



Year 7 Geography: Urbanisation

Learning Outcomes	<p>This scheme of learning aims to provide all students with a secure knowledge and understanding of the study of urbanisation at a global scale, national and local scale in High Income Countries (HICs), Newly Emerging Economies (NEEs) and Low-Income Countries (LICs).</p> <p>Students will learn the key concepts and processes that drive urbanisation, and identify and evaluate the opportunities and challenges that arise from the increased movement of people from rural areas into cities.</p> <p>Students will have the ability to use maps, interpret statistics, annotate photographs and read from graphs to support their answers to exam questions and enquiry activities in class. Each lesson begins with a re-cap of facts and ideas from previous sessions and goes on to introduce new geographical skills, ideas and language in a logical sequence of activities.</p> <p>Students are required to check their progress throughout each session to ensure they become confident and secure in their knowledge and understanding whilst being empathic and exploring the world through different lenses.</p>
Key Questions	<ol style="list-style-type: none"> 1. What is a settlement hierarchy? 2. What was Cheam like? 3. What does the census say about Cheam? 4. What is urbanisation? 5. Why does urbanisation happen? 6. What is a megacity? 7. What is it like to live in a megacity? 8. Can a city ever be made sustainable? 9. Why is Frieberg a sustainable city? 10. Where is Rio de Janeiro and what is it like? 11. Why has Rio changed over time? 12. What are the opportunities for people living in La Rocinha? 13. How to write a 4-mark answer? 14. How do I prepare for an end of unit assessment
Knowledge	<p>Key Concepts:</p> <ul style="list-style-type: none"> • The concept of a settlement • The concept of urbanisation and the processes driving urbanisation • The global pattern of urbanisation • How urbanisation can be linked to economic development

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	<ul style="list-style-type: none">Urbanisation can result in opportunities and challenges at a global, national and local scaleThe concept of sustainability including social, economic and environmental sustainabilityThe features of a sustainable city <p>Key Skills:</p> <ul style="list-style-type: none">Apply the knowledge of key processesIdentify key landforms from photographs and OS mapsInterpret statistics and dataAnnotate photographsRead from graphs to support their answers to exam questionsEnquiry activities in class4 mark written answers <p>Key Words:</p> <table><tr><td>Urbanisation</td><td>Rural to urban migration</td><td>HIC</td><td>LIC</td></tr><tr><td>NEE</td><td>Economic development</td><td>Services</td><td>Infrastructure</td></tr><tr><td>Sustainability</td><td>Economic sustainability</td><td>Social sustainability</td><td>Environmental sustainability</td></tr><tr><td>Informal sector</td><td>Informal settlements</td><td>Push and pull factors</td><td></td></tr></table>	Urbanisation	Rural to urban migration	HIC	LIC	NEE	Economic development	Services	Infrastructure	Sustainability	Economic sustainability	Social sustainability	Environmental sustainability	Informal sector	Informal settlements	Push and pull factors	
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NEE	Economic development	Services	Infrastructure														
Sustainability	Economic sustainability	Social sustainability	Environmental sustainability														
Informal sector	Informal settlements	Push and pull factors															
Ongoing Assessment	Assessment is an integral part of every lesson and includes a re-cap of prior knowledge, discussion of new concepts and terminology and modelling of successful writing. Students also prepare and complete a range of short and longer exam-style questions throughout the course with the focus carefully chosen to reflect new learning in each lesson. Revision checklists and often activities are provided in student work booklets at the beginning of each topic so they know what to expect at the end of the unit of work. These often have guidance on how to structure the extended answers. Assessment for learning is commonly completed in class and marked using a contrasting colour pen. To highlight gaps in learning and misconceptions.																
Key Assessment	<p>Key Assessment 1- This is in the form of multiple-choice questions on an MS Form that happens mid-way through the topic. The assessment is 20 multiple choice questions and the time allowed is 15 minutes. Feedback is instant. Students review their answers on a standardised green feedback template that helps students reflect on their learning.</p> <p>Key Assessment 2- This is a written exam worth 30 marks and the time allowed is 40 minutes. This assessment consists of longer, extended and sample exam-style questions at the end of the unit with a range of questions involving factual recall, data response, geographical interpretation.</p>																
Sequencing	The course content is clear and organised into a logical sequence of activities which develop and scaffold geographical knowledge, understanding and skills. Students are introduced to a new focus each time and every lesson begins with a re-cap of facts and ideas from previous sessions. The																

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	<p>lessons then go on to introduce new geographical skills, ideas & language as appropriate. There is a systematic building of vocabulary during lessons as new terms are identified, discussed and defined and then tested in a subsequent session. Students build on their previous topics studied in Geography of world knowledge and map skills.</p>
Links to Careers	<p>The focus of this course is to understand what urbanisation is, where it is taking place, why it is taking place and the impacts of urbanisation on people and places. This can lead to discussion of related careers including in town planning, environmental science, NGOs and public policy.</p>
Diversity and Inclusion	<p>Elements of the diversity and inclusion agenda are addressed through discussion of the diverse range of places that the students are introduced to – Rio de Janeiro and Freiberg. Students are exposed to a range of places at varying stages of economic development. There is a discussion of the terminology that is frequently used in which students are encouraged to challenge the term ‘slum.’ Students are encouraged to be confident and secure in their knowledge by exploring Geography through different lenses. We encourage empathy and use De Bono’s thinking hats to challenge the ‘normal’ perspective.</p> <p>We often get students to pause and reflect on how their opinions are formed and question how their socio-economic backgrounds may affect their view on life in Rio and how it compares to their own. In our lessons, we aim to critically examine and deconstruct the dominant Eurocentric narratives that have traditionally shaped UK geography classrooms, it is essential to embrace diverse voices, indigenous knowledge systems, and global perspectives. By doing so, we can foster a more inclusive understanding of geographical issues, one that values the interconnectedness of all regions and recognises the contributions of historically marginalised communities, in shaping our world. This is particularly poignant when exploring the lives of those living in La Rochina and the 2016 Olympics. This event highlighted Brazil’s natural beauty but also demonstrated the complexities involved in hosting the Olympics in a city with diverse topography and economic disparities.</p>
Support	<p>This course is very well planned and resourced to ensure free and open access for all students. Teaching and learning resources can be accessed on SharePoint or through MS Teams. All handbooks, lesson PowerPoints and worksheets are on there. All students are provided with a printed copy of the worksheets that cover all the notes in the PowerPoints. The subject handbook gives a list of all of the key words for each topic with a specification checklist to show how student learning ties in with key assessments and formal examinations. We subscribe to magazines through the Department and ensure there are copies in the library for all students to access. We systematically send positive postcards home to students who have made excellent progress and also contact home to offer support to those who haven’t made the expected progress.</p>
Challenge	<p>Blue and purple challenge activities are built into all of our Geography lessons to stretch the more able and a wide range of extension activities are provided for students throughout the course. These include wider reading, watching news reports and articles, films and documentaries and targeted research assignments. Activities are shared with students through the lesson resource packs. The following links provide further challenge.</p> <ul style="list-style-type: none"> • Internet Geography What is urbanisation? - Internet Geography • Cool Geography Urbanisation

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- Wider reading can be found the Geography SharePoint Page. [Urban Y7 and Y10](#)
- Wide World Magazine- Copies of these can be found in the library or on our Geography SharePoint Page [Geography - Wide World Magazine - All Documents](#)

We also encourage all students to watch, read or listen to the news to bring real stories into class to add to their learning.

Year 7 are invited to 'The Geographical Society' which is led by the Year 12 Geography students where they have the opportunity to write articles for our magazine, the 'Nonsuch Geographic' and to take part in geography games and competitions