

THE ALPS

YEAR 5/6: Spring 2

Why does population change?

COVERAGE: Why does population change?

The children will investigate how the global; population is changing over time. The children will look at changes in the birth and death rates, the movement of people and also the changes to population due to the environment.

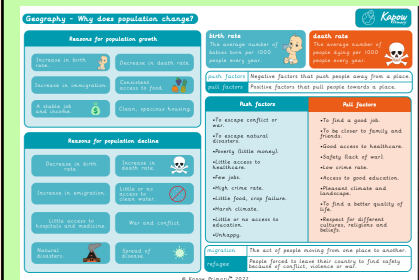
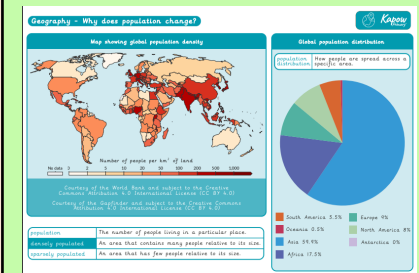
Pupils who are secure will be able to:

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.

KEY LANGUAGE AND KEY VOCAB:

air pollution
birth rate
cartogram
climate
climate change
conclusions
death rate
deforestation
densely populated
digital technologies
fossil fuels
greenhouse gases
impact
improvements
involuntary
Likert scale
migrants
migration
natural increase
noise pollution
population
population density
population distribution
pull factors
push factors
qualitative
quantitative
refugee
region
sparsely populated
voluntary

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. How is the global population changing across the world?
2. What is a birth and death rate and how are they changing?
3. Why do people migrate across different countries?
4. How is climate change altering the movement of populations?
5. What is the impact of the population on the environment of the world?

KEY SKILLS AND KNOWLEDGE

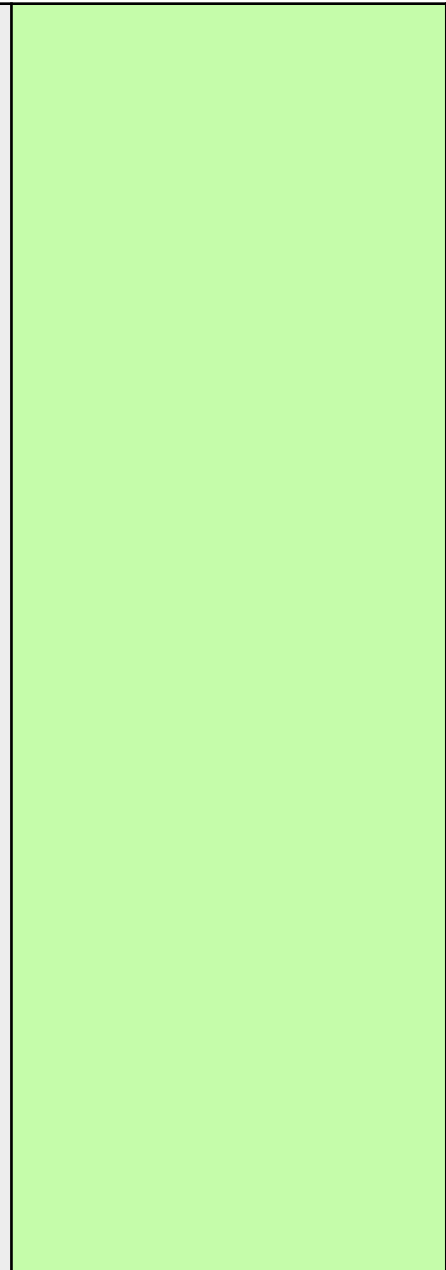
Knowledge

- To know that the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many counties in the UK. To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the South East regions have the largest population in the UK.
- To know the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know some negative impacts of humans on the environment.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area. To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Skills

- Locating more countries in Europe and North and South America using maps.
- Locating key human features in countries studied.
- Locating many counties in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.

- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map. Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. Developing their own enquiry questions.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.



ENRICHMENT:

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Previous Learning:

The children have looked at different settlements across the globe and how these change dependent on climate. They have focused their work on developing a knowledge of the Alps in the Autumn Term.

Future Learning:

The children will be looking at energy and how we use this to support our environment.

School Drivers to Examine

Children will look at:

- **Care of the Environment** = how does the population of the world impact on the environment and how does the changing environment impact on the population of the world?
- **Culture and Diversity** = how do different cultures manage population change?
- **Power and Economy** = how does population migration affect the economy of a country?
- **Creativity and Innovation** = how can we develop new methods of supporting populations across the world?