

## Y7 GEOGRAPHY

### SETTLEMENT & ECONOMIC ACTIVITIES- Where do we live & make our money?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:		
<ul style="list-style-type: none"> <li>Builds on their knowledge of map skills to start to look at the local area and beyond for both settlement and economic activities.</li> <li>The development of settlements over time from local to global and the reasons for this.</li> <li>The development of economic activities over time from local to global and the reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>To study the formation of settlements from smallest to largest, local to global. Including the history of growth.</li> <li>How settlements change over time &amp; space, the patterns of development and the changes for the future.</li> <li>How settlements/areas make money and how this has changed over time &amp; space. Looking at the reasons for the distribution of economic activities.</li> </ul>	Urbanisation Migration Urban/rural Population Global	Settlement Primary Secondary Site Situation	Tertiary Quaternary Economy Linear Nucleated Dispersed
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:		
<ul style="list-style-type: none"> <li>Settlement – what are they and how do they differ in size, shape &amp; location. This can be transferred to global scale?</li> <li>Economic activities – what are they and how do they differ in classification &amp; location. This can be transferred to global scale?</li> <li>Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students.</li> <li>Success criteria.</li> <li>Relevant SEND support based on student’s individual needs and passport information.</li> </ul>	<ul style="list-style-type: none"> <li>Development of settlements locally &amp; globally. Looking at the reasons for this and differences between rich &amp; poor countries.</li> <li>Development of jobs locally &amp; globally, looking at agriculture and the production of food.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the settlements in which we live and how they originated. The different cultures and ethnic diversity in many settlements, the diversity of economic activities available and how this has changed over time.</li> <li>The classification of jobs. A focus on the local, regional, national industry.</li> </ul>		

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
Urbanisation & settlement growth over time locally & globally, impact on the world environmentally & culturally.	Numeracy- graphical skills, growth rates Literacy- use of keywords & their inclusion in written work & oral answers. History- links to the development of settlements & economic activities over time.	<ul style="list-style-type: none"> <li>Settlements are all the same and develop in the same way! Many settlements have common themes &amp; historical backgrounds.</li> <li>Economic activities are based on money &amp; some jobs are easy!</li> </ul>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>Regular use of recap quizzes, Q&amp;A sessions, practical tasks to test knowledge.</li> <li>Independent research project</li> <li>End of unit assessment.</li> </ul>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li>Regular task/puzzles, research, building on learning tasks.</li> <li>Oral feedback is given regularly, written F4 feedback.</li> <li>Independent research into local settlements.</li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>F4 from research project extended writing task &amp; end of unit assessment test.</li> <li>Oral feedback is given regularly.</li> <li>Feedback will follow school policy and include live feedback.</li> <li>Re-cap quiz will be marked mainly using self-assessment.</li> </ul>		

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													