




# YEAR 9 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	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<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.  <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.  <b>By Intervention:</b> by providing different levels of supervision and support.  <b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.  <b>By Grouping:</b> according to prior attainment, gender, social preference.  <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.  <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
Implementation Curriculum Delivery	<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>
Learning Outcomes (Knowledge)	

	Red denotes interleaving; aspects of knowledge covered previously. <div></div>
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.