



Geography Year 9 – Changing Populations

12 weeks = 18 lessons

To examine the reasons behind rural to urban migration and the growth of cities. Looking at how the location of megacities has changed from being predominantly in Europe and North America to Asia and Africa. Examining how population growth and structure is measured and how different countries are trying to manage under and over population. Examining reasons for and consequences of migration. This unit of work builds previous study in year 7. 'Fantastic places' introduced students to the locations of countries studied in this unit. It continues to look at our connections to other countries as studied in 'Globalisation and me'. It also builds on units in year 8, 'Sustainable living' and 'Africa, a single story' as the unit picks up on reasons for migration and the impacts of an increasingly urbanised world. It feeds forward to the next unit on 'South America' as students examine the challenges and opportunities of life in the Favelas.

<u>It is anticipated that all lessons will take 2 hours to complete.</u>	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Retrieval and homework</u>
Lesson 1: KG – Explain how global population is changing. What is population? What factors influence the shape of the population graph?	To understand how the world's population is changing. This links back to lessons on development in year 7 and Africa. This feeds forward to next lesson as it explains that global population is rising. Future lessons examine where this growth is happening. This feeds forward to GCSE Paper 2.	Pupils define population. They discover how the world's population has changed since 2017. The study a graph showing how the world's population has changed. They draw their own line graph from statistical data. Pupils think about why the world's population has grown and look at why governments conduct census every ten years.	Population Population growth Census	Geography in the News Homework: To be set on a weekly basis. From the vocabulary identified for retrieval in the next lesson. Homework set on the last lesson of the week, using vocab from that lesson in preparation for retrieval in the first

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				lesson of the next week.
<p>Lesson 2: KG - Explain where everyone lives and why.</p> <p>What parts of the world are sparsely and densely populated?</p>	<p>To understand what is meant by population distribution. To identify where the world's biggest populations are found. To analyse population patterns. This links back to lessons on development in year 7, adapting to conditions in different biomes in year 8 and rural to urban migration in Africa year 9. This feeds forward to the next lesson on population pyramids as students look at youthful and ageing populations in different countries. This feeds forward to GCSE Paper 2.</p>	<p>Pupils define key terms, population density, sparsely populated, densely populated. Pupils compare maps of population density with atlas maps to identify world population distribution. Pupils use photos of places to identify positive and negative factors to explain their population. Pupils write a paragraph to explain the distribution of world population – Marked work.</p>	<p>Population distribution Population Density Sparsely Populated Densely Populated</p>	<p>Vocabulary Retrieval: Population, Population growth and Census Challenge: Which continent has the highest population? Suggest why this is the case.</p>
<p>Lesson 3: KG - Describe the structure of a population</p> <p>Which countries have a high birth rate? What factors increase life expectancy?</p>	<p>To understand how the population of a country changes as it develops. To use a model to investigate population change. To draw and interpret population data using population pyramids to predict change. This links back to population structure in year 7 Emerging economies lessons and lessons on Africa in year 9. This feeds forward to the next lesson in which students use this information to complete a piece of extended writing.</p>	<p>Pupils define key terms – birth rate, death rate, natural increase and decrease, demographer. Pupils consider the demographic transition model to help understand how a countries population can change linked to their stage of development. Pupils are re-introduced to population pyramids. Pupils compare population pyramids for two different countries.</p>	<p>Birth rate Death rate Natural increase and decrease Industrialised Demographic Transition Model Population Pyramid</p>	<p>Geography in the News Vocabulary Retrieval: Define Sparsely and Densely populated. Challenge: Describe a local area that is densely populated and sparsely populated. Explain reasons why London is a densely populated area.</p>

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	This feeds forward to GCSE Paper 2.			
<p>Lesson 4: KG - Describe the population structure of the UK.</p> <p>What are the problems created by an ageing population?</p> <p>How is the UK tackling the problems created by an ageing population?</p>	<p>To understand the population structure of the UK and identify some of the positives and negatives of this structure.</p> <p>This links back to ideas on developed countries in the year 7 Emerging Economy unit. Ideas about sustainability in the year 8 Sustainable living unit and Nigeria / Ethiopia in the year 9 Africa Unit.</p> <p>This feeds forward to the next lesson which discusses the issues that arise from a youthful / ageing population and over population.</p> <p>This feeds forward to GCSE Paper 2.</p>	<p>Extended writing task – Peer marked</p> <p>Students use a structure grid to write an extended answer to the question: Describe the population structure of the UK.</p> <p>This work is then peer assessed using SpACE.</p>	<p>Gender Development Prediction Proportion.</p>	<p>Vocabulary Retrieval: Define Birth rate and Death rate.</p> <p>Challenge: Describe the birth rate in Nigeria.</p> <p>Explain why the birth rate is so high.</p>
<p>Lesson 5: KG - To what extent can we control population size?</p> <p>How successful are pro-natal policies?</p>	<p>To understand how countries attempt population control.</p> <p>To consider the success of population control.</p> <p>This links back to year 7 studies on Emerging Economies, issues with overpopulation putting a strain on resources in year 8 Sustainable living and population growth in African countries such as Ethiopia and Nigeria.</p> <p>This feeds into the next lesson looking at the reasons why people migrate and the issues this creates.</p> <p>This feeds forward to GCSE Paper 2.</p>	<p>Define overpopulation and underpopulation.</p> <p>Investigate population problems and approach to control in Russia, using an article, population pyramid and public information population campaign poster.</p> <p>Investigate population problems and approach to control in China, using an article, population pyramid and public information population campaign poster.</p> <p>Look back at Demographic Transition Model and identify at which stage in the model the two countries are.</p>	<p>Underpopulation Overpopulation Policy</p>	<p>Vocabulary retrieval: Define what proportion means in relation to population.</p> <p>Challenge: Describe the proportion of pensioners in the UK.</p> <p>Explain some of the issues with an ageing population.</p> <p>What measures can society take to counter balance this?</p>

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<p>Lesson 6: KG - Explain why people migrate</p> <p>(This lesson may that 3 hours as it includes marked work.)</p> <p>What are the push and pull factors of migration?</p>	<p>To understand what is meant by migration, and the different forms of migration.</p> <p>To be able to explain push and pull factors.</p> <p>To consider social, economic, political, environmental reasons for migration.</p> <p>This links back to rural to urban migration in Emerging Economies Year 7 and Africa Year 9. It also links to Sustainable living as migration can put a strain on resources as well as lead to innovation.</p> <p>It feeds forward to the next lesson looking at migration destinations. Particularly Mexico to USA. It feeds forward to GCSE Paper 2.</p>	<p>Define key words, migration, voluntary migrants, forced migrants, refugees, push and pull factors.</p> <p>Introduce Lee’s model of migration and key terms.</p> <p>Pupils read migration story from a CNN news report.</p> <p>Pupils draw a copy of Lee’s migration model and add push and pull factors and intervening obstacles that influences Esayas’ decision to migrate.</p> <p>Pupils read migration story C and repeat the activities.</p> <p>Conduct a class survey and identify any further migration stories.</p> <p>Classify push factors.</p> <p>Answer the lesson title enquiry question. Explain why people migrate.</p>	<p>Migrant Migration Immigrant Voluntary migrants Forced migrants Refugees Push and Pull factors</p>	<p>Geography in the News Vocabulary Retrieval: Define under and over population. Challenge: Describe how China has tried to manage population growth. Explain some of the problems created by this policy.</p>
<p>Lesson 7: KG - Explain where people migrate to</p> <p>Is international migration a necessity?</p>	<p>To know the major destinations and routes for international migrants.</p> <p>To identify the push and pull factors for migration between Mexico and the USA.</p> <p>This links back to rural to urban migration in Emerging Economies Year 7 and Africa Year 9 particularly push and pull factors.</p> <p>It feeds forward to the next lesson which looks at urbanisations and the issues that arise from this,</p>	<p>Introduce statistics to demonstrate the scale of world international migration, using a graph.</p> <p>Identify the top ten destination countries for international migration, using a graph.</p> <p>Identify the major world routes for migrations and compare this with a development map.</p> <p>Investigate a large international migration from Mexico to the USA.</p>	<p>Deported Illegal migration</p>	<p>Vocabulary Retrieval: Push and pull factors. Challenge: Describe why many Mexicans want to move to the USA. Explain the benefits to the USA of migration.</p>

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	particularly the strain on resources. (Sustainable living year 8)			
Lesson 8: KG - Explain what is urbanisation is Why do most people want to live in cities?	To understand the process of rural to urban migration. To understand how global patterns of urbanisation are changing. To consider the problems of urbanisation. This links back to year 7 issues on barriers to development due to rapid urbanisation. To problems in Nigeria and Ethiopia due to rapid population growth and urbanisation studied earlier in year 9. This feeds forward to the next lesson which looks at urbanisation in London looking at regeneration in East London around the Olympic Village.	Pupils look at the processes of urbanisation. Pupils look at the top ten cities from 1900 – 2030. Pupils locate each city using coordinates and label them on an outline map of the world, before describing how the location of major cities have changed. Using a labelled diagram of push and pull factors for rural to urban migration. Pupils create their own migration story. Pupils consider the UN Sustainable Development Goal 11 – Sustainable Cities and Communities, to discuss in groups and identify possible problems of rapid urbanisation.	Urbanisation Rural to urban migration	Vocabulary Retrieval: Define Illegal migration. Challenge: State a push factor for illegal migration. Explain why Germany is a popular migration destination.
Lesson 9 – Review how populations are changing. What are the main differences in population structure between rich and poor countries?	Pupils will answer questions that assess what they have learnt in this unit. <ul style="list-style-type: none"> World population distribution and change How countries attempt to control population change About types of migration Urbanisation and how cities evolve 	Pupils answer a series of questions to help them assess their understanding of what they have learnt in this unit. Pupils draw a concept map to show the big ideas they have studied in this unit, as well as impact on natural resources. Pupils read about the ideas in Factfulness and use the Dollar Street website to research examples of families in each level of income identifies by Hans Rosling.	Four levels of income	Vocabulary Retrieval: Define rural and urban. How many people in a mega city. State the names of 3 megacities. Explain why there the growth of megacities is in Asia and increasingly in Africa.

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		<p>Identify which income levels the migration stories from lesson 6. Compare the four income levels to the Demographic Transition Model and identify which stage in the model each income level is likely to be in. Pupils reflect back on how the ideas from factfulness progress their understanding of development, and identify links between what they have learnt about population to development on their concept map.</p>		
Lesson 10 - Assessment	<p>This feeds forward to GCSE as an understanding of population, migration and urbanisation are important aspects of GCSE geography. Students will be required to understand the causes and effects of rapid urbanisation in different parts of the world. Students. will study Nigeria and the UK at GCSE.</p>	<p>Unit Assessment Marked Work</p>		

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