

Y7 GEOGRAPHY

POPULATION & MIGRATION- How are Populations changing?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • This unit will build on prior learning on settlement, urbanisation and economic activities. Students will use the knowledge gained in these units, in order to explore how change over time, and how population growth will affect both physical and human geography. • The unit will build on KS2 locational geographical on south America, by exploring migration in Mexico, as well as expanding, in line with the KS3 curriculum knowledge and awareness of Asia, with a focus on China. • The will build on knowledge of economic activities studied previously, and link this to the Demographic Transition Model. In order to understand how economic change and development will affect a country's population. 	<ul style="list-style-type: none"> • Students will be developing ideas of changing urban landscapes in the UK and globally, weaving into population change as a cause and consequence of the changes taking place. • Students will examine how countries attempt to control population change, impact of different types of migration. We will examine population grow, and change, alongside migrations, by exploring case studies such as China and Mexico. • Map skills; such as line-graphs, pie charts and choropleths maps, which will be re-visited throughout the course and explored in more depth. • Students will be introduced to population pyramids, in the context of change in population. 	Population, e.g. birth rate, death rate, Natural rate of population increase, Population distribution, Population density Census Demographic Transition Model Migration Immigrant Refugee
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • Some pupils will progress further and start to describe and begin to explain geographical patterns relating to population distribution and settlement location; describe how these processes can lead to similarities and differences between places in HICs and LICs and in the lives of people living there. 	<ul style="list-style-type: none"> • This unit will explore current affairs about migration, and the social, moral and economic effects of it. In examining real life examples such as migration within America's and in particular Mexico. • Links will be made to the political and historical approach from the Chinese Government using the One Child Policy, to control population growth. Students will be challenged to consider the length 	<ul style="list-style-type: none"> • Understanding of global context – links how the economic situation in one country will affect migration and impact on other neighbouring countries. • Importance of economic and political factors in a country with regards to human geography and how social, economic, and political factors have an impact on the movement of people.

<ul style="list-style-type: none"> • Support will be provided through writing frames, sentence starters, questions stems, whole school VIP strategy for disadvantaged students and WAGOLs. • Success criteria. • SEND support provided in accordance with individual needs and SEND passports. 	<p>that governments will go to, in order to balance physical geographical resources and change in human geography and population growth.</p>	<ul style="list-style-type: none"> • Start top explore the change in the world through better communications and transport, and thus the development of globalisation concerning trade.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • Personal development, an empathy will be explored through the topic of migration and the length people will go to. Students will be challenged to consider the balancing act of providing for all, with limited resources. • Cultural differences between different countries, through the examination of case studies; China and Mexico. 	<ul style="list-style-type: none"> • There are strong cross curriculum links to Character and Culture, considering immigration and British Values. • Numeracy – pie charts, reading and interpreting data. Use and structure of population pyramids • Literacy – use of keywords in context, through inclusion in activities and expectation of use in extended writing. • Opportunities for class reading out load using a variety of different texts, including newspaper articles. 	<p>The reasons behind migration, the impact of migration on countries, that there are a lot of positive impacts as well as negative ones.</p>
Assessment timeline:		
<ul style="list-style-type: none"> • Regular re-visits of key vocabulary and subject knowledge through starter tasks, re-cap quizzes and low stake knowledge tasks. • Extended writing after decision-making lessons on China, to show reasoning and justification. • End of topic review Task- assessed. 		
Home learning		
<ul style="list-style-type: none"> • Numeracy skills – population pyramid – to construct and to read. Stretch- analyse data, linking to historical and political context to explore reasons for population structure. • Applying subject knowledge through diary entry – extended writing – in relation to migration from Mexico. 		
Feedback		
<ul style="list-style-type: none"> • Feedback will be in accordance with school marking and feedback policy. • Peer reading and feedback will be used through sharing of diary entries and using www/ebi. 		

- Feedback will follow school policy and include live feedback.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													