

<b>KEVICC KS3 Curriculum:</b>	<b>Subject:</b> Geography	<b>Key terms and vocabulary.</b>  <i>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>  Urban Rural Urbanisation Migration Bright light syndrome Proportional symbols map Megacity Squatter settlement Sustainable city  Understanding checked through questioning and regular feedback.
<b>Year:</b> 8 <b>Term:</b> Spring 1	<b>Topic:</b> Urbanised World	
<b>What is the essential knowledge from this unit? What do students need to remember and understand?</b>  In this unit students will be looking at the process of urbanisation. It will focus on why so many people are making the move to cities and the emergence of megacities.  It will also give students the opportunity to see what life is like in squatter settlements and how people live there. They will also look at the opportunities and challenges of living in these conditions.  Finally, students will look at how cities can become sustainable and the benefits of living in a sustainable city.  <b>Knowledge:</b> Regions within Asia; population and urbanisation; international development.		
<b>What prior learning supports understanding of this content?</b>  Build on Key Stage 2 knowledge of "economic activity" and year 7 Crowded Earth and Urban Earth units	<b>How does this content link to future learning?</b>  Links to GCSE content in <b>Urban issues and challenges</b> and <b>The changing economic world units</b> .	
<b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i>  Model answers provided to develop comprehension and literacy.	<b>Writing:</b> <i>Independent writing tasks and how they are structured</i>  Writing answers to assessment questions, following similar structure to GCSE assessment.	
<b>Key assessments:</b> <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. Peer and self-assessment opportunities, e.g. 4-mark answer on urban and rural population Regular recap sheets to review learning. Verbal feedback given throughout lessons. Opportunities for students to respond to feedback in Purple Pen.		