



Big Question Template / Learning Journey / SOW summary

AoLE: Humanities	Subject: Geography	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How can development be measured? And what are the consequences of living in poverty?	Understanding development is crucial because it shapes societies, economies, and environments. It helps us address global challenges, promote equity, and create sustainable futures. Within this Big Question pupils will learn how development is measured using development indicators and HDI. Pupils will also investigate the causes and consequences of living in a LIC with a particular focus on slum living.	Rural and urban Migration Drawing graphs using SALUTE

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 explain and analyse the wide range of interrelationships and interdependencies between the human actions and physical processes that shape places, spaces, environments and landforms over time.</p> <p>I can give comprehensive explanations for the distinctive features of places, spaces and landscapes at a variety of scales in my locality and in Wales, as well as in the wider world, along with the processes at work in them.</p> <p>I can critically evaluate the consequences and significance of events and changes in a range of societies in the past and present.</p>	<p>Derive universal ways to determine if a country is a HIC or LIC from photographic analysis. Evaluate different development indicators. Justify the use of HDI.</p> <p>Emphasize the hardships of living in slums, explain why the hardships exist and how they are hard to escape due to the cycle of poverty. Include case study information to support reasoning. Apply your knowledge of an existing problem associated with living in a shanty town. Identify and explain how an improvement could tackle this problem. Justify the expected success.</p>
Advancing	<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 understand and explain how significant places, spaces environments and landforms in the natural world are associated with economic, historical, political, and religious and non-religious beliefs and practices.</p> <p>I can explain and analyse the effects and consequences of a range of events and changes in the past and present, and understand that they differ in importance.</p>	<p>Analyse photos and suggest why they come from HICs and LICs</p> <p>Categorise different development indicators into order of importance. Offer justification for your reasoning.</p> <p>Identify a pattern to the distribution of HICs and LICs and explain the reasoning behind why the pattern exists.</p> <p>Interpret and explain the relationship between data in a scatter graph.</p> <p>Articulate a balanced argument for rural-to-urban migration in India.</p> <p>Explain the hardships associated with people living in slums. Suggest reasons why these hardships exist.</p> <p>Suggest reasons why slums are built in certain locations.</p> <p>Suggest reasons why slums can have a negative impact on non-slum-residents.</p> <p>Suggest possible solutions to problems found in slums, prioritise funding of these solutions and justify your reasoning.</p>
Securing	<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 give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons.</p>	<p>Describe and explain features of HICs and LICs</p> <p>Describe different development indicators.</p> <p>Describe the location of HICs and LICs.</p> <p>Complete a development rank table for life expectancy and GNI.</p> <p>Draw a scatter graph following all rules of SALUTE, identify and describe the relationship between the data in your scatter graph.</p>



	I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.	Explain push and pull factors linked to rural-to-urban migration in India. Describe and explain some of the living conditions for people living in slums. Evaluate different locations where slums are built. Explain how certain improvements within slums help different the residents.
Beginning	<p>I can describe how people and the natural world may impact on each other.</p> <p>I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.</p> <p>I have explored some causes and effects of events and changes in my community over time.</p>	<p>Identify features of HICs and LICs</p> <p>Identify different development indicators and match them to their correct definitions.</p> <p>Produce a world map to the show the location of HICs and LICs.</p> <p>Complete a development rank table for life expectancy.</p> <p>Draw a scatter graph following some rules of SALUTE.</p> <p>Identify push and pull factors linked to rural-to-urban migration in India. Describe certain push and pull factors.</p> <p>Identify and list living conditions for people living in slums.</p> <p>Identify and describe different locations where slums are built.</p> <p>Identify and describe different ways to improve slum living.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: Pupils become the governing body of a barrio (slum) in Mexico City. It is their responsibility to prioritise funding decisions and justify their actions.</p> <p>Local links: Pupils discover how the UK ranks in terms of development compared to countries across the world.</p> <p>International links: Pupils compare the level of development of many countries across the world. Pupils discover reasons for rural-to-urban migration in India. Pupils investigate slum living in a variety of LICs.</p>	<p>Literacy: Use oracy skills to describe development indicators. Extended writing with the use of tier 3 vocabulary and connectives to describe and explain the hardships of living in the slums. Analyse and interpret different images from HICs and LICs. Produce structured explanations for push and pull factors within India. Describe, explain and evaluate 'life expectancy' as a development indicator.</p> <p>Numeracy: Draw a scatter graph applying SALUTE to ensure graph accuracy. Describe the relationship between data on a scatter graph. Interpret and explain the reasons for a relationship between data on a scatter graph.</p>

Assessment (How will we know that students have learnt what we taught them)	
<p>Formative Assessment: Analyse photos to suggest reasons for level of development in LICs and HICs. Identify, describe and evaluate development indicators. Draw, describe, interpret and explain data from a scatter graph. Analyse videos from the slums. Describe and explain the consequences of living in slum conditions. Identify, describe and explain why slums are built in particular areas. Suggest possible solutions to problems found in slums, prioritise funding of these solutions and justify your reasoning.</p>	<p>Summative assessment: Identify tier 3 terminology linked to the slums. Describe and explain hardships associated with living in slums. Suggest and explain different methods to improve slum living.</p>



Evaluation

Strengths	Areas for Development	Pupil Voice