Population

Models – Demographic transition model, Malthusian theory, Population Pyramids. Use Cracking the AP, the textbook and radical geography and geointeractive for resources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic / Content** | **Learning Outcome** | **Activities / Assessment** | **Resources** |
| **Why the world’s population is unevenly distributed?** | Students should be able to:  Students should be able to:  demonstrate knowledge and understanding of world population growth and its causes since 1700 (including reasons for the changes in birth rates and death rates);  Identify factors that lead an increasing or decreasing birth rate.  Understand the how positive and negative human / physical factors affect population distribution | Using a World Population distribution map discuss the distribution of the world’s population and hypothesize factors that have led to this distribution  If Students are not familiar with the terms MDC & LDC recap the meaning and discuss the characteristics of each.  Activity 1  Students complete a living graph that charts world population increase 10,000 BCE to 2150 (predicted). Students categorize events as those which caused an increase in the Birth Rate, Death Rate or both.  H/W  Factors that influence birth rates and death rates (word)  KEY TERMS:  Population: density, distribution, densely pop, sparsely pop, birth rate, death rate, natural increase rate. | * De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 36-6 * Waugh and Bushell, New Key Geography for GCSE, Nelson Thomas, 2007 pp128-9 * World population (ppt) * World Factors (word)   Factors that influence birth rates and death rates (word) |
| **What are the present and predicted trends in population growth?** | Students should be able to:  Identify the parts of the world that are experiencing rapid population growth and a slow down / decrease. | Discuss what parts of the world are experiencing population growth. Link back to last class work on factors that affect birth and death rate (worksheet)  Activities p.131  Students complete activities on p.131  Internet based activity:  Population explosion worksheet –students complete the online webquest.  Plenary Activity  What parts of the world are experiencing population growth and decrease? Why? (What are their characteristics?) | * De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 36-61 * Waugh and Bushell, New Key Geography for GCSE, Nelson Thomas, 2007 pp130-1 * Population explosion worksheet (word) * Computer lab. |
| **The Demographic Transition Model** | Students should be able to:  Recognise the strengths and weaknesses of the DTM  Apply the DTM to countries around the world.  Question its applicability in the world today. | The teacher will review determinates of population change; death rate, birth rate, migration and concept check.  Lecture / Activities  Introduce the DTM through the ppt.  Students complete the exercises from the textbook GCSE  Homework  Students complete the AP models worksheet for the DTM.  Check answers with the teacher copy the next class.  **Give students a copy of the DTM review sheet.** | * De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 36-6 * Waugh and Bushell, New Key Geography for GCSE, Nelson Thomas, 2007 pp132-2 * The Demographic Transition model (ppt) * GCSE p.132-133 * AP Models worksheet (word) * Demographic transition model – teacher copy (word) * DTM review sheet (Word) |
| **How do Population changes differ between countries?**  **Why are some places over populated?** | Students should be able to:  Identify and explain characteristics and demographic patterns of LDC’s and MDC’s. | In previous classes we have examined the characteristics of LDC’s and MDC’s regarding birth rates and death rates and life expectancy.  In groups students will complete table A or B and then teach that table to a partner later.  Students read the information and complete the textbook activities.  Plenary Review  Using slides 1 to 12 of the PowerPoint review the content studied to date.  To do with Kenton’s AP Class | * GCSE p.134-135 * How do Population changes differ between countries? (word) * Population key questions review (ppt) |
| **Population Pyramids** | Students should be able to:  compare and contrast the population structure of an MEDC with an LEDC:   * + a population pyramid for an MEDC showing an aged-dependent population;   + a population pyramid for an LEDC showing a youth-dependent population; and   assess the implications of aged and youth dependency. | Definition of key terms:   * + - population structure; and     - dependency (youth and aged).   Students complete the basic population pyramid activities from the worksheet.  Class Discussion (Population Pyramids ppt)  Students are shown different population pyramids and should specify whether the country is and MDC or LDC, in addition to some examples that will require them to think.  Activities p.138-141 (Key GCSE)  Review the content from: Population revision notes (pdf) | * Population pyramids lesson1 (word) * Population pyramids (ppt) * GCSE p.136-7 * Cracking the AP p.118-122. * Population revision notes (pdf) * [www.census.gov/ipc/www/idb](http://www.census.gov/ipc/www/idb) * Population pyramids and DTM (pdf) |
| **Malthus Model** | Students should be able to:  Recognise the strengths and weaknesses of the model  Question its applicability in the world today. | Homework Task  Using the models worksheet and practiced method for analyzing models students complete the Malthus Model  Key Term: Carrying Capacity  Activity  Students complete the 2011 Malthus FRQ | * Malthus Model (word) * Malthus 2011 (word) |
| **Migration**  **(push and pull)** | Students should be able to:  evaluate the positive and negative impacts of international migration using **one case study of a country within the European Union**:   * + numbers migrating, their origins and destination;   + impacts on services and the economy; | Introduce what might attract people from Mexico to the United States (higher salaries, better education and healthcare, etc.) and what might push them to leave Mexico (crime, low salaries, etc) = Push and Pull Factors.  Case Study: Polish Migration to the UK.  In groups students will evaluate the ‘push’ and ‘pull’ factors to the UK as well as the positive and negative social and economic impacts on the UK. | * De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp.68-96 * Migration (folder)   Homework Reading  Migration Mexico to USA (word) |
| **Major Migrations** | Students should be able to:  Analyse the socio-economic and environmental effects of migration on the countries / areas involved. | Wild Versus Wall Short Version (Video)  Students analyse the environmental effects of government policies to prevent illegal migration from Mexico to the USA.  Using the website geography all the way, the students will complete the worksheet online.  Activity  Students will analyse the impact of Turkish to German migration and its on both countries. | * Igcse migrants (word) * <http://www.geographyalltheway.com/in/gcse-popn/igcse_migrants.htm>   Username: cisjapan2012  Password: cisjapan2012  <http://www.youtube.com/watch?v=7vIx0h8njok> |