

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning Year 8 – Term 1/Unit 1 – Population and Migration

Intent – Rationale

This topic allows students to develop an understanding of the issue of population growth at a global scale and its social, economic and environmental impacts. We examine the relationship between population growth and resource usage as well as global population distribution. Students will also consider the issue of economic international migration in Europe and North America and understand the motivation for migration as well as the consequences on country of origin and destination.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> Y7 Location of Europe and of a region within Europe Y7 Location of North America 	<ul style="list-style-type: none"> International migration from Africa to Europe (Y9) How uneven development leads to migration (GCSE Y10) Child's One Child Policy (Asia Unit) Y8 Population pyramids (GCSE) Demographic transition model (GCSE) Migration, identity and sovereignty (Y13) Diverse places and environmental refugees (Y12)
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> History – migration- Windrush generation 	<p><u>SMSC</u></p> <p><u>Spiritual development 1</u> – ability to be reflective and inform interest and respect for different people's faiths, religions and values</p> <p><u>Spiritual development 2</u> – enjoyment and fascination in learning about themselves, others, and those around them</p> <p><u>Spiritual development 4</u> – willingness to reflect on experiences.</p> <p><u>Moral development 3</u> – an interest in investigating and offering reasoned opinions about moral and ethical issues and ability to</p>

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	<p>understand and appreciate the viewpoints of others on these issues (migration issues)</p> <p><u>Social development 3</u> – an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p><u>Cultural value 1</u> – an understanding and appreciation of a wide range of cultural influences that have shaped our heritage and those of others</p> <p><u>Cultural value 2</u> – an understanding and appreciation of the range of different cultures within school and further afield as an essential element of preparation for life in modern Britain</p> <p><u>British values</u></p> <p>BV4 - mutual respect</p> <p>BV5 - tolerance of those with different faiths and beliefs.</p> <p><u>Careers:</u> Gatsby benchmark a) communication, b) confidence, c) teamwork, h) IT</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>FROM THE LIBRARY</p> <p>Migration; P. Guinness-910</p> <p>Migration and population; Cobi Smith-363</p> <p>Population and migration growth; Lisa Firth-363.9</p> <p>The ones that disappeared; Zana Fraillon-FIC/F</p> <p>Planet under pressure: Too many people on earth?; M.Annis-363.9</p> <p>Population; Jack Gillet-910</p> <p>Peoplequake: Fred Pearce</p> <p>Globalisation; Iris Teichmann-337</p> <p>National Geographic Magazine.</p>	<ul style="list-style-type: none"> • Bar chart drawing (lesson 7) • Line graph drawing (lesson 1) • Population pyramid interpretation (lesson 4) • Calculating rates of natural population increase (lesson 3)

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BBC News24 The week Junior	
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GEOGRAPHY Scheme of Learning Year 8 – Term 1 Unit 1 Population and migration

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
<p><u>Know</u></p> <p>How global population has changed over the past 220 years</p> <p>How population is distributed at a global scale</p> <p>How population structures (pyramids) differ in shape according to whether they are HICs or LICs</p> <p>What ‘overpopulation’ means and the impact it is having on the natural environment</p> <p>What migration means and the causes of migration movements</p> <p><u>Apply</u></p> <p>Knowledge of factors affecting population growth</p> <p>Knowledge of factors that can lead to densely populated and sparsely populated regions of the world</p> <p>Knowledge of factors leading to overpopulation to help provide solutions</p> <p>Knowledge of push and pull factors affecting migration to understand the impacts</p> <p><u>Extend</u></p> <p>Predict what may happen to population growth in the future</p> <p>Calculate natural population growth as percentages for different countries</p> <p>Compare population pyramids in different parts of the world using key terminology</p> <p>Predict how population pyramids may change as countries develop</p> <p>Evaluate the contrasting viewpoints about managing overpopulation</p>

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>List key terminology</p> <ul style="list-style-type: none"> • population density • population distribution • exponential growth • densely • sparsely populated • resources • migration • opportunities • border patrol • illegal • policy • birth rate • death rate • ageing population • asylum seeker • government • emigration • immigration • refugee 	<p>Assessment will take 3 main forms:</p> <ul style="list-style-type: none"> • In starters, plenaries and during the lessons – retrieval practice and formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc. • For homeworks tasks that require students to research new knowledge (or apply existing knowledge to extended answers.) eg. Population research on the demographers Malthus and Boserup • Summative assessments: multiple-choice, one mark answers, extended answers in test or exam conditions as end-of-unit tests • Key word meaning and spelling tests are included as part of the focus on building a knowledge bank of geographical vocabulary.

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. How is world population changing?	Can I describe how global population has changed over the last 200 years?	Can I explain why the world's population growth has 'exploded' in the last 100 years?	Powerpoint 1. Geog.2 4th edition pages 18-19 Homework – mix and match key words
2. How is the population of the world distributed?	Can I describe the distribution of population in the world?	Can I explain the distribution of the world's population and recognise sparsely populated and densely populated regions?	Powerpoint 2. Geog.2 4th edition pages 20-21 https://www.bbc.co.uk/bitesize/guides/z2gbp39/video
3. What factors affect population growth rates?	Can I describe the factors affecting population growth rates?	Can I explain how factors affecting population growth rates vary according to the level of development of a country?	Powerpoint 3. Powerpoint 'Population change game' Geog.1 4 th Edition. Pages 24-25
4. What do population pyramids tell us?	Can I label population pyramids to explain what they show?	Can I compare population pyramid structures and explain how and why they change over time?	Powerpoint 4. Investigating population pyramids (IT task) Somalia and Europe population pyramid sheet
5. What is overpopulation and what are the different opinions about it?	Can I define overpopulation and explain how it causes challenges for people, the economy and the environment?	Can I evaluate contrasting viewpoints regarding overpopulation?	Powerpoint 5. Geog.2 4 th edition pages 10-11

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6/7 What are the causes and consequences of economic migration to the UK?	Can I define economic migration and explain the causes and consequences of economic migration to the uk?	Can I appreciate that economic migration brings both positive and negative impacts?	Powerpoint 7/8 Define key terms Migration from Lithuania worksheet Or Sheet - Why is Jedrek considering work in the UK? Alternative resource: Pumpkin DVD – Population Change and video questions (saved on media drive)
8. What are the causes and consequences of migration from Mexico to the USA?	Can I explain how and why illegal migrants move from Mexico to the USA?	Can I discuss the challenges faced by migrants and evaluate the impacts of this migration on both Mexico and the USA?	Powerpoint 9. Michael Palin clip https://www.dailymotion.com/video/x21gucf From 11: 58 minutes
9. What are the causes and consequences of migration from Mexico to the USA? (2)	Can I explain how and why illegal migrants move from Mexico to the USA?	Can I discuss the challenges faced by migrants and evaluate impacts of this migration on both Mexico and the USA?	Powerpoint 10 West side story lyrics Facetime interview between a migrant from Mexico to the USA and her family in Mexico/letter from a Mexican migrant to his family discussing the challenges and opportunities
Mid-term knowledge test End of topic test			Key words, multiple choice, labelling a world map Data response, short answers and extended answer