Geography   Year 8   Crowded Cities Unit planning and evaluation sheet:

Year 8 Unit 4	Title: Urbanisation	
Why are you teaching it? **What do they need to know? Misconceptions?**	**Links to the KS3 National Curriculum:** 'Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation and economic activity in the primary, secondary, tertiary and quaternary sectors' and 'Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East.' **Misconceptions:** Students often don't realise the extent of recent urbanisation across Asia and future urbanisation trends predicted across Africa.	
Why are you teaching it now? What **prior learning** do students have?	**Prior Learning**: Students have previously learnt about population changes in 'Year 7 - Population SOW' and have studied the differences between HICs and LICs in 'Year 8 - Global Development'. **Why Now?**: This builds on their learning of global patterns of human geography and allows deeper study of differences in lives within these urban areas.	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**Oracy**	Confidently be able to discuss the issues within this topic. Opportunity within this SOW for drama and roleplay activities.
	Literacy	Define new key words such as 'urbanisation', 'rural-urban migration', 'natural increase', 'megacities' and 'favelas'. Write about these processes and issues in depth using examples.
	SEND	BRY pathways are made clear for each lesson and differentiated resources provided for our SEND students to access all lessons.
As a result of assessment what % of students can achieve these focus skills.		