write it inside the outline. Imagine those things times by 7 billion! How might what each person needs change depending on where they live?</p> <p><b>Starter:</b> Class discussion around human population cartoon. Complete multi-flow map of the causes and effects of population growth.</p> <p><b>Main 1:</b> Teacher reads the Spaceship story and students listen with their eyes shut so they can visualise the story. Class discussion about the ‘moral’ of the story.</p> <p><b>Main 2:</b> Students think about how resources were being used on the Spaceship. Using the images ‘describe’ what is shown and ‘explain’ how it will be affected by population increase. Add these ideas to your Multi-Flow Map as the <b>EFFECTS</b>.</p> <p><b>Main 3:</b> Using what we’ve talked about complete the storyboard for the Spaceship Earth.</p> <p><b>Plenary:</b> Students share solutions to the key problem.</p>	<p><b>Assessment:</b> Whole class feedback and discussion about population growth and resource use.</p> <p><b>Links to Science and D&amp;T:</b> Natural resources and materials.</p> <p><b>Prior learning:</b> World population growth, cause and effect</p>	<ul style="list-style-type: none"> <li>• Global Physical Lesson 9 PP</li> <li>• Population Growth multi-flow WS</li> <li>• Spaceship Earth Story WS</li> <li>• Spaceship Earth Storyboard WS</li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Population / Lesson 2 What is the population explosion?</p> <p style="text-align: center;">Also Lesson 3 What are the potential consequences of overpopulation?</p>
<p style="text-align: center;"><b>10. Sustainable Development Goals</b></p>	<p>To know what the Sustainable Development Goals are and to understand why they are important.</p>	<p><b>Thinking Starter:</b> What are the biggest problems faced by people around the world today? Class feedback.</p> <p><b>Starter:</b> There are 6 photos around the room, representing some of these problems. Ask students to look at the photos and decide which global problem they think each one represents, then stand next to the one that they think is most serious. Ask some students to explain their choice. Once these explanations have been heard, allow students the option to move to a different photo if they have heard a very persuasive argument. The six photos represent the themes surrounding the Sustainable Development Goals.</p> <p><b>Main 1:</b> Teachers goes through slides leading into discussions as to how we can help solve the problems cited in the starter activity. Students watch the Why Stop Halfway and Introducing Global goals video clips.</p> <p><b>Main 2:</b> Students in groups answer the questions and complete the card sort / diamond activity. They need to agree to the answers as a group. Feedback leading into discussions.</p> <p><b>Plenary:</b> In your books finish this sentence.... ‘The Global Goals are important because...’</p>	<p><b>Assessment:</b> Group discussion and whole class feedback.</p> <p><b>Prior Learning:</b> Development indicators, aid and trade.</p>	<ul style="list-style-type: none"> <li>• Global Physical Lesson 10 PP</li> <li>• SDG’s Factsheet</li> <li>• Theme Photos <i>(available in Key Stage 3 cupboard)</i></li> <li>• SDG’s Individual Card Sort WS</li> <li>• Group Questions WS</li> </ul> <p style="text-align: center;"><i>Videos available on T Drive</i></p>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p>

Assessment		<p>Student will have completed a mid-unit / end of unit assessment based on the development theme.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	
11. Urbanisation	<p>To be able to define Urbanisation.</p> <p>To understand and describe urbanisation trends</p> <p>To explain causes of urbanisation</p>	<p><b>Thinking Starter:</b> What is the meaning of urbanisation?</p> <p><b>Starter:</b> How much of the world population lives in urban areas? Analysis of the trends shown / numeracy.</p> <p><b>Main 1:</b> Teacher exposition and students plan and draw a line graph showing urbanisation over time. Students then complete describing urbanisation WS.</p> <p><b>Main 2:</b> Students describe what their graph is showing. How is the urbanisation trend of developed countries different to developing and emerging countries? Why might this be?</p> <p><b>Main 3:</b> Class discussion on causes of urbanisation. Students categorise terms into push/pull factors.</p> <p><b>Plenary:</b> On a mini-whiteboard make a list of as many push and pull factors as you can in 30 seconds.</p>	<p><b>Assessment:</b> Whole class feedback and discussion about urban areas.</p> <p><b>Links to Science and D&amp;T:</b> Natural resources and materials.</p> <p><b>Prior learning:</b> World population growth, cause and effect, characteristics of urban and rural</p>	<ul style="list-style-type: none"> <li>• Global Physical Lesson 11 PP</li> <li>• Push and Pull Card Sort</li> <li>• Describing Urbanisation WS</li> <li>• Urbanisation Data WS</li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Issues of Urbanisation / Lesson 5 What are the opportunities of living in urban areas?</p>
12. Rural-Urban Migration	<p>To be able to identify push and pull factors</p> <p>To explain why people move to urban areas</p>	<p><b>Thinking Starter:</b> What country are we talking about today? Make a list or a mind-map of everything you know about this country.</p> <p><b>Starter:</b> Retrieval of urbanisation from last lesson.</p> <p><b>Main 1:</b> Teacher exposition of the location of Argentina. Student write a geographical location of Argentina and self-assess in purple pen.</p> <p><b>Main 2:</b> Students complete mystery activity and sort cards in pairs to answer the question - Why Jose moved from Patagonia to Buenos Aires.</p> <p><b>Main 3:</b> Class feedback on mystery activity. Students write up their ideas using the sentence starters.</p> <p><b>Plenary:</b> Create a 2 sentence story that links the following three words. There is a human geography keyword, a person, and a country name. Try to can bring in more keywords if you can</p>	<p><b>Assessment:</b> Class discussion and whole class feedback. Self-assess worksheet.</p> <p><b>Prior Learning:</b> Characteristics of urban and rural, types of industry.</p>	<ul style="list-style-type: none"> <li>• Global Physical Lesson 12 PP</li> <li>• Urbanisation Mystery Statements</li> <li>• Urbanisation Mystery Cards</li> </ul> <p><i>Mystery resource packs available in KS3 cupboard</i></p>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Life in an Emerging Country / Lesson 7 Why is rural to urban migration a key feature in emerging countries?</p>

13. Megacities	<p>To be able to explain what a megacity is.</p> <p>To be able to describe the distribution of megacities and use appropriate presentation techniques.</p>	<p><b>Thinking Starter:</b> How big is MEGA? What is the definition of a megacity? Can you think of any examples of megacities?</p> <p><b>Starter:</b> Where are the World's megacities? Teacher exposition of megacities including a video clip.</p> <p><b>Main 1:</b> Recap of latitude and longitude / atlas skills. Using an atlas, students plot the 10 largest megacities in 2015 onto your map. This will give you its latitude and longitude co-ordinates which you can add to your table</p> <p><b>Main 2:</b> Students plot coordinates of megacities from the atlas. Self - assessment and class feedback.</p> <p><b>Main 3:</b> How could you describe the distribution of the world's megacities? Write a sentence in your books.</p> <p>HINT: You need to use continents, countries or levels of development in your answer!</p> <p><b>Plenary:</b> Class discussion What would life in a megacity be like?</p>	<p><b>Assessment:</b> Class discussion and whole class feedback, Hinge question on continental drift. Self-assess completed paragraphs and diagrams.</p> <p><b>Links to Maths:</b> Co-ordinates</p> <p><b>Prior Learning:</b> Locational knowledge, lines of latitude and longitude.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 14 PP</li> <li>• Megacity Map WS</li> <li>• Lat/Long Grid WS</li> <li>• Manila Megacity Video Clip</li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Life in an Emerging Country / Lesson 8 Where are megacities and where are they located?</p>
14. Megacities – Developed / Developing	<p>To be able to describe the quality of life in two contrasting megacities.</p> <p>To work together in a group to collaborate and find information.</p>	<p><b>Thinking Starter:</b> Dingbats! Which two megacities are we going to look at today?</p> <p><b>Starter:</b> Students play the Spot the mistakes based on previous understanding of urbanisation! Feedback.</p> <p><b>Main 1:</b> Teacher exposition on megacities. Set the groups up and gives the instructions for the QOTD game.</p> <p><b>Main 2:</b> Groups complete QOTD activity to collect information on two megacities: Cairo and Tokyo. Make sure students answered and detailed and complete.</p> <p><b>Main 3:</b> Teacher gives out the student sheets and discusses key questions with the class / feedback.</p> <p><b>Plenary:</b> Imagine you are visiting either Tokyo or Cairo. Write a postcard home to describe what the city is like. Do you think it would be a nice place to live? What are the challenges and opportunities there?</p>	<p><b>Assessment:</b> Group work and self-assessment.</p> <p><b>Links to English:</b> Creative writing – writing to inform</p> <p><b>Prior Learning:</b> Urbanisation, level of development</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 15 PP</li> <li>• Megacity QOTD Info Sheets</li> <li>• Megacity QOTD Questions</li> <li>• Megacities OLD</li> <li>• Megacity QOTD Group WS</li> <li>• Megacity QOTD Individual</li> </ul> <p><i>QOTD packs are available in KS3 cupboard. (One set per class.)</i></p>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Life in an emerging country / Lesson 9 and 10 What are the opportunities and challenges in Mumbai?</p>



<p style="text-align: center;"><b>15. Megacity Comparison</b></p>	<p style="text-align: center;">To be able to describe the quality of life in two contrasting megacities.</p> <p style="text-align: center;">To use evidence to be able to justify and explain an opinion.</p>	<p><b>Thinking Starter:</b> Match the development indicators to one of the countries whose megacities we looked at last lesson – Tokyo in Japan or Cairo in Egypt!</p> <p><b>Starter:</b> What do you think is meant by quality of life? Feedback. Class discussion and feedback. Teacher exposition using slides.</p> <p><b>Main 1:</b> In pairs, each pick either Tokyo or Cairo and write a list of factors which may negatively or positively affect the quality of life onto the planning sheet. Swap work and check which city has got more positives/negatives. Are the factors social, economic, political or environmental?</p> <p><b>Main 2:</b> Use the essay structure on the board or the structure strip provided to answer the question, “Using the evidence you have just collected in your pairs and the extent-o-metre, decide how much you agree with the statement, Tokyo has a better quality of life than Cairo.” To what extent do you agree with this statement?</p> <p><b>Plenary:</b> Go back to the postcard you wrote from last lesson. In purple pen <u>underline</u> anything you wrote that links to quality of life in the city. Can you add any reference to quality of life to your postcard?</p>	<p><b>Assessment:</b> Class discussion and whole class feedback. Self-assessment of labelled diagrams.</p> <p><b>Links to English:</b> Comparative writing.</p> <p><b>Prior Learning:</b> Urbanisation, development indicators, social and economic development</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 16 PP</li> <li>• QoL Comparison Scaffold WS</li> <li>• To what extent planning WS</li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p>
<p style="text-align: center;"><b>16. Land Use in Cities</b></p>	<p style="text-align: center;">To be able to identify, describe and explain the pattern of land use in urban areas.</p>	<p><b>Thinking Starter:</b> What land uses can you identify from the map? What might this area be like?</p> <p><b>Starter:</b> Reading photos - Decide which of the following photographs each of these statements (provided) would most likely to be describing.</p> <p><b>Main 1:</b> Teacher exposition of the Burgess Concentric Urban Theory / Model. Students From memory and your understanding so far, complete the labels of the Land Use model onto your worksheet.</p> <p><b>Main 2:</b> Students complete urban zones notes. Students watch a video clip on urban environments.</p> <p><b>Main 3:</b> Teacher explains the Hoyte Urban Model. The students complete a double – Bubble map to compare and contrast them.</p> <p><b>Plenary:</b> The Urban Zonovator will pick a photo of an urban zone at random – use your mini-whiteboards to show me which land use zone you think it represents!</p>	<p><b>Assessment:</b> Class discussion. Paired work with peer or self-assessment of answers.</p> <p><b>Prior Learning:</b> Urbanisation, characteristics of urban and rural, types of industry.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 17 PP</li> <li>• Land Use Model Blank WS</li> <li>• Reading Photographs</li> <li>• Twig – Urban Land Use Models</li> <li>• Urban Zonavator PP</li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Issues of Urbanisation / Do cities have a common structure?</p>



<p style="text-align: center;"><b>17. Urban Economies</b></p>	<p>To understand the differences between formal and informal jobs.</p> <p>To appreciate how quality of life is affected by the type of employment</p>	<p><b>Thinking Starter:</b> What do you think is happening in the clip? (Tip- it's only 22 seconds long so watch carefully)</p> <p><b>Starter:</b> What are the similarities and differences between the jobs in these photos?</p> <p><b>Main 1:</b> Students cut out the statements and decide which statements could be linked to any of the 4 photos. Paired discussion. What statements do you have left that can't be linked to any of the photos?</p> <p><b>Main 2:</b> Teacher explains formal/informal jobs. Students then In pairs/small groups you have been given a role card. Use this information to construct a one-minute speech explaining your job and your daily routine.</p> <p><b>Plenary:</b> Go back to your bubble map at start of the lesson. Use two colours to highlight your jobs. One colour for formal jobs and one for informal jobs. Try and add two more formal and informal jobs to your map and colour code these.</p>	<p><b>Assessment:</b> Class discussion and whole class feedback. Self-assessment and justification of categories.</p> <p><b>Links to English:</b> Oracy skills</p> <p><b>Prior Learning:</b> Urbanisation, types of industry, Clark Fisher Model.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 18 PP</li> <li>• Urban Economies Jobs WS</li> <li>• Characters WS</li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lessons available on Oak Academy:</b></p> <p style="text-align: center;">Key Stage 3 / Geography / World of Work / Lesson 2</p> <p style="text-align: center;">How do employment structures differ around the world?</p> <p style="text-align: center;">Also Life in an Emerging Country / Lesson 3 How has the employment structure changed over time?</p>
<p style="text-align: center;"><b>18. Shanty Towns</b></p>	<p>To analyse a photograph in order to ask questions and enquire about different places.</p> <p>To understand the challenges and opportunities of living in a shanty town such as Rocinha.</p>	<p><b>Thinking Starter:</b> Study the images / cartoons. What would you not want to live without? Class discussion. Teacher exposition – these can all be true in Shanty Towns.</p> <p><b>Starter:</b> Where in the world is Rocinha? Students write a geographical description of the location and self-asses / peer-assess their answers.</p> <p><b>Main 1:</b> Teacher exposition on Rocinha and discussion. Curious questioning activity – students complete the inference squares and ask questions.</p> <p><b>Main 2:</b> Students work on constructing a shanty house using spare materials.</p> <p><b>Main 3:</b> Challenge students misconceptions about shanty towns and living conditions. Use videos and online resources to create a bubble map on challenges and opportunities.</p> <p><b>Plenary:</b> Write on a post it one piece of advice would you give to someone moving to a squatter settlement?</p>	<p><b>Assessment:</b> Class discussion and whole class feedback. Self or peer assess work throughout.</p> <p><b>Links to D&amp;T:</b> Materials</p> <p><b>Prior Learning:</b> Urbanisation, rural to urban migration, push and pull factors, level of development</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 19 PP</li> <li>• Shanty house materials (<i>available in R020 or students need to bring in</i>)</li> <li>• Curious Questioning WS</li> <li>• Twig – Brazil Life in a Favela Twig</li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p>

19. Shanty Town Improvement	<p>To be able to describe, categorise and assess the impacts of an earthquake in a developing country.</p>	<p><b>Thinking Starter:</b> Recap! From the photograph what challenges can you think of that people living in Shanty Towns face?</p> <p><b>Starter:</b> Last lesson we saw that there were some challenges to living in Shanty Towns. But whose responsibility is it to fix them? Class discussions and students make notes on a bubble map.</p> <p><b>Main 1:</b> Teacher exposition on improving shanty towns. Students have been tasked with improving the shanty town of Ariba. First they need to understand the challenges its population face before they can decide how to help. Students use the points worksheet to select ideas in groups and create an improvement plan.</p> <p><b>Main 2:</b> Students must pitch their improvement plan to the rest of the class and evaluate the success of their improvements.</p> <p><b>Plenary:</b> Only Connect activity.</p>	<p><b>Assessment:</b> Class discussion and whole class feedback. Self-assess double bubble map.</p> <p><b>Prior Learning:</b> Urbanisation, rural to urban migration, push and pull factors, level of development</p>	<ul style="list-style-type: none"> <li>• Global Physical Lesson 20 PP</li> <li>• Improving Ariba WS</li> <li>• Ariba Group Planning WS</li> </ul>	<p><i>Resources available on Student Hub.</i></p>
20. Sustainable Cities	<p>To understand what Sustainable Development is</p> <p>To recognise sustainable development in world cities.</p> <p>To select and justify the best methods of sustainable development</p>	<p><b>Thinking Starter:</b> Unscramble the words to write in your book the definition of Sustainability. Think back to the Sustainable Development Goals.</p> <p><b>Starter:</b> Teacher exposition on sustainable cities.</p> <p><b>Main 1:</b> Write a geographical description for the location of Singapore. Take into consideration continent, lines of latitude, surrounding countries, and surrounding seas.</p> <p><b>Main 2:</b> Using the information sheets, students collect evidence and examples of how Singapore is a ‘sustainable city.’ They must include how it works and the problem it solves.</p> <p><b>Main 3:</b> Write a letter to the mayor of London advising him on what to do to make London more sustainable.</p> <p><b>Plenary:</b> Make a list of all the things in this photo that show sustainable development. Try and find ways this could be sustainable that we did not discuss in lesson.</p>	<p><b>Assessment:</b> Whole class feedback and group discussions. Teacher circulates to question.</p> <p><b>Links to English/Media:</b> Creating writing – writing to advise / persuade.</p> <p><b>Prior Learning:</b> Challenges and opportunities in urban areas.</p>	<ul style="list-style-type: none"> <li>• Global Human Lesson 21 PP</li> <li>• Strategy Recording WS</li> <li>• Gender Equality Info</li> <li>• City in a Garden Info</li> <li>• Underground Development Info</li> <li>• Waste Management Info</li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lessons available on Oak Academy:</b> Key Stage 3 / Geography / Issues of Urbanisation / Lesson 8 How can we make cities more sustainable?</p> <p>Also Lesson 11 and 12 Is Dubai and example of a sustainable city?</p>
Revision	<p>To revise for the upcoming Year 8 End of Unit Assessment.</p>	<p>May need more than one lesson. Students will need to revise and relearn key content covered in both development and urbanisation topics.</p>	<p>N/A</p>	<p>See class teacher for revision materials.</p>	<p><i>Resources available on Student Hub.</i></p>

Assessment	To complete the End of Unit Assessment.	Students complete the assessment in formal test conditions. Assessment is closed-book. Feedback and DIRT to be completed in later lesson.	N/A	Global Human Assessment	N/A
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