

Learning journey	Geography	Slums	Year 5	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
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<p>In Year 4 unit they learn about is Water, Weather and Climate Focus on Egypt and comparing to UK (Seas and Nile) They look at land-use patterns and how best land is used in their Year 4 Food and Farming unit</p>	<p>The pupils will identify where the major slums are in the world The pupils will learn about push and pull factors The pupils will identify Brazil's favelas The pupils will evaluate the positive and negatives of slums The pupils will study Rochina in Brazil</p>	<p>The next unit will be Sustainability in Year 5 (Spr 1) where they will look at natural resources. They will need to know how natural resources are crucial for living and the importance of not overusing finite resources.</p>	<p>Slum Favela Shantytown Squatter Townships</p>	<p>Inhabitants Sanitation Urbanisation Urban Rural</p>
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NC coverage and HWJS skills development	Knowledge organisers
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<p>National curriculum coverage for history</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of: human geography, including the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p style="text-align: center;">HWJS Skills Development</p> <ul style="list-style-type: none"> Identify where the World's slums are Describe the five basic living conditions Explain the difficulties faced for those living in a slum and solutions that could help support Evaluate the advantages and disadvantages of slums, with a focus on crime

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<p>Keywords</p> <p>Slum An informal, densely populated and usually illegal settlement that is inhabited (lived in) by the urban poor.</p> <p>Settlement A place where people establish (set up) a community.</p> <p>Densely populated Many people living in an area, crowded.</p> <p>Inhabitant A person who lives in an area.</p> <p>Urbanisation The process whereby an increasing proportion of people live in towns and cities.</p> <p>Urban Towns and cities</p> <p>Rural Countryside</p> <p>Migration The movement of people (or animals) from one place to another.</p> <p>Push factors Negative factors that encourage people to leave a particular place.</p> <p>Pull factors Positive factors that attract people to a particular place.</p> <p>Services A system provided for people, such as transport, education, internet, electricity.</p> <p>Inequality Difference or inconsistency</p> <p>Quality of life The level of overall wellbeing of an individual, community or a country. It is made up of many factors, including wealth, health, rights and education.</p> <p>Standard of living The level of wealth and material goods that an individual, community or country has access to. This is a numerical value, usually measured in US dollars.</p> <p>Self-help urbanism Government-funded projects that help slum residents improve their homes</p> <p><small>54% of the World's Population Now Lives in Cities</small></p> 	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>UN-HABITAT Definition of Slums</p> <p>A settlement that is lacking in (missing) one of the following: safe housing; sufficient living space; easy and affordable access to safe water; access to sanitation; the legal right to the home.</p> <p>The World's Five Largest Slums</p> <p>It is estimated that between 900 million and 1.6 billion people live in slums around the world.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1. Orangi Town (Karachi, Pakistan)</td><td>2.4 million</td></tr> <tr><td>2. Neza (Mexico City, Mexico)</td><td>1.2 million</td></tr> <tr><td>3. Dharavi (Mumbai, India)</td><td>1 million</td></tr> <tr><td>4. Kibera (Nairobi, Kenya)</td><td>700 thousand</td></tr> <tr><td>5. Khayelitsha (Cape Town, South Africa)</td><td>400 thousand</td></tr> </table> <p>Synonyms for Slums:</p> <ul style="list-style-type: none"> Squatter settlement Shanty town Township (South Africa) Favela (Brazil) </div> <div style="width: 45%;">  <p>UPP: Rio de Janeiro's Favelas</p> <p>The UPP (Pacification Police Units) were introduced in 2008 to reduce crime and violence in the favelas. Initially they were very successful.</p>  <p>Rocinha Favela (Rio de Janeiro, Brazil)</p> <p>In Rio de Janeiro, over 20% of people live in favelas.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Population:</td><td>Estimated: 150 thousand to 300 thousand people (it is hard to know exactly how many people live in the favela)</td></tr> <tr><td>Location:</td><td>On a steep slope in the southern part of the city.</td></tr> <tr><td>Area:</td><td>Less than 2.5km² (making the area very densely populated)</td></tr> <tr><td>Famous for:</td><td>Improvements to quality of life of residents, but also crime and drug-related violence</td></tr> </table> </div> </div> <div style="margin-top: 10px;"> <p>Push Factors</p> <ul style="list-style-type: none"> few services lack of job opportunities unhappy life poor transport links natural disasters waste shortage of food <p>Pull Factors</p> <ul style="list-style-type: none"> access to services better job opportunities more entertainment facilities better transport links improved living conditions hope for a better way of life family links </div>	1. Orangi Town (Karachi, Pakistan)	2.4 million	2. Neza (Mexico City, Mexico)	1.2 million	3. Dharavi (Mumbai, India)	1 million	4. Kibera (Nairobi, Kenya)	700 thousand	5. Khayelitsha (Cape Town, South Africa)	400 thousand	Population:	Estimated: 150 thousand to 300 thousand people (it is hard to know exactly how many people live in the favela)	Location:	On a steep slope in the southern part of the city.	Area:	Less than 2.5km ² (making the area very densely populated)	Famous for:	Improvements to quality of life of residents, but also crime and drug-related violence
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<p><u>Connections / deepening understanding</u></p> <p>Focus on Brazil</p>	<p><u>RADE</u></p> <p>Article 6 - (life, survival and development) Article 12 - (respect for the views of the child) Article 13 - (freedom of expression) Article 17 - (access to information from the media) Article 28 - (right to education) Article 29 - (goals of education)</p>	<p><u>Assessment</u></p> <p>By the end of the unit the children will be able to explain where slums are located and the hardships the occupants face.</p>	
<p>Assessment recording for the unit - checking the level of pitch of the work</p>			
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>
<p>Explain the issues people living in a slum face</p>	<p>Give one issue people face living in slums</p>	<p>Give clear and detailed issues that people face in slums</p>	<p>Give positives and negatives of living in slums.</p>
<p>Know what a slum is</p>	<p>Can tell one feature of a slum</p>	<p>Can give a clear definition of what a slum is with more than one key feature.</p>	<p>Can give a detailed definition and description of a slum</p>