

Context							
Unit		Population					
Assessment		Assessment: 'Population increase is one of the greatest risks to the planet.' Do you agree? OR Give an example of population increase and its challenges in a chosen country.					
Concepts - How does this unit fit in?		<u>Population</u> KS1 - What's it like where we live? Y3 Villages, Towns and Cities - Where do people live? Y4 Migration - What is migration? Y5 Slums - What is a slum? Y6 Population - How and why has population changed?	<u>Settlements</u> KS1 - What's it like where we live? Y3 Villages, Towns and Cities - What affects where people live? Y3 Mountains, Volcanoes and Earthquakes - Do the benefits of living near a volcano outweigh the risks? Y4 Rivers - Why are rivers important to people? Y4 Migration - What causes people to migrate? Y5 Slums - What challenges are there for people living	<u>Environment</u> KS1 - Hot and Cold Places Y3 Water and Weather - Y4 Natural Resources - Y5 Biomes - Why are biomes under threat? Y5 Energy and Sustainability Y6 Globalisation			
Enquiry question		Learning Intention	Geography Skills Skills Progression	Knowledge Concepts	Diversity	Local Geography	Curriculum Links
1	Where do people live around the world?	to investigate how the population is distributed across the world	Enquiry Mapwork Location and Place	Population		Frequent comparisons/connections to West Drayton	Y3 Villages Towns and Cities
2	How and why has population changed?	to read and interpret charts and graphs in order to reach a conclusion	Enquiry Human and Physical	Population			Link to WW1/WW2 Maths: Graph work
3	What are the challenges of an ageing population?	to explain the impact of an ageing population	Enquiry Human and Physical Mapwork	Population			
4	How is population pyramid created?	to read and interpret charts and graphs in order to reach a conclusion	Enquiry Location and Place	Population			Maths: Graph work Geography, Y4 Migration
5	What are the best ways to feed the planet?	to research ways to combat food insecurity across the worlds	Human and Physical Location and Place Mapwork	Population			
6	Assessment: 'Population increase is one of the greatest risks to the planet.'			Population			

Do you agree? OR Give an example of population increase and its challenges in a chosen country.					
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Lesson 1	
Enquiry question	Where do people live around the world?
Learning Intention	to investigate how the population is distributed across the world
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify one way in which population has changed over time
SOLO SC: Multi- Structural <i>Silver</i>	I can describe patterns in population growth rate
SOLO SC: Relational <i>Gold</i>	I can investigate how the population is distributed across the world
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on the repercussions of rapid population growth
Activity (What will the children do to demonstrate their understanding of the LI?)	<ul style="list-style-type: none"> - Introduce the new topic to the children. - Introduce the key concept to be covered during this unit and talk children through the learning journey. - Share with the children how their previous learning will help them with this unit. <p>Population growth: drawing a line graph</p>
Key Vocabulary for the lesson	Population density Densely populated Sparsely populated
Curriculum Links	Y3 Villages Towns and Cities (Geography) Maths - Drawing line graphs
Resources	Population Lesson Plan Pupil Booklet Pupil Booklet (ANSWERS)

Lesson 2

Enquiry question	How and why has the population changed?
Learning Intention	to read and interpret charts and graphs in order to reach a conclusion To explore population growth in the UK between 1850-2020.
SOLO SC: Uni- Structural <i>Bronze</i>	I can retrieve information from a table. I can define key terms related to population growth.
SOLO SC: Multi- Structural <i>Silver</i>	I can read charts and graphs to retrieve information. I can retrieve information from resources.
SOLO SC: Relational <i>Gold</i>	I can read and interpret charts and graphs in order to reach a conclusion. I can analyse resources in order to reach a conclusion.
SOLO SC: Extended Abstract <i>Platinum</i>	I can speculate, using evidence, how the population may continue to change in the future. I can speculate, using evidence, how the population may continue to change in the future.
Activity (What will the children do to demonstrate their understanding of the LI?)	Children to write a conclusion of their findings from the Pupil Booklet, commenting on how and why the population has changed over time. Encourage the use of the key vocabulary in their answers.
Key Vocabulary for the lesson	Birth rate Death Rate Life Expectancy Population

Curriculum Links	Maths: read and interpret charts and graphs.
Resources	Population Lesson Plan Pupil Booklet Pupil Booklet (ANSWERS)

Lesson 3

Enquiry question	What are the challenges of an ageing population?
Learning Intention	<p>To explain the impact of an ageing population</p> <p>To explore the challenges of an ageing population.</p>
SOLO SC: Uni- Structural <i>Bronze</i>	<p>I can identify what an ageing population is.</p> <p>I can define what an ageing population is.</p>
SOLO SC: Multi- Structural <i>Silver</i>	<p>I can list reasons for an ageing population.</p> <p>I can list reasons why Japan's population is ageing.</p>
SOLO SC: Relational <i>Gold</i>	<p>I can explain the impact of an ageing population.</p> <p>I can explain the impact of an ageing population to a country's economy.</p>
SOLO SC: Extended Abstract <i>Platinum</i>	<p>I can suggest ways the government could help meet the needs of an ageing population.</p> <p>I can suggest ways the government could help meet the needs of an ageing population.</p>

Activity (What will the children do to demonstrate their understanding of the LI?)	Following the Pearson lesson plan should enable children to meet the LI at their level of understanding.
Key Vocabulary for the lesson	Ageing Population Shrinking Population Death Rate Birth Rate
Curriculum Links	History: 20th Century Conflict, impact of WWI/II on birth/death rate
Resources	Population Lesson Plan Pupil Booklet Pupil Booklet (ANSWERS)

Lesson 4

Enquiry question	How is a population pyramid created?
Learning Intention	To read and interpret graphs in order to make comparisons To explore population pyramids.
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify the purpose of a population pyramid. I can read graphs to retrieve information.
SOLO SC: Multi- Structural <i>Silver</i>	I can read graphs to retrieve information. I can explain the purpose of a population pyramid.

SOLO SC: Relational <i>Gold</i>	I can read, interpret and draw graphs in order to make comparisons I can analyse population pyramids in order to make comparisons and draw conclusions.	
SOLO SC: Extended Abstract <i>Platinum</i>	I can research why there is such an imbalance in male and female populations in Qatar	
Activity (What will the children do to demonstrate their understanding of the LI?)	Children to stick in population pyramids for Japan and Democratic Republic of the Congo. After discussing the questions on page 21, children to write a short paragraph explaining the difference in population in these two countries. Encourage children to use the subject specific vocabulary. After completing the activity on page 22, encourage children to reflect on the imbalance. Can children use their prior learning about populations to suggest reasons for this imbalance? Children to record some ideas before conducting research. Children can then add to, and evaluate their initial ideas.	
Key Vocabulary for the lesson	Population Pyramid Birth Rate Death Rate	Life Expectancy Age Group
Curriculum Links	Maths: read and interpret graphs Y4 Migration, Geography: many men living in Qatar are expats.	
Resources	Population Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS)

Lesson 5

Enquiry question	What are the best ways to feed the planet?
Learning Intention	to research ways to combat food insecurity across the world To explore food insecurity across the world.
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify what food insecurity is.

<p>SOLO SC: Multi- Structural <i>Silver</i></p>	<p>I can list reasons why different countries experience food insecurity.</p> <p><i>I can explain why countries experience food insecurity.</i></p>
<p>SOLO SC: Relational <i>Gold</i></p>	<p>I can research ways to combat food insecurity across the world.</p> <p><i>I can explain one solution to food insecurity.</i></p>
<p>SOLO SC: Extended Abstract <i>Platinum</i></p>	<p>I can research food insecurity in the UK, and explain how this compares with another country in the world.</p> <p><i>I can compare food insecurity in two countries.</i></p>
<p>Activity (What will the children do to demonstrate their understanding of the LI?)</p>	<p>Following the Pearson lesson plan should enable children to meet the LI at their level of understanding.</p> <p>Children could complete the final research task in pairs or small groups and present their findings back to the class.</p> <p>At platinum level, through their research, children should be encouraged to reflect on the UK in comparison to a contrasting country in the world such as Somalia. Children should identify the challenges in both countries, suggesting solutions. Is there an excuse for food insecurity in the UK?</p>
<p>Key Vocabulary for the lesson</p>	<p>Food insecurity Production Distribution</p>
<p>Curriculum Links</p>	
<p>Resources</p>	<p>Population Lesson Plan Pupil Booklet Pupil Booklet (ANSWERS)</p>

Lesson 6 - ASSESSMENT

<p>Assessment Think! Question</p>	<p>‘Population increase is one of the greatest risks to the planet.’ Do you agree?</p>
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	OR Give an example of population increase and its challenges in a chosen country.		
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)		
Key Vocabulary for the lesson	Birth rate Death rate Densely populated	Food insecurity Food production Life expectancy	Population Population density Sparsely populated
Curriculum Links			
Resources	Population Think! Question	Knowledge Quiz Knowledge Quiz ANSWERS	