

Context					
Unit	Slums				
Assessment	How far do you agree with the following statement? 'Governments around the world should clear slums away.'				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>It is a statutory, national curriculum requirement that: "Pupils should describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water" In this unit pupils will gain an understanding of one of the main settlement types around the world: slums. The substantive concept (big idea) covered in this unit is settlements. Children have been learning about different settlements since the very beginning of their geography learning. In EYFS, children learn about different types of homes. In KS1 children learn about West Drayton and where we live. In KS2 children begin to look at settlements around the world and grow their understanding that settlements grow and evolve due to access to resources such as fresh water, food and shelter. Children learn that settlements can be damaged or destroyed due to natural disasters such as flooding or volcanic eruptions. Children learn about migration and factors which force people to leave their homes, due to both natural disasters and social issues such as war. In this unit, children learn about slums around the world, making comparisons between different slums and their own lives. Pupils will learn that over a billion people are currently living in slums, and where these settlements are distributed around the world. They will also learn about common conditions in slums, such as cramped conditions and people not having the right to live in or own their homes. The impetus from some governments and developers to clear away slums is explored with some of the advantages and disadvantages of rehousing people living there. Specific government improvements to the living conditions of people in Rocinha are also explored, such as providing free bricks and cement and addressing crime through policing.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Enquiry: Compare, contrast, analyse and evaluate appropriate sources Human & Physical: Analyse the impact that human and physical environments have on each other and understand how some of these aspects have changed over time. Location & Place: Compare and contrast different regions and analyse why changes occur over time. Mapwork: Locate cities and counties of the UK and some countries in the world</p>				
Vocabulary <i>To be displayed on the working wall</i>	Developers	Landslide	Sanitation	Working conditions	Inhabitants
	Drug trafficking	Living Conditions	Sewage	Population	
	Extreme Weather	Residents	Slums	Settlements	

Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local Geography	Curriculum Links
1	What is a slum?	To analyse sources to reach a conclusion about the distributions of slums across the world	Mapwork Location and Place			
2	What are the similarities between Rocinha and Dharavi?	To compare and contrast Rocinha and Dharavi slums	Mapwork Human and Physical			
3	What challenges are faced by people living in slums?	To explain the challenges faced by people living in slums	Human and Physical			
4	What improvements can be made for people living in slums?	To critically analyse if enough is being done to improve life in slums around the world				
5	What next for Dharavi?					
6	Assessment: How far do you agree with the following statement? 'Governments around the world should clear slums away.'					

Lesson 1

Pearson Lesson	What is a slum?
Learning Intention	To analyse sources to reach a conclusion about the distributions of slums across the world
SOLO SC: Uni- Structural <i>Bronze</i>	I can define what a slum is
SOLO SC: Multi- Structural <i>Silver</i>	I can describe living conditions in a slum
SOLO SC: Relational <i>Gold</i>	I can analyse sources to reach a conclusion about the distributions of slums across the world
SOLO SC: Extended Abstract <i>Platinum</i>	I can theorise why countries in Africa have a higher percentage of the population living in slums

<p style="text-align: center;">Activity</p> <p style="text-align: center;">(What will the children do to demonstrate their understanding of the LI?)</p>	<ul style="list-style-type: none"> - Introduce the knowledge organiser for this topic. - Introduce the key concepts for this unit. How does this unit fit in with our geography journey so far? - What connections can the children make with this content? Encourage discussion. - Padlet: What do you already know about slums? https://padlet.com/agaughanwda/Bookmarks - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions - To achieve gold, children should be able to use the map on page 5 to reach a conclusion that most slums are located in - As a class: chn watch a clip of an extreme mountain biker racing down through a favela (slum) in Rio de Janeiro, Brazil. Explain where Rio de Janeiro is. Tell pupils to write down as many words and phrases as they can from the clip that tells them what a slum is like: https://www.youtube.com/watch?v=56kJ99Avfol&t=1s (watch clip twice, pausing if necessary to allow pupils time to write). Take feedback after the clip. Ask the chn if there are any features of a 'normal' life within the clip (chn might draw attention to the church, shops, people working, children playing). What surprised them? - In books, children to write their new understanding of what a slum is and where in the world they are typically located. 		
<p style="text-align: center;">Key Vocabulary for the lesson</p>	<p>Slums Living Conditions Over-crowded</p>	<p>Inhabitants Environment Settlement</p>	
<p style="text-align: center;">Curriculum Links</p>			
<p style="text-align: center;">Resources</p>	<p>Slums Lesson Plan</p>	<p>Pupil Booklet Pupil Booklet (ANSWERS)</p>	<p>Slides</p>

Lesson 2	
Pearson Lesson	What are the similarities between Rocinha and Dharavi?
Learning Intention	To compare and contrast Rocinha and Dharavi slums
SOLO SC: Uni- Structural <i>Bronze</i>	I can locate Brazil and India on a map
SOLO SC: Multi- Structural <i>Silver</i>	I can list features of Rocinha and Dharavi slums
SOLO SC: Relational <i>Gold</i>	I can compare and contrast Rocinha and Dharavi slums
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on what life must be like for people living in Rocinha and Dharavi slums

<p style="text-align: center;">Activity</p> <p style="text-align: center;">(What will the children do to demonstrate their understanding of the LI?)</p>	<ul style="list-style-type: none"> - Retrieval Quiz - Display a world map on the board, where are Brazil and India? What continents are they in? - Children to use Google Earth to visit the Rocinha slum in Brazil and the Dharavi slum in India. - Article about Dharavi - BBC Video about Rocinha - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions - Children to compare and contrast the 2 slums: venn diagram / T-chart / written paragraph - Platinum (Stretch): Children to write a short diary entry from the perspective of a child living in Rocinha or Dharavi slums. Can they include the features of the slums in their accounts? 		
<p style="text-align: center;">Key Vocabulary for the lesson</p>	<p>Slums Crowded Sanitation</p>	<p>Facilities Medical clinics Economic activity</p>	<p>Carnival Community</p>
<p style="text-align: center;">Curriculum Links</p>			
<p style="text-align: center;">Resources</p>	<p>Slums Lesson Plan</p>	<p>Pupil Booklet Pupil Booklet (ANSWERS)</p>	<p>Slides</p>

Lesson 3

<p style="text-align: center;">Pearson Lesson</p>	<p>What challenges are faced by people living in slums?</p>
<p style="text-align: center;">Learning Intention</p>	<p>To explain the challenges faced by people living in slums</p>
<p style="text-align: center;">SOLO SC: Uni- Structural <i>Bronze</i></p>	<p>I can identify features of a slum</p>
<p style="text-align: center;">SOLO SC: Multi- Structural <i>Silver</i></p>	<p>I can list reasons why it is hard to live in a slum</p>
<p style="text-align: center;">SOLO SC: Relational <i>Gold</i></p>	<p>I can explain the challenges faced by people living in slums</p>
<p style="text-align: center;">SOLO SC: Extended Abstract <i>Platinum</i></p>	<p>I can research ways to improve life for those who live in poor conditions</p>

<p style="text-align: center;">Activity</p> <p>(What will the children do to demonstrate their understanding of the LI?)</p>	<ul style="list-style-type: none"> - Retrieval Quiz - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions - Using what they have read and resources from last lesson, children to work in table groups to produce a large mind map on sugar paper (page 15) - Feedback as a class. 		
<p style="text-align: center;">Key Vocabulary for the lesson</p>	<p>Working conditions Illegal Sewage</p>	<p>Diarrhoea Cholera Residents</p>	<p>Landslides Drug Trafficking Gangs</p>
<p style="text-align: center;">Curriculum Links</p>			
<p style="text-align: center;">Resources</p>	<p>Slums Lesson Plan</p>	<p>Pupil Booklet Pupil Booklet (ANSWERS)</p>	<p>Slides</p>

Lesson 4

<p style="text-align: center;">Pearson Lesson</p>	<p>What improvements can be made for people living in slums?</p>
<p style="text-align: center;">Learning Intention</p>	<p>To critically analyse if enough is being done to improve life in slums around the world</p>
<p style="text-align: center;">SOLO SC: Uni- Structural <i>Bronze</i></p>	<p>I can list challenges people face living in slums.</p>
<p style="text-align: center;">SOLO SC: Multi- Structural <i>Silver</i></p>	<p>I can evaluate the advantages and disadvantages of clearing away slums</p>
<p style="text-align: center;">SOLO SC: Relational <i>Gold</i></p>	<p>I can critically analyse if enough is being done to improve life in slums around the world</p>
<p style="text-align: center;">SOLO SC: Extended Abstract <i>Platinum</i></p>	<p>I can theorise a potential outcomes for slums that do not make improvements</p>

Activity (What will the children do to demonstrate their understanding of the LI?)	-
Key Vocabulary for the lesson	
Curriculum Links	
Resources	Slums Lesson Plan Pupil Booklet Pupil Booklet (ANSWERS) Slides

Lesson 5	
Pearson Lesson	What next for Dharavi?
Learning Intention	To plan and analyse what can be done for Dharavi slums
SOLO SC: Uni- Structural <i>Bronze</i>	I can list challenges facing people living in Dharavi
SOLO SC: Multi- Structural <i>Silver</i>	I can generate solutions for people living in slums
SOLO SC: Relational <i>Gold</i>	I can formulate a plan for Dharavi offering solutions to challenges faced by citizens
SOLO SC: Extended Abstract <i>Platinum</i>	I can hypothesise the success of my plans for Dharavi if adapted to other slums around the world
Activity (What will the children do to demonstrate their understanding of the LI?)	-

Key Vocabulary for the lesson	
Curriculum Links	
Resources	Slums Lesson Plan Pupil Booklet Pupil Booklet (ANSWERS) Slides

Lesson 6

Assessment Think! Question	How far do you agree with the following statement? 'Governments around the world should clear slums away.'
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)
Key Vocabulary for the lesson	
Curriculum Links	
Resources	Slums Think! Question Knowledge Quiz Knowledge Quiz ANSWERS