

Learning Program for Incredible India. Year 2 Geography.

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria (for E/S/D at KS3)	S&C
Incredible India	To establish what we already know about India. To describe where in the world India is located. To suggest reasons why we should learn about India.	5 Facts about India - research	Teacher questioning and opportunity to build on knowledge through open ended homework.	Developing: Will know 3 things about India and describe the location of India using 3 pieces of detail from the atlas. Secure: Will be able to explain 4 or more things about India and describe the location of India accurately, using 4 or more pieces of detail from the atlas. Excellence: Will be able to explain a range of things about India, at the highest level using categories in your work. Will describe the location of India accurately, using a range of features from the atlas.	HALs: Will be able to suggest what we should learn next about India. Open ended HW
Physical and Human India	To create a map of India to show a range of physical features. To create a map of India to show a range of human features. To compare the two maps and analyse how the physical geography of India has influenced settlement patterns.	Complete maps and print out for homework. Complete extension activity	Peer assessment of descriptions, with 2 stars and a wish and feedback time to make improvements.	Developing: Will create a physical and human map of India with at least 4 physical and 4 human features. Will make simple comparisons between the two maps. Secure: Will create a physical and human map of India with a range of features and will be able to make 3 different points when comparing the information. Excellence: Will create a physical and human map of India with a detailed and accurate range of features and you will be able to make a number of points when comparing the information.	HALs: Will be able to suggest how India's human or physical geography may change in the future.
Slumdogs and Millionaires	To understand the meaning of the key terms 'diversity', 'multicultural' and 'equality'. To be able to describe how India is a diverse country. Explain your answers to life in India using evidence from the Slumdog Millionaire.		Keywords test	Developing: Will know what diversity means, know that India is a diverse country and use 2 pieces of evidence from the film in your answers. Secure: Will know and be able to explain what diversity means and use 3 clear pieces of evidence from the film to support your answers. Excellence: Will know and be able to explain what diversity, multicultural and quality mean and use a range of evidence from the film to support your answers and evaluations.	HALs: Will evaluate how diverse India is or explain key terms using examples from the film.
Life in India	To know what life is like in different places in India To describe life in rural and urban India To make decisions as a tourist facing dilemmas when visiting rural India	Where would you go on holiday in India - produce a leaflet of the main attractions.	Peer assessment of comparisons	Developing: Will know what life is like in at least 2 different places in India. Will describe life in rural India. Will be able to make decisions to different dilemmas and explain your reasons. Secure: Will know what life is like in at least a number of different places (3+) in India. Will describe life in rural India in detail. Will be able to make well informed decisions to different dilemmas and clearly explain your reasons. Excellence: Will compare what life is like in different rural and urban places (3+) in India. Will describe life in rural India in detail, may compare to urban areas. Will be able to make very well informed decisions to different dilemmas and thoroughly explain your reasons.	Extension story

<p>Bangalore Assessment - Globalisation</p>	<p>To know how life is changing in Bangalore and India. To explain who is winning and losing from globalisation in Bangalore and India. To assess the impact of 'globalisation' in India, do you think there are more winners or losers?</p>	<p>Revision over the next few lessons to prepare for the essay question.</p>	<p>Assess the impact of 'globalisation' in India, do you think there are more winners or losers? (12 marks)</p>	<p>Developing: Know how 2 people's lives have changed in Bangalore, know at least one positive and one negative experience of globalisation for each person and conclude overall. Secure: Explain how 3+ people's lives have changed in Bangalore, explain whether people have had +/- experiences of globalisation. Assess people's experiences of globalisation. Excellence: Explain how a range of different people's lives have changed in Bangalore using supporting evidence, assess whether people have had +/- experiences of globalisation. Assess contrasting experiences of globalisation.</p>	<p>HALs: Assess how these experiences may change in the future (short term 1 year, long term 5+ years).</p>
<p>Dilip Mystery</p>	<p>To know why Dilip is known as David. To explain why Dilip is known as David using a number of reasons. To explain how India and the UK are affected by globalisation.</p>			<p>Developing: Will explain why Dilip is also known as David using information from the lesson. Using explanations are short or brief and any lack detail. Secure: Will explain why Dilip is also known as David using a number of reasons (using the PEE chain to explain details). Will suggest the advantages and disadvantages for call centres moving from the UK to India but explanations are not always clear. Excellence: Will explain why Dilip is also known as David using a range of reasons or categories (using the PEE chain to explain details). Will evaluate the advantages and disadvantages for call centres moving from the UK to India clearly, for both the UK and India at the highest level.</p>	