



### Subject: Population

| Overarching Topic: Mind the Gap – Population  |  |   |   |
|---|--|---|---|
| Why is this topic being studied at this time?   | This is the second part of the Mind the Gap topic focusing on population. The preceding topic focused on development and disparity between HIC and LIC countries. We will now focus on population on a global to regional scale.   |   |   |
| How does it fit into the wider subject curriculum?  | This topic will get pupils to think about how world population and the factors that affect population will link to the previous half of mind the gap. This topic will continue to introduce critical geographical terms which will link to the GCSE syllabus.  |   |   |
|   | Essential  | Core  | Ambitious   |
| <b>The Big Questions</b><br>(What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"> <li>To understand what population is. To understand how it increases and decreases.</li> <li>To understand the factors affecting population density and distribution.</li> <li>Identify how population is structured.</li> <li>Identify a case study example of a country trying to manage its population.</li> </ul> | <ul style="list-style-type: none"> <li>Explain how population is different between HIC and LICs around the world.</li> <li>Explain what factors have affected the rate of population change in a country.</li> <li>Using a named case study to explain how a country has tried to manage its population.</li> <li>Using named case studies, explain how migration can have both a positive and negative impact on both source and host countries.</li> <li>How can we measure quality of life of our local population?</li> </ul> | <p>Evaluate the success and dangers of China and its One Child Policy.</p> <p>How will Brexit affect the population of the UK?</p> <p>Highlight Geography in the news linking to population and migration.</p> <p>Using an enquiry question, explore how the local area's quality of life can be measured and managed</p> |
| <b>The Key Skills/ Techniques</b>   | <b>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</b>  |   |   |
|   | <b>Skill/Technique</b>   | <b>How will this skill be developed?</b>  |   |

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|  | Map Skills   | Plotting countries to identify HIC and LICs.<br>Plotting countries that are used as case studies.<br>Students being able to identify patterns on maps and using an Atlas.  |
|  | Exam skills – Use of specific information e.g case studies | Presentation of book – Highlight and use of key words lists/Use of vocabulary organiser<br>Identifying the difference between describe, explain, assess and evaluate.<br>Extended writing using scaffolding and example answers. |