



Unit Aim: Develop contextual knowledge of the location of globally significant places, including their defining physical and human geographical characteristics. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Become competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Prior Learning: should have basic map-reading skills and an understanding of geographical terms such as continents, countries, and regions. They should also be familiar with the concept of human settlements and have some awareness of different environments (e.g., urban and rural).

Future Learning: will build on this unit by exploring more complex geographical concepts such as migration, urbanisation, and the impact of human activity on the environment.

Unit Expectations:

All: Will be able to define population and identify areas with high and low populations on a map.

Some: Will be able to explain factors influencing population distribution and compare two areas in detail.

A few: Will be able to critically analyse population data and suggest reasons for patterns observed in different areas.

Links with other subjects:

Mathematics: Use of graphs, charts, and data analysis; interpreting numerical population data and trends.

English: Developing written communication through report writing, explanations, and presentations.

ICT/Computing: Using Geographical Information Systems (GIS), digital mapping, and online data sources.

Science: Understanding the impact of physical geography (climate, resources) on human populations.

Citizenship: Exploring migration, diversity, and the impact of population on communities.

Week	
1	<p>Lesson Objective: To extend locational knowledge and spatial awareness of the world's major countries and their population distribution, using maps and atlases</p> <ol style="list-style-type: none">1. can explain what population means.2. I can identify areas with high and low populations using maps and data.3. I can compare the population of two different areas and describe the differences.4. I can suggest reasons why some areas have more people than others. <p>Activities Present the word 'Population' What is it? Take answers on iwb</p> <p>Introduce class to the concept of population distribution at a global scale. Focus on identifying where people live and why populations are unevenly spread across the world. What does this mean?</p> <p>Share Google maps or use maps and atlases to locate continents, major countries, and cities, with particular attention to Africa, Asia (including China and India), Russia, and the Middle East.</p> <p>Key physical and human characteristics influencing population distribution will be introduced. Recall physical and human characteristics.</p> <p>In pairs look at the map/google maps and name all major continents, countries and cities</p> <p>Draw/write which place has the most populations? Why? Which has the least population? Why?</p> <p>Complete activity - name 5 places with most population</p>

2

Lesson Objective:

To understand the key physical and human factors that influence population density and distribution, with reference to environmental regions and major world cities.

- I can list factors that affect population distribution (e.g., climate, resources).
- I can explain why some areas have more people than others.

Activities

Recap on population from previous

Explores in detail the physical (climate, relief, resources) and human (urbanisation, economic activity) factors affecting population density. Why people live in certain areas. Take ideas from the class

Also examine environmental regions such as deserts and polar areas and compare these with densely populated regions and major cities.

Use pictorial cards for physical and human factors, provide sentence starters, and allow oral explanations.

3

Lesson Objective

To compare and contrast population patterns and processes in a region of Africa and a region of Asia, identifying geographical similarities, differences and links.

- can compare and contrast high/low population areas on a map. I can explain why these areas have high/low population

Activities

Recap on previous learning of human and physical features. Look at population characteristics and trends in a selected region of Africa and a region of Asia. Show pupils how to make comparison with different areas in Africa.

Compare similarities and differences in population distribution, density, and growth, as well as the links between physical and human geography in shaping these patterns. **Comparing a densely populated area like the Nile Valley (Egypt) with a sparsely populated region such as the Sahara Desert**

Provide Venn diagrams with images, provide scaffolded comparison tables, and allow group discussion.

4	<p>Lesson Objective: To interpret thematic population maps, Ordnance Survey maps, and aerial/satellite photographs to analyse patterns of population and settlement.</p> <ul style="list-style-type: none"> • I can interpret maps, survey maps and photographs to look for patterns of population. <p>Activities Recap previous lesson and discuss the population in dense areas interpreting a range of maps and images to identify and analyse patterns of population and settlement at different scales. This includes using grid references, scale, and thematic mapping, as well as aerial and satellite photographs, to draw conclusions about why people live where they do.</p> <p>Provide step-by-step guides for map reading, use colour overlays, and allow use of digital/interactive maps.</p>
5	<p>Lesson Objective: To use Geographical Information Systems (GIS) and multiple sources of data to view, analyse and interpret population data and trends.</p> <ul style="list-style-type: none"> • I can explain GIS and view data to analyse populations <p>Activities Recap on previous learning</p> <p>Introduced to GIS explain that Geographic Information System (GIS) is a computer-based system for capturing, storing, checking, integrating, manipulating, analysing, and displaying data that is geographically referenced to the Earth's surface.</p> <p>List 5 things that GIS could be used for.</p> <p>Pupils explore guided demonstrations, provide checklists for steps, and pair pupils for support.</p>
	<p>Lesson Objective:</p>

6	<p>To collect, analyse and draw conclusions from population data through fieldwork and secondary sources, demonstrating understanding of population processes and their impacts.</p> <ul style="list-style-type: none">• I can collect and draw conclusions from population charts through secondary sources. <p>Activities</p> <p>Recap on previous lesson. What is GIS?</p> <p>Pupils to explain what GIS is used for?</p> <p>Explain how to conduct a simple fieldwork investigation (real or virtual) into local or contrasting population patterns. They will collect and analyse data, draw conclusions, and communicate their findings, demonstrating understanding of population processes and their impacts on human and physical landscapes</p> <p>Provide structured recording sheets, allow use of audio/video for presentations, and support with adult/peer assistance.</p>
7	End of break -