



# YEAR 9 2023 - 2024 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Global Cities

Curriculum Intent	
Skills/Assessment Objective Links	<p>In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> <li>• Urbanisation occurs due to natural increase and rural–urban migration.</li> <li>• There are reasons why cities develop in particular places.</li> <li>• Rural–urban migration has occurred rapidly in China, with consequences for China’s rural and urban areas.</li> <li>• Megacities are the world’s largest cities and have a number of challenges and opportunities.</li> <li>• Squatter settlements may develop in LIC cities due to rapid urbanisation.</li> <li>• Living in a squatter settlement has opportunities and challenges.</li> <li>• Cities must become sustainable, in order to address their challenges.</li> </ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> Tolerance /diversity / empathy.  <b>PSHE/British Values:</b> Migration into cities, Diversity in our cities, Multicultural  <b>Skills Builder:</b> latitude and longitude, mapwork, scattergraphs, numeracy.</p>
Numeracy	
Literacy	<p><b>Vocabulary Tier 2:</b> <i>Command words are used frequently. These are defined before any key piece.</i>  <b>Vocabulary Tier 3:</b> <i>Subject-specific keywords are defined by students from their learning journey.</i>  <b>Reading:</b> Guided Reading of life in Kibera  <b>Writing:</b> Big Write based on Kibera.  <b>Oracy:</b> presentations on sustainable cities</p>
Becoming future ready	<p><b>Careers/Employability:</b> Urban Planning / Migration officers / Immigration officers / Aid organisations / Sustainability Officers / Green engineering.</p>
Adaptation	
QFT/SEND Provision	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
Implementation Curriculum Delivery	
Learning Outcomes (Knowledge)	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• explain why urbanisation occurs due to natural increase and rural–urban migration.</li> <li>• give the reasons why cities develop in particular places.</li> <li>• describe and explain the reasons for the growth of Manchester.</li> <li>• understand that megacities are the world’s largest cities and have a number of challenges and opportunities.</li> <li>• explain why squatter settlements may develop in LIC cities and evaluate the possible solutions.</li> <li>• understand that living in a squatter settlement has opportunities and challenges.</li> <li>• explain that rural–urban migration has occurred rapidly in China, with consequences for China’s rural and urban areas.</li> <li>• explain why Jakarta is sinking and can give the possible solutions to this issue.</li> <li>• explain why cities must become more sustainable in order to address their challenges.</li> <li>• evaluate various exemplars as to how cities can become more sustainable.</li> <li>• Be aware of the future careers linked to this topic.</li> </ul>

Red denotes interleaving; aspects of knowledge covered previously.



**Current learning  
to be developed in  
the future within:**

This topic will be revisited in Y11 for those students opting to study Geography at GCSE.

**Assessment**

Refer to assessment maps for formative and summative assessment opportunities.

**Impact**

Attainment and Progress – Refer to assessment results / data review documentation.