

KEVICC KS3 Curriculum:	Subject: Geography	Key terms and vocabulary. <i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i> Population Birth rate Death rate Population growth Life expectancy Overpopulation Migration Push factor Pull factor Rural-to-urban Migration Illegal immigration Understanding checked through questioning and regular feedback.
Year: 7 Term: Spring 1	Topic: Crowded Earth	
What is the essential knowledge from this unit? What do students need to remember and understand? In this unit students will be looking at the world's growing population. It begins with a focus on how many people there are on Earth and the factors that are causing the number to rise. Students will then study the issues of too many people in a country and too few people, in China and Italy respectively, to see how they are coping. Finally, students will look at migration and the reasons why people choose to move, and how some people are forced to migrate illegally, with an example of migration from Mexico to the USA. Knowledge Regions within Asia; population and urbanisation; international development		
What prior learning supports understanding of this content? Build on Key Stage 2 knowledge of "types of settlement and land use" and "economic activity".	How does this content link to future learning? Links to year 8 Urbanised world unit and GCSE content in Urban issues and challenges and The changing economic world units.	
Reading: <i>Where in the unit are students supported to read complex academic text?</i> Model answers provided to develop comprehension and literacy.	Writing: <i>Independent writing tasks and how they are structured</i> Writing answers to assessment questions, following similar structure to GCSE assessment.	
Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i> End of unit assessment completed on separate sheet and stuck in books. - Marked by teacher using Assessment Mark Scheme. - Students respond to feedback with Purple Pen. Mid-unit assessment question. - 6-mark question on the One Child Policy marked by teacher. - Students respond to feedback in Purple Pen. Peer and self-assessment opportunities, e.g. letter to Baby 8 Billion Regular assessment questions throughout the unit. Regular recap sheets to review learning. Verbal feedback given throughout lessons. Opportunities for students to respond to feedback in Purple Pen.		