



Big Question

AoLE: Humanities	Subject: Geography	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
What is life like in China?	In this Big Question, students will explore the physical and human characteristics of life in China. Here are the key areas they'll investigate: Geographical Location: Students will discover where China is located on the map. Urban vs. Rural Living: They'll compare the differences between living in rural areas (countryside) and urban centers (cities). Migration within China: Students will explore the reasons behind migration within China, such as moving from rural to urban areas. Manufacturing Hub: They'll learn why many products are manufactured in China, considering factors like labor, resources, and global trade. Pollution: Students will gain an understanding of different types of pollution and their consequences in China. By studying these aspects, pupils will develop a comprehensive view of China's diverse landscape, society, and challenges.	Map skills. Basic understanding of how people can affect the environment.

What does progression look like in this 'Big Question'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time.</p> <p>I can use my knowledge and understanding to analyse and explain how different communities and societies have changed over time, in my locality and in Wales, as well as in the wider world.</p> <p>I have identified, planned, reflected upon and evaluated the effects of action I have taken in my local community, or in Wales or the wider world, either individually or collaboratively.</p>	<p>Compare and contrast life in rural and urban China. Evaluate living in rural and urban China. Analyse photos, suggest and fully explain the consequences of overpopulation. Offer potential solutions to solve some of the problems.</p> <p>Analyse the reasons why many products are manufactured in China. Evaluate the consequences of producing goods in China.</p> <p>Categorise the consequences of different types of pollution into social and environmental impacts. Justify your reasoning. Suggest and explain a solution to a specific type of pollution.</p>
Advancing	<p>I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.</p> <p>I can describe and explain similarities and differences between people's lives both in the past and present.</p> <p>I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.</p>	<p>Compare life in rural and urban China.</p> <p>Articulate a balanced argument to explain rural-to-urban migration.</p> <p>Analyse photos, suggest and explain the consequences of overpopulation.</p> <p>Explain a variety of reasons why products are manufactured in China.</p> <p>Explain the consequences of different types of pollution.</p>
Securing	<p>I can describe how people and the natural world may impact on each other.</p> <p>I can recognise similarities and differences between people's lives, both in the past and present.</p> <p>I can recognise that my actions and those of others impact upon communities and the environment.</p>	<p>Describe and explain life in rural and urban China.</p> <p>Explain push and pull factors.</p> <p>Describe and offer a brief explanation linked to the consequences of overpopulation.</p> <p>Explain some reasons why products are manufactured in China.</p> <p>Describe 6 different types of pollution and start to explain why these types of pollution can be a problem.</p>



Beginning	<p>I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.</p> <p>I am beginning to recognise the effects that I have on the natural world.</p> <p>I am beginning to understand that my actions and those of others have causes and effects.</p> <p>I can recognise that my actions and those of others have consequences.</p>	<p>Describe life in rural and urban China.</p> <p>Identify push and pull factors.</p> <p>Identify the consequences of overpopulation.</p> <p>List reasons why many products are manufactured in China.</p> <p>Identify 6 different types of pollution.</p>
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: As a group, discover the consequences of overpopulation, describe and explain the challenges. Apply the concept of overpopulation to the school environment.</p> <p>International links: Investigate all aspects of life in China.</p>	<p>Cross Curricular links: Air pollution is taught in Science. Pupils learn about combustion and how sulphur dioxide is produced as a by-product which can lead to acid rain.</p> <p>Literacy: Describe and explain using connectives to structure reasoning. Read statements linked to push and pull factors and categorise them accordingly. . Extended writing formalising sentences and structuring paragraphs. Pupils use connectives to explain their reasoning. Summarise information.</p>

Assessment (How will we know that students have learnt what we taught them)	
<p>Formative Assessment:</p> <p>Describe, explain, compare and contrast living in rural and urban China. Categorise push and pull factors. Structure and summarise information linked to push and pull factors. Describe and explain the consequences of overpopulation. Identify, describe and explain reasons why many goods are manufactured in China. Identify, describe and explain the consequences of different forms of pollution.</p>	<p>Summative assessment:</p> <p>Produced a balanced argument for and against rural-to-urban migration in China.</p>

Evaluation		
Strengths	Areas for Development	Pupil Voice