



YEAR 8 SUMMER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Tourism



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| Curriculum Intent | In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following National Curriculum guidelines, the following this term: |
| Skills/Assessment Objective Links | <ul style="list-style-type: none">Describe global population change over the past 1000 years.To be able to calculate natural increase and understand the reasons for this increase.To understand the cultural mix of Oldham and where people live within the borough.To understand what a census is and what the data tells us.To understand why we have an ageing population and what the advantages and disadvantages are.To be able to describe and explain changes in Oldham's population since 1801.To understand the reasons for Oldham's urban landscape.To evaluate if migration has been a good thing for Oldham.To analyse Oldham's population data.To be able to interpret population pyramids. |
| Spiritual, moral, social, and cultural development | SMSC: Oldham's cultural mix PSHE/British Values: Oldham's cultural mix, migration into Oldham Skills Builder: Landscape diagrams, graph interpretation, decision making exercises |
| Numeracy | Line graphs, pie charts, choropleth maps, |
| Literacy | Vocabulary Tier 2: Describe, explain, identify, cause, effect, response, compare and contrast Vocabulary Tier 3: Migration, Host Country, Destination Country, Population Pyramid, Life Expectancy, Birth Rate, Death Rate Reading: Timeline statements outlining key dates in Oldham's history. Writing: Big Write "My Town" Oracy: Presentation of evaluation on migration in Oldham. |
| Becoming future ready | Careers/Employability: Statistician, Local Government Officer, Town Planner |
| Adaptation | Throughout this topic, quality first teaching will provide differentiation: By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. Refer to Scheme of learning. By resource: Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Resources may be adapted to support students in S band for example. By Intervention: by providing different levels of supervision and support. By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference. By Task: 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. By Offering Optional Activities: In class or as homework, to extend learning. |
| Implementation Curriculum Delivery | To be able to: <ul style="list-style-type: none">Describe and explain global population changeCalculate and explain natural increase (or decrease) in populationBe able to plot pie charts and choropleth mapsUnderstand what a census is and the need for a censusEvaluate the advantages and disadvantages of an ageing populationAnalise population change over time using key information about OldhamIdentify land uses from a mapEvaluate if migration is a good thing or not |
| Learning Outcomes (Knowledge) | |

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| | <ul style="list-style-type: none">• Suggest reasons for patterns in census data• Interpret population pyramids |
| Current learning to be developed in the future within: | GCSE – Challenges in the human environment (Tourism in Tunisia). |
| Assessment | Refer to assessment maps for formative and summative assessment opportunities. |
| Impact | Attainment and Progress – Refer to assessment results / data review documentation. |