Name: Class:

Year 7 Unit 3:



Is 7 billion too many?



Professionalism. Inclusion. Pedagogy. Curriculum.

Be professional. Be inclusive. Be a learner. Be knowledgeable

Unit Overview: Global population change FNQUIRY: Is 7 billion too many?

| =110,011.1 | | <u> </u> | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------|---|
| Unit intention: | | · | |
| Success criteria | | \checkmark | X |
| I can categorise factors affecting distribution I can draw and explain a population pyramid I can assess the success of the One-child policy I can explain how population is changing today I can compare the two main population theories I can complete a choropleth map. | | | |
| Unit summative and formative | assessment details: | | |
| Several EQs | | | |
| | | | |
| Home Learning (What and how | often): | | |
| Variety of consolidation sheets | | | |
| | | | |
| Topic Sequence | Recommended read | ding: | |
| Population density and distribution Population structure Population controls Reasons for migration Population theory UK population change | Bitesize - https://www.bbc.co.ul Population 10 Billion - I Places to visit: Docklands museum - t changed | n Study Centre | |



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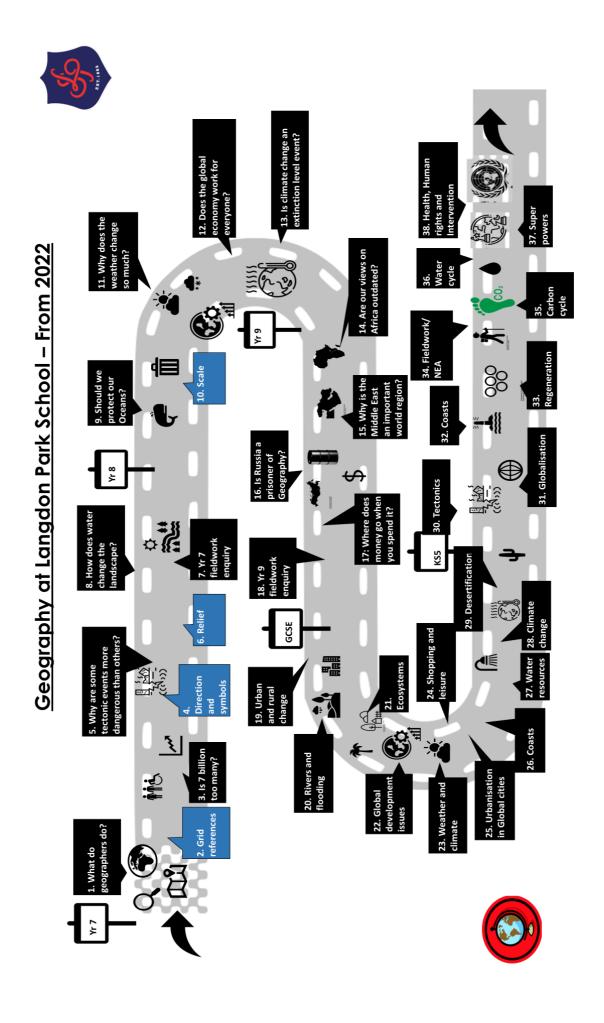
End of Unit EVALUATION

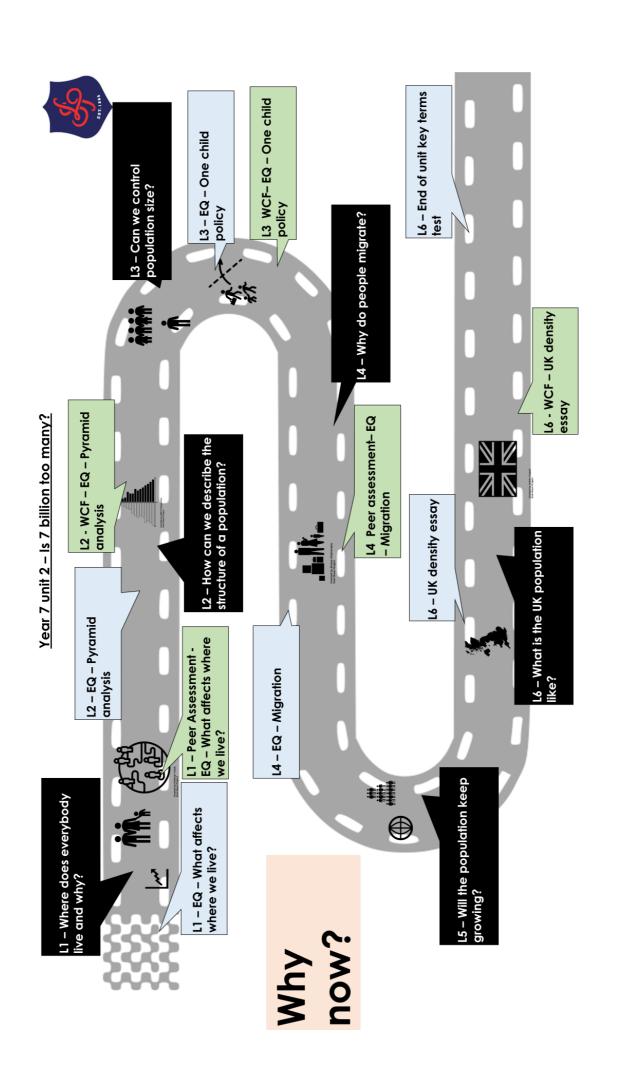
| Success criteria – Have you met them? Show your <u>evidence</u> in preparation for your assessment. |
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| 5. |
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| 6. |
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| How will you improve your work? |
| |

| | | Year 7 (Term 2 | 2) | | |
|--------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------|------------------------------------------|
| Ц | Extending | Mastering | Learning | How assessed | HW Check |
| To understand what population density and distribution are | I can categorise factors affecting distribution | I can explain why population density is uneven | I can describe global population distribution | EQ | Density homework sheet |
| To understand how populations change over time | I can explain what a population pyramid shows | I can explain why birth and death rates change | I can calculate natural increase | EQ – Population pyramid | Population pyramid review sheet |
| To understand how countries, try to control their population | I can assess the success of the One-child policy | I can describe a variety of ways of controlling population | I can describe problems caused by over- population | China EQ | Guided reading |
| To understand the causes of migration | I can explain why people migrate | I can identify push and pull factors | I can define the types of migration | EQ - Migration | Pro-natalist policy |
| To understand how population might change in the future | I can explain how population is changing today | I can compare the two main population theories | I can name population theories | Is 7 billion too many? | |
| To describe and explain the UK's population. | I can explain why population density varies in the UK | I can explain the link between relief and population | . I can complete a choropleth map. | Essay | 15 facts about London |

<u>Glossary</u>

| Key word | Definition |
|----------|------------|
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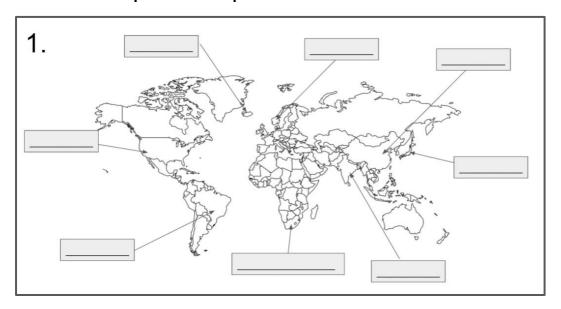


Lesson 1: Where does everybody live and why?

Big Picture

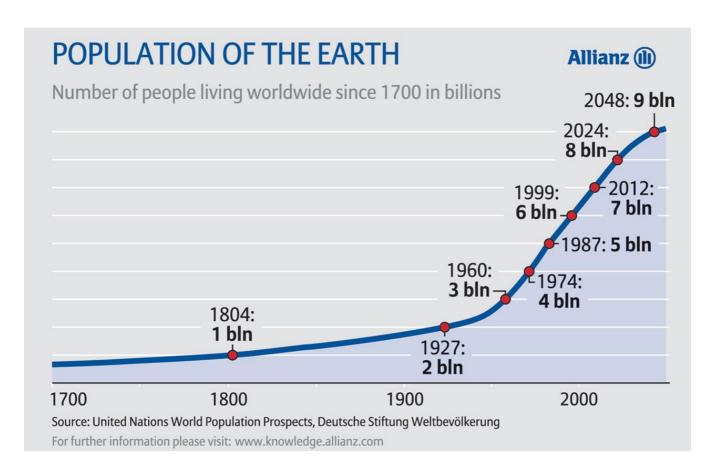
| L/M/E | | I think I can | My teacher thinks I can |
|-----------|-------------------------------------------------|------------------|----------------------------|
| Learning | I can describe global population distribution | | |
| Mastering | I can explain why population density is uneven | | |
| Extending | I can categorise factors affecting distribution | | |

Do it now: Complete the map



Starter:

| What is the population of? |
|----------------------------|
| London |
| The UK |
| The EU |
| China |
| India |
| The World? |



Population density

When the population of an area is described as populated there are lots of people in one area

When the population is described as populated there are few people in one area.

Population distribution

The distribution is how the people are spread out.

This can be or

Match 1 =

Match 2 =

Match 3 =

Population density rises when the population increases.

In the Sahara Desert there is less than 1 person per square kilometre.

In Holland there are around 500 people per square kilometre.

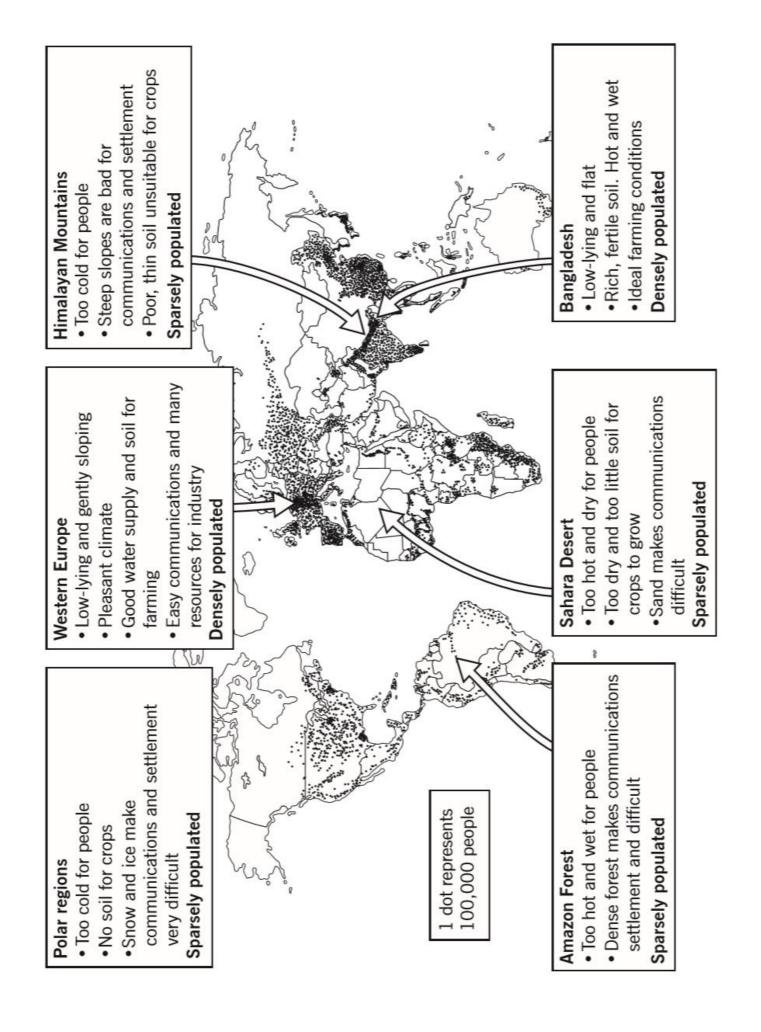
| Mh^5 | | | | |
|-----------------------------------------|-----------------------------------------|-------|-----------------------------------------|-------|
| , , , , , , , , , , , , , , , , , , , , | | | | |
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Where do we live?

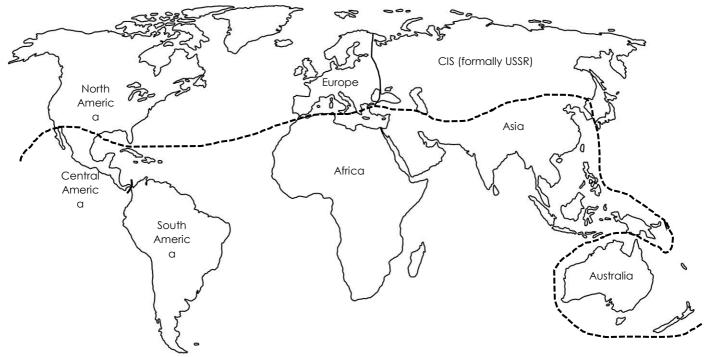
People are not spread evenly over the world. Some of the most crowded places are in China, India, parts of Western Europe, and some areas of Africa and the USA. More and more people in the world are living in cities. The population distribution map below shows how unevenly people are spread around the world.

For each bullet point in each box, add one of the following words from the list below. These are categories which each factor could be sorted into. The Amazon Forest has been done for you as an example.

| Climate | Relief | Terro | ain Vege | tation | Soils | Natural Resources |
|---------|--------|-------|----------|---------|-------|-------------------|
| | Trans | sport | Economic | Politic | :al | Other |



Skill: Choropleth Maps



| World Region | Population Density | Time for population to double | Population increase arrow |
|-----------------|-----------------------|-------------------------------|---------------------------|
| North | 12 | 93 | |
| America | 43 | 27 | |
| Central | 20 | 33 | |
| America | 18 | 24 | |
| South | 101 | 266 | |
| America | 13 | 80 | |
| Africa | 110 | 30 | |
| Europe | 2 | 90 | |
| USSR | | | |
| Asia | | | |
| Australia | | | |

Population Increase key:

= Fast (doubling in less than 40 years)

= Medium (doubling in 40 to 90 years)

= Slow (doubling in more than 90 years)

Population Density key:

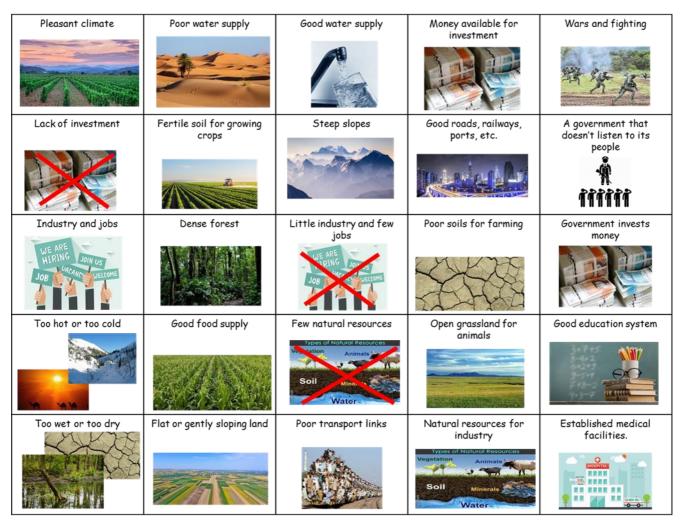
= rich north poor south divide

= Crowded (over 100 people per sq km)

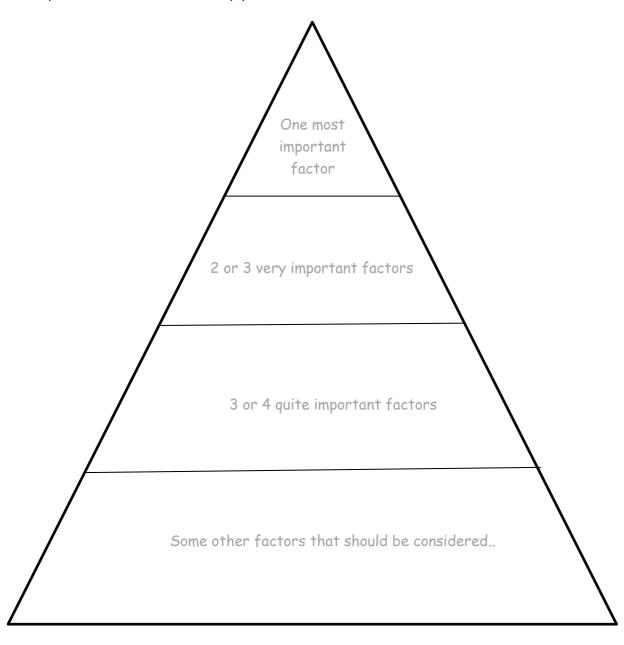
= In between (20 – 100 people per sq km)

= Few people (less than 20 people per sq km)

Sort the statements into positives, then work out whether they are human or physical factors and negatives



| Positives – encourage people to | H/P | Negatives – prevent people from | H/P |
|---------------------------------|-----|---------------------------------|-----|
| live there | , | living there | |
| | | | |
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| triangle to illustrate your answer. |
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| What does population mean? |
|------------------------------------------|
| What does distribution mean? |
| Why might an area be densely populated? |
| Why might an area be sparsely populated? |
| |

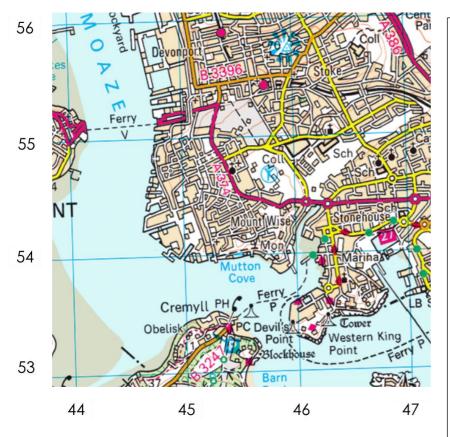
Time to reflect

Lesson 2: Where and why do people live?

Big Picture

| L/M/E | | I think I | My teacher |
|-----------|------------------------------------------------|-----------|--------------|
| | | can | thinks I can |
| Learning | I can calculate natural increase | | |
| Mastering | I can explain why birth and death rates change | | |
| Extending | I can explain what a population pyramid shows | | |

Do it now:



| What can be found at: |
|-----------------------------------------|
| 458 548 |
| 456 535 |
| 459 558 |
| 464 551 |
| 468 544 |
| |
| What is the 6-figure grid reference of: |
| The Phone box |
| Mutton Cove |
| The train station NE of Devonport |
| |

25 most populated areas in the UK



Find the following words in the puzzle. Words are hidden $\land \lor \to \leftarrow$ and \lor .

BELFAST
BIRKENHEAD
BIRMINGHAM
BOURNEMOUTH
BRIGHTON
BRISTOL
CARDIFF
COVENTRY

EDINBURGH
GLASGOW
WEST YORKSHIRE
KINGSTON UPON
HULL
GREATER
MANCHESTER
LEICESTER
LIVERPOOL
MANCHESTER

NOTTINGHAM READING SHEFFIELD SOUTHAMPTON SWANSEA TEESIDE THE POTTERIES TYNESIDE WESTMIDLANDS GREATER LONDON

| Country | Birth rate | Death rate | Natural change (population growth rate) |
|-----------|---------------|------------|-----------------------------------------------|
| Kenya | 45 | 12 | |
| India | 29 | 10 | |
| Brazil | 25 | 7 | |
| China | 19 | 7 | |
| USA | 16 | 9 | |
| Australia | 15 | 7 | |
| UK | 13 | 11 | +2 |
| Italy | 10 | 11 | |
| Japan | 10 | 8 | |

| 2. | Calculate the population growth rate for each country. How does the population growth rate differ between the UK and Kenya? Refer to BR and DR. |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|
| | |
| | |
| | |
| 3. | Suggest reasons why the population growth rate is higher in Kenya than in the UK. |
| | |
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| War | Children need to work for the family | Clean water supply |
|--------------------------------------------|-------------------------------------------------------|----------------------------------------------------|
| Food shortage (or famine in extreme cases) | Old age pensions | Improved healthcare (better hospitals and doctors) |
| Education | Birth control available | Good harvest/reliable food supply |
| Disease or illness | High infant mortality rates (children die as infants) | Cultural tradition to have large families |
| Lack of family planning and contraception | Childcare is expensive | Early marriage (marrying at a young age) |
| Improved status of women | | |

Complete the table:

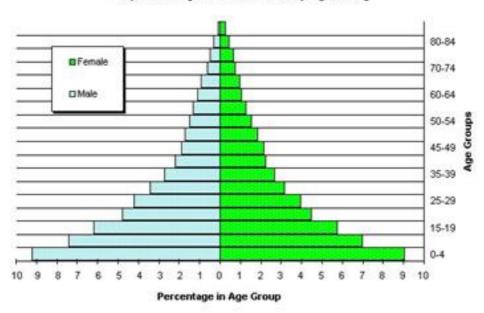
| Birth rate | •• | Death rate | \odot |
|------------|-----|------------|---------|
| High | Low | High | Low |
| | | | |
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Below is a list of newspaper headlines. Study each one and decide if it is referring to a factor which would cause population to rise or fall, then explain your reasoning.

| Flu epidemic spreads: death toll rises | Better medicine leads to longer life expectancy |
|----------------------------------------------|------------------------------------------------------------------|
| Record rice harvest in China | Improved water supply for Africa's driest countries |
| Aids virus: millions infected | Children needed to help with work in Bangladesh |
| Rice crop destroyed by monsoon rain | Fall in infant death rates in third world |
| Millions of Indian children get Polio jab | Traditions for larger families |
| Poor health care in third world countries | Gm crops: the answer to world food shortages |
| Smaller families forecast in MEDCs | Wars break out in many Asian countries |
| AIDS cure still years away, say scientists | Hope with cancer research breakthrough |
| African harvest to fail again | 5 th year of drought causes starvation in Ethiopia |
| Birth control measures promoted in china | |

| 'Population structure' is how the | of a country is | up. |
|-----------------------------------------------------|-----------------|---------|
| In other words, it is people the many of them areor | | and how |
| This can be show by a | | |

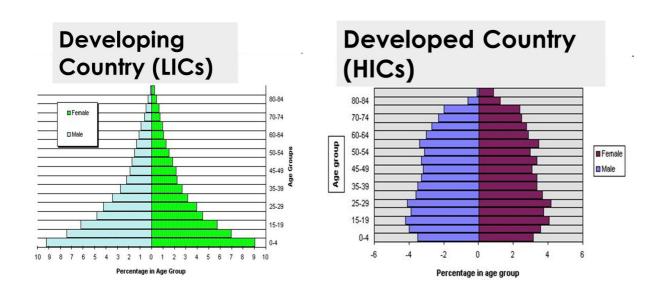
Population Pyramid for a Developing country



| What does this graph show? |
|-------------------------------------------------------------------------------|
| |
| Which is the largest age group? |
| Which is the smallest age group? |
| What percentage of males are aged between 35-39 |
| How to Read a Population Pyramid: |
| Left hand side shows population and the right hand side shows population. |
| The of the represent the of the population in a certain |
| The Y axis shows the age groups which can be in e.g or simply go up in years. |
| The X axis show the in that |
| HIC- Belgium |
| base = low, so population growth |
| & rates are |
| sides not = not many people |
| Longer |
| LIC - Belize |
| base = higher |
| rapidly sides = high |
| point = people live to age |
| majority of the population is |

Choose the correct statements to go with each pyramid. Write the statement around the correct pyramid.

| A | High birth rates | F | Poor medical care creates high infant mortality rates |
|---|-----------------------------------------------------------------------|---|-------------------------------------------------------------------|
| В | Very few doctors | G | The average person is expected to live above the age of 60. |
| С | Low death rates caused by a good quality of life. | Н | Low life expectancy caused by a poor diet and widespread disease. |
| D | Too many economically dependent in comparison to economically active. | I | Large numbers of people at a working age – economically active. |
| E | Reducing birth rates due to the growing cost of raising a family. | J | Free health care |



| Describe how the UK's population structure will change from 2011 to 2050 (6 marks). |
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| Time to reflect: |
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Lesson 3: Can we control population size?

Big Picture

| L/M/E | Learning Objective | I think I can | My teacher thinks I can |
|-----------|------------------------------------------------------------|------------------|----------------------------|
| Learning | I can describe problems caused by over- population | | |
| Mastering | I can describe a variety of ways of controlling population | | |
| Extending | I can assess the success of the One-child policy | | |

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| Do | | U | w. |

| Name the 7 continents | • • • • • • • • • • • • • • • • • • • • |
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| | ••••• |
| Latitude is an imaginary line showing how far or | a place is. |
| Longitude is an imaginary line showing how far or a | place is. |
| The line of longitude running along 0° is called the | ••••• |
| The line of latitude running at 23.5°N is the | |

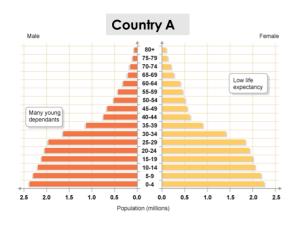
Starter: Population problems

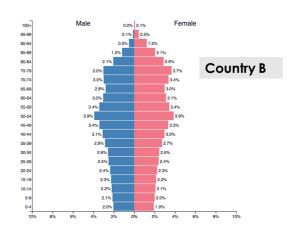
People are now living longer than ever before. As a result, this put stress on our services, such as hospital

care.



Here are two different countries with predicted population pyramids for 2025. Describe their population pyramids







| Challenges | Opportunities |
|------------|---------------|
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Sort the statements on the next page into:

| Causes |
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| Effects |

| In 2005, 16% of the population in the UK were over the age of 65. | Increasing life expectancy which currently stands at 78. As people live longer, the number of older people increases. | Falling birth rates – there are fewer young people, so the proportion of older people is greater. The average UK women gives birth to 1.5 children. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baby booms – lots of babies were born in the 1940s -60s. These large generations are starting to retire, increasing the number of elderly people. | Pressure on the pension systems – there aren't enough people of working-age to pay for an adequate pension for the retired population. | By 2030, only 56% of the population will be of working-age but the taxes they pay will have to pay for the pensions of the 27% of the population of retirement age. |
| More elderly people living in poverty – the state pension is not very large and many people don't have other savings. | Pressure on the health service – older people often need more medical care than younger people. The average stay in hospital in 2005 for people aged 75 and over was 13 nights | The working population may have fewer children because they already have older dependents, leading to a reduction in the birth rate. |
| Some people may be forced to work beyond normal refirement age to supplement their pensions. | Reduced work force – a smaller proportion of the population is working which may slow economic growth. | Increased taxes – a greater number of people claiming a pension will mean higher taxes for the working population. |
| Increased pressure on public services – there's greater demand for services like hospitals and hospices. more people will act as unpaid carers to their own elderly family members. | Unequal distribution of older people. Areas with high numbers may have inadequate facilities for younger people, e.g. bars or youth clubs. | Younger refired people contribute lots to the economy. They have reasonable amounts of money and lots of leisure time hence are good consumers. |
| Many refired people do voluntary work in schools and for charities that is essential work but done for free. | Many retired grandparents are now fulfilling child care roles for their grand children as the cost of child care rises | |

CASE STUDY: the advantages and disadvantages of an ageing population in Japan



Introduction and key statistics:

- In 2006, 20% of Japan's people were over the age of 65; in 2055 the percentage will be 41%
 - Japan's total population peaked at 127.8 million in 2005 and is predicted to fall by 30% to just under 90 million by 2055.



What are the advantages of an ageing population?

they would have plenty of inheritance for their savings and buying luxury goods and spending their incomes this could lead to children are doing less of the caring and their children when they died. However, expensive goods. With so many people Historically, pensioners saved so that society's traditions have changed and Japan's pensioners are now spending a growth in the service industry The greying yen:

Technology:

There has been technological explosion; it has inspired a range of gadgets. This people when it is switched on allowing automatically sends emails to up to 3 people to check up on their without includes an online kettle that having to visit them,

What are the disadvantages of an ageing population?

Workforce:

- The percentage of economically active people will fall from 66% in 2006 to 51 Lin
 - Businesses have difficulties finding new recruits; the labour force in the 15 24 age bracket which stood at more than 8 million in 1990 will fall to 5.3 million by 2055

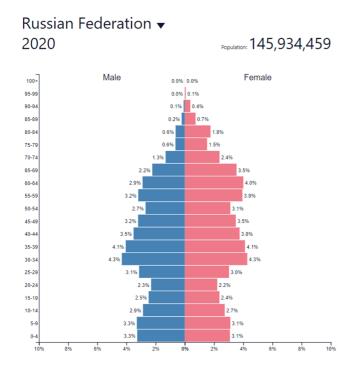
Pensions:

- By 2025 there will be only two workers paying taxes for every pensioner compared with nearly 6 workers in 1990.
- The age of retirement is rising from 60 to 65 by 2030.
- Higher pension contributions from employees, employers and the government.

Healthcare

- The number of people living in care homes or nursing homes is increasing.
- Half of Japan's health budget is spent on care for the elderly putting pressure on the nation's economy.
- A tax for people of the age of 40 was introduced in 2000 which will help pay for equipment such as wheelchairs.

What happens when your population is too low?



| Describe the shape of the population pyramid |
|-------------------------------------------------------------------|
| |
| |
| What evidence does it show to suggest that the birth rate is low? |
| |
| Compare the percentages of males and females. What do you notice? |
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Vladimir Putin vows to reverse Russian population decline – 22/6/14

In 2006, Vladimir Putin described population decline as the country's most urgent problem. At that time 16 Russians died for every 10.4 babies born, with the population declining by 700,000 people a year.

Causes of the problem

Women in Russia have careers, and put off having children, often marrying later and therefore having fewer children. As well as this, the death rate is high in Russia due to high levels of heart disease, accidents, violence and suicide. Smoking rates are among the highest in the world (twice as high as in the USA). Environmental conditions, especially in the work place, are often poor

Government Incentives

In 2007, the government introduced a programme to pay \$11,000 to mothers who have more than one child. The money can be put toward buying a house or toward the child's education or be deposited into the mother's pension account.

Success?

Official figures show that about 1.9 million babies were born in Russia in 2015, up from 1.5 million in 2005. In 2013, the country saw the number of births surpass the number of deaths for the first time in over 20 years. The mortality rate has dropped rapidly in the last few years, mainly due to new legislation restricting the sale and advertisement of alcohol in 2016, together with government-sponsored sport to encourage more healthy lifestyles. There has been a slight natural increase in population, but not enough to make a significant difference. The population of Russia is still ageing.

How do countries fight falling birth rates? BBC 15 January 2020

Russia has promised greater support for parents as the country continues to struggle with a low birth rate.

"We have to help young people, those who want a family life and are dreaming about children," President Vladimir Putin said in an annual address to lawmakers.

Countries need to have a birth rate of at least 2.1 children per woman to sustain the population, but the average figure in Europe is about 1.59.

'Remarkable' decline in fertility rates

According to the UN, two-thirds of countries in Europe have introduced measures to increase fertility rates, from baby bonuses and tax incentives to paid parental leave, with varying degrees of success.

What did Putin promise?

President Putin says that Russia's birth rate is currently at 1.48 women per children. While this is a significant increase from 1999, when the figure fell to 1.16, Mr Putin hopes to raise the level to 1.7.

Under the proposals, first-time mothers would be eligible to receive maternity benefits previously paid only to women with two or more children.

Welfare benefits would also be paid for children aged three to seven in low-income families, and free school meals would be provided for the first four years of school.

Last year, Mr Putin promised tax breaks for bigger families. A one-off "maternity capital" payment, currently worth £5,800 (\$7,600; €6,800), was introduced for families with two or more children in 2007 under a 10-year programme.

Demography expert Prof Evgeny Yakovlev told BBC Russian that the move had temporarily increased the number of families with two children but added that financial uncertainty subsequently led to another fall in the birth rate.

Answer the questions:

Why has Russia's population fallen?

How much is the population declining every year?

What does incentive mean?

What measures did Putin put in place to encourage more births?

What does legislation mean?

| How successful has the policy been? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is Russia's birth rate? |
| China's population policy |
| What do this images suggest? |
| What questions do you have about this? |
| |
| A 'One Child Policy' was brought into force in 1978, with a purpose to limit the majority of families in the country to one child each. It was hoped to reduce the growth rate of China's enormous population. Benefits for those families who had only one child included increased access to education, healthcare and community facilities. Families who broke the rule were often heavily fined. There were special rules depending on where families lived. A negative point is that twins were often separated at birth. The policy was changed in 2016. |
| Pick five key words from the passage above Summarise the passage above in less than 30 words Write a paragraph to explain why the One Child Policy was introduced |
| |
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| The country was severely overpopulated | Starvation was a major problem for the Chinese people | There is now a big gender gap with 60 million more men than women | Female infanticide* has increased since the 1980s |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Parents in China receive the cost of childcare and medical expenses for their one child. | Both parents are able to work so they will be financially better off | Abortion rate has gone up as women are pressured if pregnant for a 2 nd time | There was not enough shelter for all the population |
| Babies are being abandoned, particularly baby girls as women are less superior in Chinese society | There will be nobody to look after the elderly | Children get more time with their parents | Couples who break the policy are often forced into sterilisation- human rights infringement |

| Social |
|----------|
| Economic |

China's one-child policy - success or failure?

After three decades, the drawbacks of the one-child policy are more and more apparent

- China's pension system circles into crisis
- China faces growing gender imbalance

During the time that I grew up in China in the 1960s and 70s, Chinese families could have as many children as they liked. Many had four or five children. Some even had six or seven. My parents had four children. After the government started enforcing the rule of one child per family - often forcibly - my parents would sometimes jokingly remind me that I was an "exceeded quota person", meaning that under the one-child policy I would not have existed.

Chairman Mao, who led China from 1949 until his death in 1976, regarded a fast-growing population as a productive force necessary for China to become a great power. He treated brutally those who dared to question him and believed that China should control its population. His successor Deng Xiaoping started to reverse the trend. He felt the tremendous drag China's huge population had on its fragile economic recovery after years of political trouble.

The first children born under the one-child policy face the prospect of caring for an everincreasing number of pensioners"

On 25 September 1980, the Communist Party issued an "open letter" to all members of the party and the Communist youth league, urging them to take the lead in having only one child. This is widely seen as the beginning of the controversial one-child policy. The

government claims that the policy has helped the country achieve 400 million fewer births during the past 30 years.

But this has come at a painful cost - keenly felt by my generation and those after us.

One of my childhood friends, who didn't want to reveal his name, has had to let his daughter, his second child, call him uncle in order to escape punishment for breaking the rule.

He says it breaks his heart every time he talks about his daughter, who is officially registered as someone else's child.

A female friend, like countless other young couples in China, had to pay a large fine for having a second child. But she believed the money was worth it.

Falling fertility

Officials have repeatedly stressed that the policy has helped reduce the pressure of population growth on society and economic development, will continue. But the government has already been challenged over whether the 400 million fewer births were entirely due to the implementation of this policy.

China faces the looming problem of a rapidly ageing society with not enough young carers.

The debate over whether the one-child policy is still needed was recently stirred up by a newspaper report about the little publicised case of Yicheng county, in the northern province of Shanxi.

Yicheng has been experimenting with a two-child policy for 25 years. Despite its more relaxed regulations, the county has a lower than average population growth rate, the report said.

After three decades, the drawbacks of the one-child policy are more and more apparent.

Even though China still has the largest population in the world, a report last month by the Chinese Academy of Social Sciences, said officials were seriously overestimating the fertility rate.

Instead of suppressing it, the report said the government should try to lift it. More and more people in China, largely in urban areas, prefer to have fewer children.

It is unclear when Beijing might end the one-child policy. But attention will be focused on an upcoming meeting of the party central committee next month.

Clearly, the situation is becoming urgent. Already the country's population is ageing fast. The first children born under the one-child policy face the prospect of caring for an ever-increasing number of pensioners.

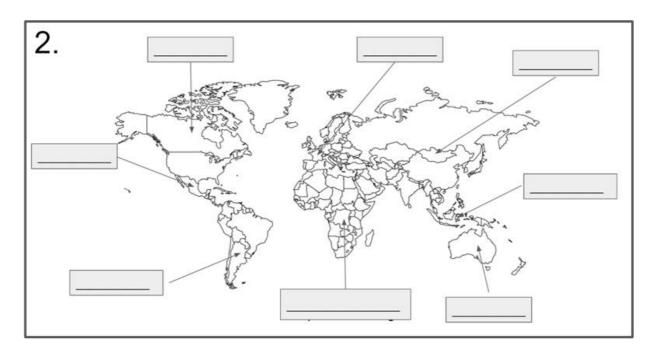
China also faces the daunting prospect of many men who can't find wives as many female foetuses have been aborted, resulting in a huge gender imbalance.

Lesson 4 Why do people migrate?

Big Picture

| L/M/E | | I think I can | My teacher thinks I can |
|-----------|--------------------------------------|------------------|----------------------------|
| Learning | I can define the types of migration | | |
| Mastering | I can identify push and pull factors | | |
| Extending | I can explain why people migrate | | |

Do it now:



Starter: What is the image trying to represent?

| MONEY JOBS SCHOOLS MODERN WEALTH HOUSE | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| MODERN WEALTH OLS | |
| - Ha a Mandala A San A S | |
| DROUGHT POOR HOUSING | |
| HILL! POOR JESTS HOUSING | |
| REMOTE | |
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| M | |
| | |

| 3 Migration routes on the map are | |
|-----------------------------------|----------------------------------------|
| | |
| THE SPREAD SLID SHIPPER OF | Picture 1 Good things: 1 |
| Push factor: | |
| Pull factor: | |

| Push factor | Pull factor |
|------------------------------------------|---------------------------------------------------|
| My country is involved in a civil war | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Internal Migrant | People who have been forced to leave their |
| | home country and are often homeless. |
| Emigration | A person arriving in a country with the intention |
| | of settling there. |
| Immigration | People who have sought protection from a |
| | country other than the one they were born in. |
| Refugee | A person moving from one area to another in |
| | the same country. |

Asylum Seeker

| , | make people become a refugee or asylum |
|---|----------------------------------------|
| | |
| | |
| | |
| | |

settling somewhere else

A person leaving a country with the intention of

Check so far:

A refugee is the name given to:

- a. people who are forced to leave their home and country because of something they have done wrong
- b. people who are forced to leave their home and country to escape war, persecution or natural disaster.

Refugees are able to:

- a. return home whenever they like
- b. cannot return home easily

Refugees are:

- a. happy to leave their home and country
- b. afraid and sad to leave their home and country

Refugees are able to:

- a. take all their possessions with them when they leave
- b. have to leave most of their possessions at home and take only what they can carry

Refugees move into:

- a. lovely new homes in a new country
- b. tents in a temporary camp

Refugees have:

- a. lots of food, a balanced diet and clean water
- b. very little food, a balanced diet and clean water

Refugee children:

- a. are able to go to a good school with lots of resources and equipment
- b. often stop attending school or attend schools in makeshift buildings with no pens or paper

| What is one difference between refugees and you and me? |
|---------------------------------------------------------------------------------------------------------------------------------|
| What events do you think could have happened to cause a person to flee and leave everything behind? |
| What types of experiences might refugees endure during their escape? |
| How would you feel if you were a refugee who had to leave your home, family and possessions behind and live in another country? |
| |
| |
| 1. Name 2 continents which have a lot of immigrants |
| 2. Name 2 continents which have few immigrants. |
| 3. Can you see a pattern? |
| |

| Pen to paper: Exam practice |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Migration happens because of push and pull factors. Describe what push and pull factors are. (4 marks) |
| |
| |
| |
| |
| Figure 1 |
| Between 2004 and 2007 it's estimated that more than half a million Poles migrated to the UK. The reasons vary from person to person, but most are thought to be economic migrants that want to support their family back in Poland. Unlike most EU countries the UK doesn't have a limit on the number of immigrants it will accept from Poland. |
| 2) (a) Using Figure 1, suggest two push factors that might have caused Polish people to migrate to the UK. (2 marks) |
| |
| |
| (b) Using Figure 1, suggest two pull factors that caused Polish people to migrate to the UK (2 marks) |
| |
| |
| Remittances: |
| |
| |
| Time to reflect: What type of migration? |
| 1. |
| 2. |
| 3. |
| 4. |

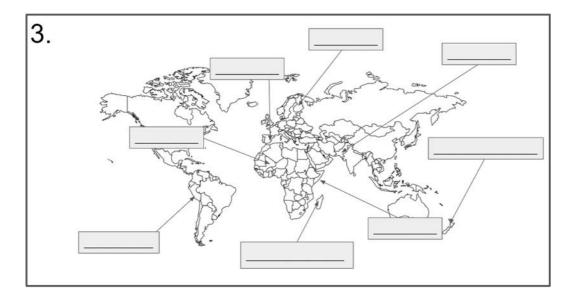
5.

Lesson 5: Will the population keep growing?

Big Picture

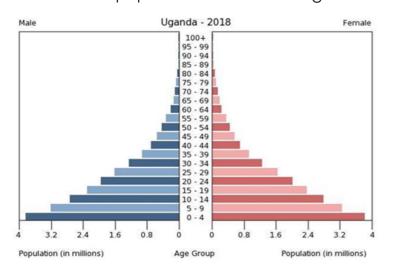
| L/M/E | Learning Objective | I think I can | My teacher thinks I can |
|-----------|------------------------------------------------|------------------|-------------------------|
| Learning | I can name population theories | | |
| Mastering | I can compare the two main population theories | | |
| Extending | I can explain how population is changing today | | |

Do now:



Starter:

Describe the population structure for Uganda.



Population theory

In 2009, Professor John Beddington, the UK government's chief scientific advisor, said:

'Our food reserves are at a 50-year low, but by 2030 we need to be producing 50% more food. At the same time, we will need 50% more energy, and 30% more fresh water'

He was describing what has been called the '2030 perfect storm' idea. It argues that by 2030 the world will be running out of resources. It is not a new idea. Geographers have worried about the number of people on the planet for at least 200 years. There are two viewpoints:

| View | In a bit more detail | People who held this view | Sometimes called |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------|
| Pessimistic | Population will eventually grow so large that the planet will run out of food, water, energy and other resources, leading to a crisis | Thomas Malthus Professor John Beddington | Malthusians or Neo- Malthusians |
| Optimistic | As population grows, humans invent new technologies to allow more food to be grown, and more resources to be supplied | Ester Boserup Julian Simon | Boserupians |

Malthus 1766-1834

Thomas Malthus was born in 1766 and lived in England. He worked as a curate in Surrey. A curate is someone who cares for the people who use the chapel. In 1798, Thomas Malthus wrote an influential book. It influenced the way that many people think about resources and population growth. The book was called 'An Essay on the Principle of Population'.

He argued that population would increase geometrically (1,2,4,8,16 etc) by doubling in each generation, but that food production could only increase arithmetically (1,2,3,4,5 etc). In this way, population would eventually outstrip food supply, leading to a 'population vs resources crisis'. Population would have to fall, which would happen by:

Positive checks – war, starvation and famine would reduce population

Preventative checks – people marrying later and having fewer children

The balance between population and food supply would, therefore, be restored

Ester Boserup 1910-1990

Ester Boserup was a Danish and French economist. She wrote several influential books on agricultural production and the role of women in development. Her most famous was in 1965 called 'The conditions of Agricultural growth'

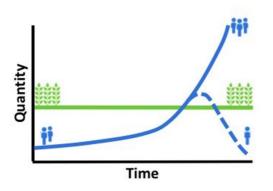
After graduating from the University of Copenhagen she worked for the Danish government until 1947. In 1957 Ester and her husband moved to India, where they worked and lived until 1960.

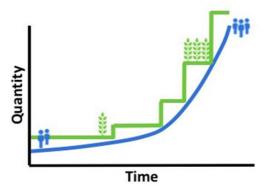
Her book didn't agree with many of the views around at the time.

Boserup made the case that populations do not run out of food. As the population increases so does the rate of agricultural production. This means that the increase in pressure on agricultural production meant that more food had to be produced. This increase in food production would be achieved through improvements like more efficient use of land, a larger workforce, the use of more advanced tools and machines, and the use of fertilisers

Boserup's study was based on India. As time went by, more researchers were inspired to go and measure agricultural production. Time and time again, researchers found that the level of agricultural production increased to match the increase in population.

| _ | | |
|--------------------|----------------------|--|
| When was Thomas | Which country was | |
| Malthus born? | Malthus from? | |
| What job did | What is agriculture? | |
| Thomas Malthus do? | | |
| What do pessimists | What is a famine? | |
| think about | | |
| population? | | |
| What do optimists | What did Boserup | |
| think about | believe? | |
| population? | | |
| What does | When was Boserup | |
| geometrically | born? | |
| mean? | | |
| What does | Which country did | |
| arithmetically | Boserup study in? | |
| mean? | | |
| What are positive | Which country was | |
| checks? | Boserup's book | |
| | based on? | |
| What are | What does the 2030 | |
| preventative | perfect storm refer | |
| checks? | to; | |
| | | |





| Vid | ео | note | es | | | | | | | | | | | | | | | | | | | | | |
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| FERTILITY RATES 1: 'JAW-DROPPING' GLOBAL CRASH IN CHILDREN BEING BORN The sender in ignoregance for the global crash in children being born which is set to laws a "pw.dropping" impaction scribble, any reservoirs and selection to children a world in children being born which is set to laws a "pw.dropping" impaction scribble and personal process. The fertility rate - the average number of children a woman gives by 2100.Countries will also age dramatically, with as many people turning 80 as many people and the children as woman gives by 2100.Countries will also age dramatically, with as many people turning 80 as many people and the children as woman gives by 2100.Countries will also age dramatically, with as many people turning 80 as many people and and and age of 2 midrant in the inferior for people with environment of children a woman gives by 100.Countries will also a min for the country. The york set set the populations have been people and the set of the century. They 100.Countries will be more than 100.00 and 100.00 | WEING BOI To be a propose turning any people turning archers at the Union To and their stud of people on the planing; most of the wo dibly hard to think the dibly hard to think the same and any to be a people on the same archer and the same archer and the same archer and the same archer and the population in the world, is lace. However, this archer of under-fives were a five to the five the f | |
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| nchildren beil har ations halve ations halve de Evaluation to Beow 1.7 by gd down 1.3 by gd down 1.8 if's extraol is; it's extraol is; it's extraol is; it's extraol is; it's extraol is a ertility rates a equication a ertility rates a equication a color of Christophe time before time before time before is is is great for rue except ferreted age structor. Oo. The numbrous social colors work? "Wk m work?" | DREP Tron soc | eight-year-old daughter and or the elderly? Who looks a or the elderly? Who looks a see countries contribute so m |
| nchildren beil har ations halve ations halve de Evaluation to Beow 1.7 by gd down 1.3 by gd down 1.8 if's extraol is; it's extraol is; it's extraol is; it's extraol is; it's extraol is a ertility rates a equication a ertility rates a equication a color of Christophe time before time before time before is is is great for rue except ferreted age structor. Oo. The numbrous social colors work? "Wk m work?" | GRASH IN CHILL ave a "jaw-dropping" impac s by the end of the centur also age dramatically, wit also age dramatically, wit with rate nearty halved to it researchers expect the not enemore. That's a prett he century. "That's a prett ay told the BBC."! think if organise societies." sual things that come to n ater access to contracept liftom a peak of 128 million on crash from 61 million to halland and South Korea a. currently the most popp illion by 2100. India will ta re replacement level. maller population would re cture (more old people the ay. The study projects: Th s will soar from 14 million by 2101. | who pays for healthcare for argues Prof Murray. |
| RTILITY RATES 1: 'JAW-DROP world is ill-prepared for the global crash in children earchers. BBC JAMESTGALLAGHER ng fertility rates mean nearly every country could Japan - are expected to see their populations hal e are being born. at is going on? fertility rate - the average number of children a w of the population starts to fall. In 1950, women w shington's institute for Health Metrics and Evalual lished in the Lancet, projects it will fall below 1. k at 9.7 billion around 2064, before falling down to sitioning into natural population decline." research ugh and recognise how big a thing this is; it's ext w are fertility rates falling? It has nothing to do v ead it is being driven by more women in educatio ed its being driven by more women in educatio effewer children. In many ways, falling fertility rate ich countries will be most affected? Japan's pc he end of the century. Italy is expected to see an infame. They are two of 23 countries - which also e than halve. "That is jaw-dropping," Prof Christo ected to peak at 1.4 billion in four years time befo lly global issue, with 183 out of 195 countries hay v is this a problem? You might think this is grea orestation for farmland. "That would be true excep ormly negative consequences of an inverted age of 81 million in 2017 to 401 million in 2100. The n O. Prof Murray adds: "It will create enormous soci der what the world will be like." "Who pays tax in sirly? Will people still be able to retire from work?" ###PERFORMATION PROFERMENTER ################################### | PING' GLOBAL (being born which is set to heave shrinking population ve by 2100. Countries will shaw shrinking population ve by 2100. Countries will sere having an average of iton showed the global ferror 7 by 2100. As a result, the 5.8.8 billion by the end of the Prof Christopher Murra aordinary, we'll have to re with sperm counts or the unand work, as well as greedully dramatic population is projected to fa sequally dramatic population include Spain, Portugal, Topher Murray told me. Chin include Spain, Portugal, Topher Murray told me. Chin include Spain, Portugal, I tor the environment. A sixtor the inverted agge strustrucia, says Prof Murra structure," says Prof Murra surber of rover 80-war-fold fold surber of rover 80-war | a massively aged world? V. We need a soft landing,". Write a sentence to expl |
| RTILITY RATES world is ill-prepared for the earchers. BBC JAMESTGA ng fertility rates mean ne Japan - are expected to e are being born. at is going on? fertility rate - the averag of the population starts is shington's institute for He lished in the Lancet, provided in the provided in the problem? You groestation for farmland. "That is jaw ected to peak at 1.4 billion july global issue, with 183 yis this a problem? You prestation for farmland. "To ormly negative conseque 1681 million in 2017 to 4 or Prof Murray addis." It wider what the world will be arriv? Will people still be a strike problems with an aggregative consequence." | 1: 'JAW-DROP eglobal crash in childrent LLAGHER anty every country could lase their populations halv let be country could last last last last last last last last | ill create enormous socie e like. "Who pays tax in a ble to retire from work? " ing population? 8 |
| | ************************************** | D. Prof Murray adds: "It wider what the world will be arrly? Will people still be a rrly? Will people still be arrly? Will people still be arrly? Will people still be arrly? |

| iah mortality rata | 9 List some | | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 8 Why do notions with high mortality rate | A sm (ler botul) the Mut. I is set to have afor the formly negative consequences umber of under-fives will fall rolds will soar from 141 mous social change. It makes the world will be like. "Who by? Who looks after the ng," argues Prof Murray. On to boost their population wer once nearly every hoice to open borders, or not, furray. | ity leave, free childcare, wer. Sweden has dragged its effort into tackling the "baby Nurray says: "I find people ecide to have more kids. "If is a few centuries away." How loing the progress on women's onding to population decline is at compromise efforts to treble in size to more than orld's second biggest country, re people of African descent in llenges around racism are can descent in many | |
| Fertility threshold? | INTAINE IS GENERAL THE PARTOPHANT IS CLASH IN CHILDREN BEING BORN Which IS CLASH IN CHILDREN BEING BORN WHICH BY CLASH IN CHILD STAND THE STUDY PROJECTS: The number of over 80-year in 2100. The number of over 80-year of Murray adds: "It will create enorrear-old daughter and I wonder what in Vho pays for healthcare for the elder re from work? "We need a soft landing including the UK, have used migratic ss. However, this stops being the answill go from the period where it's a classe won't be enough," argues Prof Nere won't be enough," argues Prof Nere | ave tried policies such as enhanced maternity and paternity leave, free childcare, is and extra employment rights, but there is no clear answer. Sweden has dragged its m 1.7 to 1.9, but other countries that have put significant effort into tackling the "baby led. Singapore still has a fertility rate of around 1.3. Prof Murray says: "I find people an't imagine it could be true, they think women will just decide to have more kids. "If olution] then eventually the species disappears, but that's a few centuries away." How talling birth rates? The researchers warn against undoing the progress on women's cess to contraception. Prof Stein Emil Vollset said: "Responding to population decline is an overriding policy concern in many nations, but must not compromise efforts to a reproductive health or progress on women's rights. Ca? The population of sub-Saharan Africa is expected to treble in size to more than e by 2100. And the study says Nigeria will become the world's second biggest country, of 791 million. Prof Murray says: "We will have many more people of African descent in ries as we go through this. "Global recognition of the challenges around racism are more critical if there are large numbers of people of African descent in many | Write your own question: |
| E After China which | We is the booken? Out mighthis is gerief to be being born which is set to have afor the "feworld is ill-prepared for the global crash in children being born which is set to have afor the "leweld is ill-prepared for the global crash in children being born which is set to have afor the "leweld set ill-prepared for the global crash in children being born which is set to have afor the "leweld set ill-prepared for the global crash in children being born which is set to have afor the ill-prepared set ill-prepared for the global set ill set in an inverted age structure," says Prof Murray. The study projects. The number of under-fives will fall from 681 million in 2017 to 401 million in 2100. The number of over 80-year-olds will soar from 141 million in 2017 to 866 million in 2100. Prof Murray adds: "It will create enormous social change. It makes me worried because I have an eight-year-old daughter and I wonder what the world will be like. "Who pays tax in a massively aged world? Who pays for healthcare for the elderly? Who looks after the elderly? Will people still be able to retire from work? "We need a soft landing," argues Prof Murray. Are there any solutions? Countries, including the UK, have used migration to boost their population and compensate for falling fertility rates. However, this stops being the answer once nearly every country's population is shrinking. "We will go from the period where it's a choice to open borders, or not, to frank competition for migrants, as there won't be enough," argues Prof Murray. | Some countries have tried policies such as enhanced maternity and paternity leave, free childcare, financial incentives and extra employment rights, but there is no clear answer. Sweden has dragged its fertility rate up from 1.7 to 1.9, but other countries that have put significant effort into tackling the "baby bust" have struggled. Singapore still has a fertility rate of around 1.3. Prof Murray says: "I find people laugh it off; they can't imagine it could be true, they think women will just decide to have more kids. "If you can't [find a solution] then eventually the species disappears, but that's a few centuries away." How do countries fight falling birth rates? The researchers warn against undoing the progress on women's education and access to contraception. Prof Stein Emil Vollset said: "Responding to population decline is likely to become an overriding policy concern in many nations, but must not compromise efforts to enhance women's reproductive health or progress on women's rights. "What about Africa? The population of sub-Saharan Africa is expected to treble in size to more than three billion people by 2100. And the study says Nigeria will become the world's second biggest country, with a population of 791 million. Prof Murray says: "We will have many more people of African descent in many more countries as we go through this. "Global recognition of the challenges around racism are going to be all the more critical if there are large numbers of people of African descent in many | Why is this only a prediction? |
| READING | Is population decline good for How can | Z What policies strain of the population of the | T Wh |

1 Key vocab:

Is 7 billion people too many for the planet? Give your view and explain it

Time to reflect:

Lesson 6: How and why has the UK's population changed?

Big Picture

| L/M/E | Learning Objective | I think I can | My teacher thinks I can |
|-----------|-------------------------------------------------------|------------------|-------------------------|
| Learning | I can complete a choropleth map | | |
| Mastering | I can explain the link between relief and population | | |
| Extending | I can explain why population density varies in the UK | | |

Do now: What are these symbols?







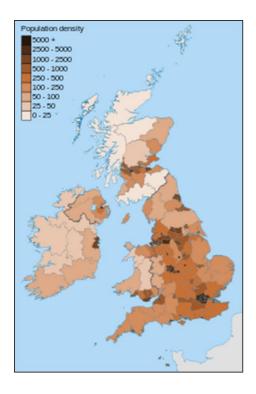






Starter: – what will the UK's population be by the end of the lesson?

.....





| What does population density mean? |
|--------------------------------------------------------------------------------------------------------|
| Population density means |
| What does the physical map of the UK show? |
| The physical map of the UK shows |
| |
| |
| Look at both maps together. Can you explain why people in the UK live in certain parts and not others? |
| The population of the UK mainly live where the land is |
| |
| |
| This means |
| Leleo kooyy |
| I also know |
| |

| Region of the UK | Population (in Millions) |
|----------------------|--------------------------|
| North East | 2.6 |
| North West | 7.1 |
| Yorkshire and Humber | 5.3 |
| East Midlands | 4.5 |
| West Midlands | 5.6 |
| East England | 5.8 |
| London | 8.6 |
| South East | 8.6 |
| South West | 5.3 |
| Wales | 3.1 |
| Scotland | 5.2 |
| Northern Ireland | 1.8 |

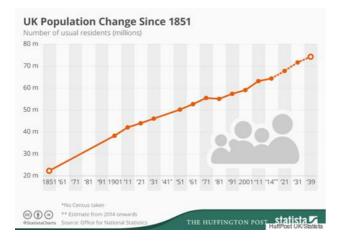


A choropleth map to show the population of the UK

| Describe the population | |
|-----------------------------------------------------------|--|
| distribution of the UK | |
| regions and suggest | |
| reasons for these | |
| distributions. | |
| Define what is meant by the | |
| term 'population | |
| distribution'. | |
| Describe the distribution of | |
| the population of the UK. | |
| Is it even? | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Compare the population of | |
| different regions of the UK. | |
| Have you included region | |
| names? | |
| Have you included data as evidence? | |
| Have you included | |
| comparing connectives? | |
| | |
| | |
| | |
| Explain why some regions | |
| are less densely populated | |
| than others. | |
| Have you included region names? Have you included | |
| keywords? Have you used a | |
| physical map of the UK to | |
| give reasons? Have you included connectives? | |
| Included connectives. | |
| | |
| Suggest what will happen in the future to the UK's | |
| population distribution. | |
| Have you included region | |
| names? Have you included data? Have you included | |
| connectives to explain why | |
| you think this? | |
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| Reflect and review |
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How has the UK's population changed? Use the key words on the board to describe what the graph shows

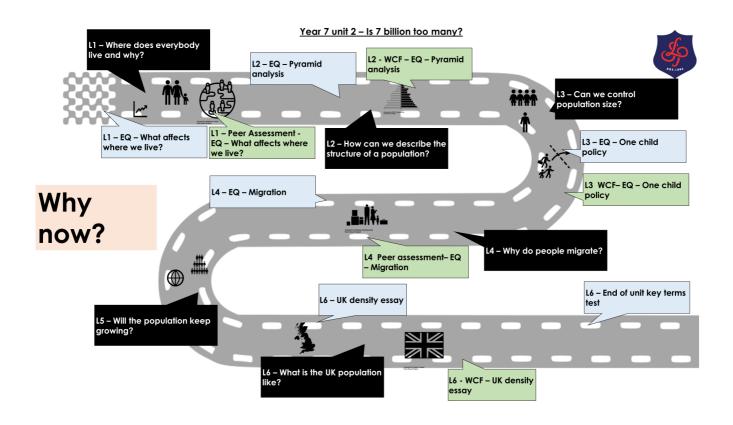


| The distribution of the UK's major cities and most populated areas reflected its | | |
|----------------------------------------------------------------------------------------|--|--|
| past. This was shaped by the Industrial Revolution in the eighteenth | | |
| century. There was a development of industries and concentration of | | |
| near supplies of and raw materials such as iron | | |
| (industrial, densely, ore, heavy, population, coal) | | |
| developed because of its position as the capital of the UK. Belfast, Cardiff and | | |
| Edinburgh also grew because of their functions as capital cities. The UK's second city | | |
| grew mainly as a centre of industrial due to its key | | |
| in the country. The UK's position as an important nation explains | | |
| the growth of such as London, Liverpool and Bristol. | | |

(position, Birmingham, ports, trading, London, innovation)

True or false

1. 11. 2. 12. 3. 13. 4. 14. 5. 15. 6, 16. 7. 17. 8. 18. 9. 19. 10. 20.



| 240 11 1 1 1 | 1 |
|-------------------------------|---|
| What have you learned about | |
| Global Population? Top 3 | |
| pieces of information | |
| Why were you studying this | |
| , , , , , | |
| topic? Why is it important? | |
| Out of the 6 lessons in the | |
| journey above, which lesson | |
| did you learn the most from? | |
| ala you learn the most nome | |
| What is the 1 key message/ | |
| fact that you will remember | |
| from this topic? | |
| | |
| When we teach this unit again | |
| next year, what else do you | |
| think we should teach about? | |
| | |
| What was missing from this | |
| unit? | |
| | |