

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Knowledge & Skills | Population and Settlement <ul style="list-style-type: none"> What factors affect population? How do populations change over time? What are unbalanced populations? What is migration? What is life like for Syrian Refugees? Where do all the people live? Why is the population unevenly distributed? How have urban areas grown? How are urban areas structured? | <ul style="list-style-type: none"> How has the growth in cities affected LICs? What are sustainable cities? How can we create sustainable cities? Coasts <ul style="list-style-type: none"> How are rocks formed? How are rocks weathered? How does erosion change the land? What coastal features form due to erosion? How does erosion shape headlands? How does transport and deposition shape the land? How can we protect the coast? | <ul style="list-style-type: none"> What do coastal areas look like on OS maps? How does erosion affect the Holderness Coast? Who are the winners and losers along the Holderness coast? Development <ul style="list-style-type: none"> What is development? Is development evenly spread? | <ul style="list-style-type: none"> Does development affect sporting success? How does trade work and is it fair? What caused the development gap? What is the biggest cause of the development gap? How does uneven development create poverty? How can we reduce the development gap? What is fairtrade? | Weather and climate <ul style="list-style-type: none"> What is the difference between weather and climate? What factors affect our climate? What are microclimates? How can we collect microclimate data? What is the weather like today? What does my data show? How accurate is my data? | Africa <ul style="list-style-type: none"> How diverse is Africa? What is the Horn of Africa like? How does life compare across the Horn of Africa? What is Kenya's physical landscape? How do tribes live in Kenya? How do the urban poor live and how can their lives be improved? How did the newest country in the world form? What are modern day pirates? How ethical is mineral extraction? |
| Links to prior learning | <ul style="list-style-type: none"> OS maps (KS2 & Y7 Autumn 1) Locational knowledge (KS2 & Y7 Autumn 1) Settlement (KS2 and History) | <ul style="list-style-type: none"> OS maps (KS2 + Y7 Autumn 1) Human and physical features (Y7 Autumn 1) Rock Cycle (KS2+ Science) Historical maps (Y7 Autumn 1, History) | <ul style="list-style-type: none"> Rocks and erosional processes (Y8 Autumn 2) OS maps (KS2 + Y7 Autumm 1) | <ul style="list-style-type: none"> Ecosystems (Y7 Autumn 2) Food (Y7 Summer 1) Migration (Y8 Autumn 1) | <ul style="list-style-type: none"> Weather and climate (KS2); Ecosystems (Y7 Autumn 2) Investigation report writing (Y7 Summer 2) | <ul style="list-style-type: none"> Development (Y8 Spring 1) Ecosystems (Y7 Autumn 2 and KS2) Weather and climate (Y8 Summer 1) Population and Settlement (Y8 Autumn 1) Relief (Year 7) Human and physical features (KS2+ Y7 Autumn 1) |
| Assessment | <ul style="list-style-type: none"> Self and peer assessments including migration and population distribution Urbanisation in the UK teacher assessment | <ul style="list-style-type: none"> Self and peer assessments including sustainable cities, weathered rocks and erosional features Teacher assessment of how to protect the coastline End of unit assessment | <ul style="list-style-type: none"> Self and peer assessments including coastal presentations and distribution of development End of unit assessment | <ul style="list-style-type: none"> Self and peer assessments including reducing the development gap Teacher assessment of what caused the development gap End of unit assessment | <ul style="list-style-type: none"> Self and peer assessments including what are microclimates Investigation report | <ul style="list-style-type: none"> Self and peer assessments including comparison of tribe life and solutions to issues. Teacher assessed variation across Africa |
| Home learning | <ul style="list-style-type: none"> Impacts of growing populations Comparison of unbalanced population Empathetic writing- refugee camps Application of theory to design an idea location to live | <ul style="list-style-type: none"> Linking theory of weathering and erosion to extended creative writing Annotating photos of real life examples of the theory studied Applying theory to design a coastal management method | <ul style="list-style-type: none"> Comparison of benefits vs problems of management Comparison of development indicators Development across South America | <ul style="list-style-type: none"> Use theory to explain why some countries could not develop Guided reading Comparison of life quality | <ul style="list-style-type: none"> Summarise the world's main climate zones Research extreme weather Make predictions about how rainfall will vary around school | <ul style="list-style-type: none"> Compare variations across Africa Kenya leaflet project How improvements help improve the lives of those in Kibera Explanation of how life can be improved in South Sudan |
| Cultural Capital and extra-curricular opportunities | <ul style="list-style-type: none"> Explore global population maps UN Refugee Agency video clips | <ul style="list-style-type: none"> Virtual tour of a megacity; Documentaries (eg BBC Earth: Cities) | <ul style="list-style-type: none"> Virtual field trip (Holderness); BBC documentary clips | <ul style="list-style-type: none"> Explore the UN Sustainable Development Goals | <ul style="list-style-type: none"> Use the Met Office website Watch news weather reports critically Home investigation of microclimates | <ul style="list-style-type: none"> Explore African music, food, and traditions National Geographic clips |
| Literacy | <ul style="list-style-type: none"> Tier 3 vocabulary: Migration, refugee, emigrate, settlement, population density, population distribution, sparse, dense, CBD, urbanisation Comparative writing Guided reading | <ul style="list-style-type: none"> Tier 3 vocabulary: sustainable city, LIC/HIC, erosion, weathering, mechanical, biological, chemical, abrasion, attrition, solution, hydraulic action, resistance Justifying Guided reading Extended writing | <ul style="list-style-type: none"> Tier 3 Vocabulary: stakeholder, HIC/LIC/NEE, GDP, Literacy rates, Death rate, Infant mortality, Trade Oracy- presentations | <ul style="list-style-type: none"> Tier 3 Vocabulary: development gap, trade, poverty, absolute poverty, relative poverty Oracy- team work Guided reading | <ul style="list-style-type: none"> Tier 3 Vocabulary: microclimate, climate, precipitation, aspect, methodology | <ul style="list-style-type: none"> Tier 3 Vocabulary: diversity, extraction, piracy, urban poverty, LIC Guided reading |
| Numeracy | <ul style="list-style-type: none"> Interpreting population graphs and maps Reading choropleth maps | <ul style="list-style-type: none"> Use choropleth maps | <ul style="list-style-type: none"> Scale on OS maps. Choropleth map Range Mean | <ul style="list-style-type: none"> Correlation of different indicators Scatter graph and line of best fit Extrapolation Statistics for home learning | <ul style="list-style-type: none"> Various graphs- bar chart, pie chart, pictogram Mean Range | <ul style="list-style-type: none"> Population data Economic comparisons across Africa Range |
| Careers Information, Education, Advice and Guidance (CEIAG) | <ul style="list-style-type: none"> Urban planning Demography roles Humanitarian work (UNHCR) | <ul style="list-style-type: none"> Architecture, Sustainable design Civil engineering Coastal engineer Geologists | <ul style="list-style-type: none"> Marine conservation Coastal management | <ul style="list-style-type: none"> NGO work, International trade Economists Governmental roles Aid charities | <ul style="list-style-type: none"> Meteorology Environmental science Data analysis | <ul style="list-style-type: none"> International development Mining industries Journalism Aid organisations Town planners |
| Spirituality | <ul style="list-style-type: none"> Reflect on fairness in migration and refugee experiences. Consider effect of where you were born on your quality of life | <ul style="list-style-type: none"> Reflect on human responsibility to create fairer, greener cities | <ul style="list-style-type: none"> Reflect on how humans live with and adapt to natural hazards | <ul style="list-style-type: none"> Reflect on fairness, inequality, and responsibility of richer countries | <ul style="list-style-type: none"> Reflection on climate change responsibility | <ul style="list-style-type: none"> Reflection on fairness in global resource use; ethics of mineral extraction |

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| How can parents support the curriculum? | <ul style="list-style-type: none">• Watch/read news about migration• Discuss impact of migration on our every day lives eg film/music/food• Discuss local settlement changes through time• Discuss the advantages and disadvantages of living in Leyland to consider push/pull factors | <ul style="list-style-type: none">• Watch documentaries on sustainable cities• Discuss the importance of sustainable cities• Visit a local city centre; discuss challenges like traffic and pollution. | <ul style="list-style-type: none">• Watch news about UK coastal erosion• Take a family trip to the coast if possible | <ul style="list-style-type: none">• Buy or discuss Fairtrade goods• Discuss adverts and charities tackling global poverty | <ul style="list-style-type: none">• Watch TV weather forecasts• Talk about unusual/extreme weather- locally or globally in the news• Complete a microclimate experiment at home | <ul style="list-style-type: none">• Watch documentaries on Africa;• Research African culture such as music, films, food |
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