



Year Subject Name Medium Term Plan

Autumn Term

Learning Overview (Contents)	Overview of main learning objectives: (Taken from the National Curriculum) <i>(This should be a list of the learning objectives / skills cover over this term)</i> • Adding Fractions using the same denominator • Using mixed numbers
Assessment Opportunities	There needs to be a minimum of 2 formal assessments per term. These formal assessments will inform the 'working at grades' and the AOB reported to parents. There may be additional unit tests depending on a subject
Textbooks Published Lesson Resources	Please include ISBN numbers of all published textbooks and other published resources if available
Home Learning Resources	Specific Links to Oak Academy (This will be shared with parents on <i>Teams</i> to help them supplement the classroom learning revision)
Knowledge organisers	Link to knowledge Organisers (look on the TES!)

Week Number	Learning Overview / objective (outlined above)	What should pupils know, understand and be able to do by the end of the week? (Use clear Success criteria)
1	To understand ways in which preparation for earthquakes (warning and evacuation, building design, remote sensing and GIS) takes place. To understand short term responses and relief (emergency aid, shelter and supplies). To understand longer term planning (risk assessment, hazard mapping)	🔍 Describe and explain different methods of earthquake preparation, including: • Early warning systems and evacuation procedures • Earthquake-resistant building design • Use of remote sensing and GIS for hazard monitoring 🔍 Understand and evaluate short-term responses to earthquakes, such as: • Emergency aid • Provision of shelter and essential supplies 🔍 Understand the importance of long-term planning, including: • Risk assessment • Hazard mapping and land-use planning

2	To be able to provide a case study of hazard management for an earthquake in a developed country	Describe a specific earthquake event in a developed country (e.g., Japan, New Zealand, Italy) Explain how the country prepared for and responded to the earthquake Evaluate the effectiveness of hazard management strategies used, including: • Government and community responses • Infrastructure and emergency services Use data and examples to support analysis and conclusions
3	To be able to provide a case study of hazard management for an earthquake in a developing or emerging country	❓ Describe a specific earthquake event in a developing or emerging country (e.g., Haiti, Nepal, Pakistan) ❓ Explain the challenges faced in preparation and response due to limited resources ❓ Evaluate the role of international aid, NGOs, and community-based strategies ❓ Compare and contrast with the developed country case study to highlight differences in capacity, resilience, and outcomes
4	Assessment 1	
5	To understand the classification of employment by economic sector and the reasons for the differences in the employment structures in countries at different levels of development.	❓ Understand how employment is classified into primary, secondary, tertiary, and quaternary sectors. ❓ Explain how and why employment structures vary between countries at different levels of development. ❓ Use examples to illustrate differences in employment patterns between developed, developing, and emerging countries
6	To be able to identify factors affecting the location of economic activity in each economic sector and how these factors can change over time.	❓ Identify key factors influencing the location of economic activities in each sector (e.g. physical, human, economic, political). ❓ Explain how these factors can change over time due to technological, social, or environmental shifts. ❓ Apply understanding to real-world examples from different sectors.
7	To be able to identify and understand the reasons for the changes in the numbers of people employed in each economic sector	❓ Describe trends in employment changes across sectors over time. ❓ Explain reasons for these changes, including industrialisation, mechanisation, globalisation, and government policy. ❓ Use data and examples to support analysis of employment shifts.
8	To investigate and understand positive and negative impacts of economic sector shifts in a developed and a developing or emerging country.	❓ Investigate the positive and negative impacts of changes in economic sectors on people and the environment. ❓ Compare impacts in a developed country and a developing or emerging country.

		☐ Evaluate the social, economic, and environmental consequences of sectoral shifts.
9	To understand the causes and characteristics of informal employment in a megacity	☐ Understand the causes of informal employment in megacities (e.g. rapid urbanisation, lack of formal job opportunities). ☐ Describe the characteristics of informal employment (e.g. low pay, lack of job security, unregulated). ☐ Analyse the implications for individuals and urban development.
10	To understand different theories (Malthus and Boserup) that are used to explain the relationship between population and resources.	☐ Understand the key ideas of Malthus and Boserup regarding population growth and resource availability. ☐ Compare and contrast the two theories. ☐ Evaluate the relevance of these theories in the context of modern global challenges.
11	To understand how energy demand and production varies globally.	☐ Describe patterns of global energy demand and production. ☐ Explain reasons for variations between countries and regions. ☐ Use data to support understanding of energy inequalities and trends.
12	To understand how non-renewable and renewable energy sources have advantages and disadvantages for people and the environment.	☐ Identify different types of renewable and non-renewable energy sources. ☐ Explain the advantages and disadvantages of each for people and the environment. ☐ Evaluate the sustainability and long-term viability of different energy sources.
13	To understand how energy can be managed in a sustainable way.	☐ Understand strategies for managing energy sustainably (e.g. conservation, efficiency, alternative sources). ☐ Analyse examples of sustainable energy initiatives at local, national, and global levels. ☐ Evaluate the effectiveness and challenges of sustainable energy management.
14	To understand contrasting trends in urbanisation over the last 50 years in different parts of the world	Know: Key global urbanisation statistics and patterns over time. ☐ Understand: How and why urbanisation rates differ between regions (e.g. Africa vs Europe). Be able to do: Interpret graphs and maps showing urbanisation trends; compare and explain differences between countries.
15	To understand factors affecting the rate of urbanisation and the emergence of megacities	Know: Definitions of urbanisation and megacities; examples of megacities. Understand: Push and pull factors driving rural-urban migration; economic and demographic drivers. Be able to do: Explain why megacities form and identify contributing factors using case studies.

16	To know and understand the problems associated with rapid urbanization.	Know: Common issues such as overcrowding, pollution, informal settlements, and infrastructure strain. Understand: The social, economic, and environmental impacts of rapid urban growth. Be able to do: Analyse case studies and suggest possible solutions to urban problems.
17	To understand factors affecting urban land use patterns	Know: Types of urban land use (residential, commercial, industrial, etc.). Understand: How physical, economic, and social factors influence land use. Be able to do: Interpret land use maps and explain spatial patterns in urban areas.
18	To understand the urban challenges in a named developed country.	Know: A specific case study (e.g. London, New York) and its key urban issues. Understand: How challenges like housing, transport, and inequality manifest in developed contexts. Be able to do: Evaluate strategies used to address these challenges in the chosen city.
19	To understand urban challenges in a named developing country or emerging country.	Know: A specific case study (e.g. Lagos, Mumbai) and its urban challenges. Understand: The role of informal economies, slums, and infrastructure deficits. Be able to do: Compare challenges with those in developed countries and assess responses.
20	To understand factors that affect the development of the rural-urban fringe.	Know: What the rural-urban fringe is and examples of land uses found there. Understand: How urban sprawl, transport links, and planning policies influence development. Be able to do: Analyse maps and explain changes in land use at the urban edge.
21	To understand the range of possible strategies aimed at making urban living more sustainable and improving the quality of life	Know: Definitions of sustainability and examples of urban sustainability strategies. Understand: How strategies address environmental, social, and economic issues. Be able to do: Evaluate the effectiveness of different approaches using real-world examples.
22	To explore the role of different groups of people in managing the social, economic and environmental challenges in the chosen urban area	Know: Key stakeholders (e.g. government, NGOs, local communities, businesses). Understand: How different groups contribute to urban management and decision-making.

		Be able to do: Analyse stakeholder roles in a case study and assess their impact
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