Stratford School Academy
Schemes of Work

Geography: Year 8 Unit 5 – Population and migration

Number of weeks	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
12 lessons (8 weeks)	What countries make up the UK? How has the population distribution of the UK changed? Why did so many people move to the UK after 1945? What issues does rural-urban migration create in an LEDC? What problems does rural-urban migration cause in an MEDC? How is the world's population changing? What problems does a booming population cause? Why are couples in China only allowed to have one baby?	Some knowledge about development level (MEDC/LEDC and factors affecting this) Basic place knowledge of the UK e.g. where major cities are locate Basic knowledge of site and situation

Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Mid unit assessment – Essay to explain the issues of rural-urban migration in and LEDC End of Unit assessment – Fact file on the implementation and effects of China's one child policy.	• After mid and end of unit assessments. • Every 4 lessons in books	**Case studies** I can identify and give facts about an event or place I can identify and describe an issue facing a place I can apply a case study to describe causes, impacts and responses I can apply a case study to explain causes, impacts and responses I can explain how management can reduce the impacts of a problem / challenge. I can explain different opinions towards an event or process. I can explain the justification for a particular management strategy. I can evaluate different opinions towards an event or process. I can evaluate the impacts of a process or event for different stakeholders. I can evaluate the sustainabiliy of management choices and provide further suggestions.

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure

1	What countries make up the UK?	BTEOTL I will: Identify countries and cities in UK. Locate the cities and major physical features of the UK on a map. Describe the link between the physical features of the UK and the cities.	Analysis of the Union Jack	PowerPoint Atlases Blank UK maps	Activity 1: Use of atlas to annotate key features of the UK. Will take a while as pupils learn to use the different types of maps. Activity 2: Locate the pictures on the map.	Learn the key features of the UK from your maps	Describe locations whack the board
2	How has the population distribution of the UK changed?	BTEOTL I will: Identify the location of the major cities in the UK. Describe how the population distribution of the UK has changed in the last 250 years. Explain why the population distribution of the UK has changed in the last 250 years	Night satellite imagery. What can you learn about Europe/the UK?	PowerPoint Distribution maps Historic distribution maps	Activity 1: Pop density maps of UK. How has the pop changed over time? Describe the distribution Activity 2: Historic maps and Industrial Revolution resources. Explanation writing frame used to explain why the UK's pop has become distributed in such a way.	None set	You say we pay on describing population density maps

| 3 | Why did so many people move to the UK after 1945? | BTEOTL I will: Know what the British Empire and the Commonwealth are, and give examples of these countries. Give reasons why many people moved to the UK after 1945. Explain the advantages and disadvantages of life in the UK for the immigrants. | Students look at an image of the ship 'The Windrush' and try to answer the 5Ws. Stretch yourself question to find evidence and generate extra questions. | Empire resources Migration information cards | Activity 1: A student reads the information slide about the Windrush to the class. Students are asked what surprised them and what questions they have now. Students look at the map of the British Empire in 1945. Ask a couple of students what surprises them. Students define the key terms by matching them to the correct definition. Peer marking for instant feedback

Students read the information cards about why people wanted to move to the UK and why the UK government encouraged them and sort them into categories. Then they answer the questions - 3 levels of differentiation

Extension task to read 2 accounts of travelling to the UK on The Windrush and answer the questions: Why did each person emigrate to the UK? What did they do when they reached the UK? Did they have a better life in the | Speak to people in your community. What were the push and pull factors that led to them coming to the UK? | 321 plenary (3 levels of differentiation) Tell me 3 countries which were part of the British Empire, 2 reasons the UK government wanted to attract immigrants in 1945, 1 problem they faced once in the UK. |

| 4 | What issues does rural-urban migration create in an LEDC? | BTEOTL I will: Describe the location of the world's biggest cities and link this to development. Describe the push and pull factors causing rapid urbanisation in LEDCs? Explain the challenges caused by urbanisation in LEDCs. | Students look at an image of a favela and answer the questions (what, where, when, why, how, what question does this make you want to ask?) 3 levels of differentiation. | Margerita in the Favelas case study sheet PowerPoint | Activity 1: Check the definitions of key words. Random name generator chooses a student. Student chooses a word to define. Look at the world map showing the locations of the world's megacities. Answer the map/chart interpretation questions →3 levels of differentiation.

Activity 2: Students read the cards with information about Margarita's decision to go to Rio or to stay in her village. Students categorise the cards and record some of this information in their books. - 3 levels of differentiation. (Students vote on whether they would move or not if they were Margarita. Questioning to get them to justify their answers.

Students look at the presentation about Rochina, Rio. Each group discusses a set of problems of living in a favela, and feeds back to the class. (3 levels of differentiation) | Revise | Students choose a key word and make an acrostic of words linked to that key word. Example available. Weaker students could work in pairs/groups. |
| 5 | Mid Unit Test – Why do people move to favelas? | To show off my knowledge and understanding | How do I answer explanation Qs - structure | Mid Unit copies | Whole lesson, complete test | None | Take feedback on how pupils thought it went |
| 6 | Mid Unit Test Run through | To create www and ebis for myself | Review your test – each tell your partner what you think is a www and ebi | Mid Unit tests Mid Unit Markschemes | Whole lesson. Run though test. Puils to grade their work with www and ebis and run through occurs | Complete your most important ebi | Class discussion: What are our most important ebis? |

7	What problems does rural-urban migration cause in an MEDC?	**BTEOTL I will** Be able to identify push and pull factors of rural-urban migration **Be** able to explain impact of rural- urban migration **Bee** able to evaluate what happens if a city becomes overcrowded	Purple Ronnie cartoon-what is the meaning of this cartoon?	Push pull cardsorts PowerPoint Rural village, suburbanised village, outer city, inner city, CPD resource packs Presentation scaffolds	Activity 1: Push pull card sorts. Review answers with class. Activity 2: case study packs on rural village, suburbanised village, outer city, inner city, CPD. Groups to present push and pull and use thinking hats to come up with problems and solutions to changing populations.	Is rural to urban migration increasing inequality? Create on sided argument.	Groups to present their push/pull and problems/solutions. Class to feedback to each other with www and ebi
8	How is the world's population changing?	BTEOTL I will Use a graph to describe what is happening to the world's population. Explain why the world's population is growing. Make a prediction about what will happen to the world's population in the future.	Overwhelmed world cartoon and statistics. What is the meaning of this cartoon?	Graph sheets PowerPoint Factor cards Explanation scaffolds	Activity 1: Population growth graphs and questions. Review answers with class. Activity 2: Changing world fact cards. Sort into whether they will make the pop grow or shrink. Complete differentiated scaffold on why this may be the case. Looking for in depth explanation with case studies.	Revise	Class discussion: What will happen to the world's pop in the future? Why is this likely to be the case?

9	What problems does a booming population cause?	BTEOTL I will: Record some population statistics Describe and explain two theories about how population will change in future. Make a prediction of what will happen to population in future and justify it.	YouTube, if the world were a village of 100 people. Statistics when pupils walk in, video once settled. What does this suggest?	Resource packs PowerPoint	Activity 1: Divide class into groups and distribute case studies: War, Communications, Travel, Environment, Housing, Healthcare, Resources. Pupils to build arguments of the impact of growing pop on these factors. Activity 2: Groups to feedback and grade with www and ebi.	Worksheet on under-supply and overpopulation	Class discussion: what do you think will change faster? Population of technology? Why
10 an d 11	Why are couples in China only allowed to have one baby?	BTEOTL I will: Have improved my research skills Identify countries which need to increase / reduce their populations. Describe and begin to explain the strategies used to change the population. Judge which strategies are most successful and justify the answer.	Discussion point: Was it fair that couples in China were only allowed to have 1 baby? Write down 3 questions you have about the policy.	Laptop trolleys	Activity 1: Hand out research frames to pupils. Pupils to research into the one child policy answering their own questions and completing the whole writing frame. Activity 2: Create a report to the British government. Should the British government have a one child policy? Pupils to research British statistics and arguments.	Complete your report (Lesson 10) Revise (Lesson 11)	Second half of lesson 11. Pupils to present reports for discussion.
12	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer explain Qs…give me the structure	Exam Papers	Activity 1:P Pupils complete assessment	None set	Take feedback on how pupils thought it went

| 13 | Assessment Run through | To create www and ebis for myself | Review your test – each tell your partner what you think is a www and ebi | Mid Unit tests Mid Unit Mark schemes | Whole lesson. Run though test. Puils to grade their work with www and ebis and run through occurs | Complete your most important ebi | Class discussion: What are our most important ebis? |