



Year 8 Geography: Population

Learning Outcomes	<p>This scheme of learning aims to develop student knowledge and understanding of world population change and growth. The unit introduces the concepts of birth rate in relation to Gross National Income and considers the reasons why population distribution differs in relation to human and physical factors. The second part of the unit introduces China as a key case study for population policy and change. Following on from this, Japan is introduced as a case study of an ageing population.</p>
Key Questions	<p>How and why has world population changed and how will our global population look in the future?</p> <ol style="list-style-type: none"> 1. How has world population changed? 2. Why does population change? 3. Is there a link between wealth and birth rates? 4. How are people distributed around the world? 5. How are people distributed around the UK? 6. What is a census? 7. What is the Demographic Transition Model? 8. What are population pyramids? 9. What are population policies? 10. What was China's One Child Policy? 11. How did China's population policy change? 12. What is an ageing population? 13. What are the impacts of an ageing population in Japan?
Knowledge	<p>Key Concepts</p> <ul style="list-style-type: none"> • Natural increase • Gross National Income • Economic disparities • Population growth • Population policies • Ageing populations <p>Key Skills:</p> <ul style="list-style-type: none"> • Apply the knowledge of key processes • Identify key landforms from photographs and OS maps • Interpret statistics and data • Annotate photographs

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	<ul style="list-style-type: none">• Read from graphs to support their answers to exam questions• Enquiry activities in class• 6 mark written answers• Oral literacy and debating• Art and Design• Literacy <p>Key Words:</p> <table><tr><td>Population pyramids</td><td>Anti-natalist policies</td><td>Demographic Transistion Model</td><td>Population density</td></tr><tr><td>Urbanisation</td><td>Pro- natalist policies</td><td>Census data</td><td>Sparsely populated</td></tr><tr><td>Rural to urban migration</td><td>Birth rates</td><td>Ageing populations</td><td>Densely distributed</td></tr><tr><td>Natural increase</td><td>Death rates</td><td>GNI- Gross National Income</td><td>Distribution</td></tr></table>	Population pyramids	Anti-natalist policies	Demographic Transistion Model	Population density	Urbanisation	Pro- natalist policies	Census data	Sparsely populated	Rural to urban migration	Birth rates	Ageing populations	Densely distributed	Natural increase	Death rates	GNI- Gross National Income	Distribution
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Ongoing Assessment	Formative assessment is an integral part of every lesson and includes a re-cap of prior knowledge, discussion of new concepts and terminology and modelling of successful writing. Students also prepare and complete a range of short and long exam-style questions throughout the course with the focus carefully chosen to reflect new learning in each lesson. Assessment is commonly done in class or at home using. There are opportunities to challenge misconceptions through Assessment for Learning (AfL) embedded within key lessons.																
Key Assessment	<p>Key Assessment 1: This consists of a mid-unit multiple-choice test on MS Forms designed to consolidate knowledge and understanding of key terms and also develop cartographic and statistical interpretation of key sources.</p> <p>Key Assessment 2: This comprises an end of unit Population assessment whereby students have to interpret a data source and answer short answer questions. Students also have to complete an extended writing piece in the format of a 6-mark question. Key concepts and case studies are re-visited through each key assessment. The key assessment is worth 40 marks and is 40 minutes long.</p>																
Sequencing	Each lesson begins with a re-cap of facts and consolidates ideas from previous sessions and goes on to introduce new geographical skills, ideas and language in a logical sequence of activities.																
Links to Careers	The primary focus of this course is Population which can include discussion of related careers related to Demography e.g. within the Government and Politics, the Office for National Statistics, journalism and the media.																
Diversity and Inclusion	Elements of the diversity and inclusion agenda are addressed through discussion of people living at different levels of development in differing parts of the world. Sensivity is required around the Population policies, especially China’s. We outline the unit before we begin to highlight																

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	<p>to students any areas they may wish to come and discuss with their class teacher prior to the lesson and also encourage them to share their lived experiences verbally in class if they so wish and also by incorporating their stories into our curriculum with their permission. Students are encouraged to be confident and secure in their knowledge by exploring geography through different lenses. We encourage empathy and use De Bono's thinking hats to challenge the 'normal' perspective.</p> <p>In our lessons, we aim to critically examine and deconstruct the dominant Eurocentric narratives that have traditionally shaped UK geography classrooms, it is essential to embrace diverse voices, indigenous knowledge systems, and global perspectives. By doing so, we can foster a more inclusive understanding of geographical issues, one that values the interconnectedness of all regions and recognises the contributions of historically marginalised communities in shaping our world. We are careful not to make assumptions in the classroom and question any topics that may have affected or may affect our students directly. We liaise with the Head of Year before covering the One Child Policy and other population policies.</p>
Support	<p>This course is very well planned and resourced to ensure free and open access for all students. Teaching and learning resources can be access on SharePoint or through MS Teams. All handbooks, lesson PowerPoints and worksheets are on there. All students are provided with a printed copy of the worksheets that cover all the notes in the PowerPoints. The subject handbook gives a list of all of the key words for each topic with a specification checklist to show how student learning ties in with key assessments and formal examinations. We subscribe to magazines through the department and ensure there are copies in the library for all students to access. We systematically send positive postcards home to students who have made excellent progress and also contact home to offer support to those who haven't made the expected progress.</p>
Challenge	<p>Blue and purple challenge activities are built into all of our geography lessons to stretch the more able and a wide range of extension activities are provided for students throughout the course. These include wider reading, watching news reports and articles, films and documentaries and targeted research assignments. Activities are shared with students through the lesson resource packs. The following links provide further challenge.</p> <ul style="list-style-type: none"> • Internet Geography Population - Internet Geography • Seneca Learning- Population Structure - Geography: KS3 • Wider reading is usually signposted at the end of each powerpoint but can also be found the Geography SharePoint Page. Population Y8 • Wide World Magazine- Copies of these can be found in the library or on our Geography SharePoint Page Geography - Wide World Magazine - All Documents <p>We also encourage all students to watch, read or listen to the news to bring real stories into class to add to their learning.</p> <p>Year 8 are invited to 'The Geographical Society' which is lead by the Year 12 Geography students where they have the opportunity to write articles for our magazine, the 'Nonsuch Geographic' and to take part in geography games and competitions.</p>

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