

Unit 3 People everywhere

About the unit

In this unit pupils study different aspects of population – growth, structure and distribution – in different contexts.

They use OS maps to identify different types of settlement sites, developing their skills of map reading and drawing. They investigate a local housing development issue and its impact on the community.

This unit is expected to take 8–11 hours.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- appreciate values and attitudes
- use extended geographical vocabulary
- use atlases/globes/maps
- use secondary evidence
- draw maps, plans and graphs
- experience decision making

Knowledge and understanding of places

Pupils will:

- locate places and environments
- describe scale contexts
- describe and explain physical and human features
- investigate change in places

Knowledge and understanding of patterns and processes

Explored through:

- population distribution and change
- settlement

Knowledge and understanding of environmental change and sustainable development

Not focused on

Expectations

At the end of this unit

most pupils will: begin to recognise and describe geographical patterns and processes relating to population distribution and settlement location; recognise and describe how these processes may lead to similarities and differences between places in more economically developed countries (MEDCs) and less economically developed countries (LEDCs) and in the lives of people living there; begin to understand that human processes cause change in urban environments and that different people have different views about such changes; begin to suggest relevant geographical questions and use a range of geographical skills to help them investigate population and settlement; present their findings in a coherent way, both graphically and in writing

some pupils will not have made so much progress and will: begin to recognise geographical patterns relating to population distribution and settlement location; identify similarities and differences between cities in MEDCs and LEDCs and in the lives of people living there; identify some of the processes responsible for changing the features of places and suggest how they may affect the lives of people living there; use skills and sources of evidence to respond to a range of geographical questions about population and settlements, and begin to use appropriate vocabulary to communicate their findings

some pupils will have progressed further and will: describe and begin to explain geographical patterns relating to population distribution and settlement location; describe how these processes can lead to similarities and differences between places in MEDCs and LEDCs and in the lives of people living there; suggest explanations for the ways in which human activities cause change in urban environments and why different views are held about such changes; suggest relevant geographical questions about population and settlement and begin to select a range of skills and sources of evidence effectively in their investigations of population and settlement; present their findings in a coherent way

Prior learning

It is helpful if pupils have:

- studied land use in their local area
- used thematic maps in an atlas
- carried out, with support, geographical enquiries
- considered issues from different points of view

If they have not, these aspects should be taught as they occur in the unit.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- population, *eg birth rate, death rate, natural rate of population increase, population distribution, population density*
- planning, *eg settlement, size, situation, location, greenfield, brownfield, settlement function, land-use zones, central business district (CBD), suburbs*

Reading – through the activities pupils could:

- skim, scan, highlight and make notes as appropriate, to different levels

Writing – through the activities pupils could:

- group sentences into paragraphs with subheadings as appropriate (250 words minimum)
- join ideas within sentences using links of time, *eg than, later, meanwhile*, and cause, *eg so, because, since*

Resources

Resources include:

- graph paper
- atlases, world map outlines, local and regional maps
- card, scissors, glue
- a living graph exercise
- photographs of settlements
- a settlement location game/simulation
- OS maps
- background information about housing developments
- textbooks/reference books with information about towns and cities in MEDCs and LEDCs
- video material of UK/EU towns or cities

Future learning

Themes covered in this unit lay the foundation for later work at greater depth and breadth, especially for the more detailed study of countries in years 8 and 9 – unit 11 ‘Investigating Brazil’, unit 12 ‘Images of a country’, unit 17 ‘The changing economic geography of France’ and unit 20 ‘Comparing countries’. The concept of change and how different groups of people may be affected are explored in different contexts in unit 9 ‘Shopping – past, present and future’ and unit 16 ‘What is development?’ In later units teachers will need consciously to build in opportunities for pupils to choose the geographical techniques they will use and to plan their investigations.

Links

The activities in this unit link with:

- other geography units – unit 9 ‘Shopping – past, present and future’, unit 16 ‘What is development?’, unit 24 ‘Passport to the world’, units involving studies of other countries (units 11, 12, 17, 20)
- mathematics – handling data, using number (ratio/proportion), shape, space and measure (coordinates)
- ICT – using internet search engines, graphics or model prediction packages, spreadsheets
- key skills – working with others
- citizenship – topical social issues, expressing and explaining viewpoints
- history – work on phases of English settlement

What is the world's total population? How and why is it changing? What will it be in 50 years' time?

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| <ul style="list-style-type: none"> • to use an atlas to locate countries • to use appropriate graphical techniques to present evidence • to identify and describe patterns • to describe the geographical contexts of countries • about the causes and effects of changes in population • to group sentences into paragraphs with subheadings as appropriate • to join ideas within sentences including using links of time and cause | <ul style="list-style-type: none"> • Discuss with the class a photograph of a large crowd/area of high density of housing. Help them to identify the main features and to express their views/feelings about the photograph. Introduce the idea that parts of the world are crowded. • Ask pupils to guess how many people there are in the world today and how many live in their local village/town/city. Write out in numbers the world's current population estimate and that of a local town. Give pupils the figures for about 200 years ago and ask them to calculate how many times each has grown since then. Show pupils how to draw a world population graph and to add to it important events to make it a 'living graph'. Explain how a population increases/decreases naturally (without migration) using the terms 'birth/death rates' and 'natural increase'. • Teach pupils how to draw a population pyramid. Pupils may draw their own graphs or use an ICT package. Drawing population pyramids is time-consuming, so completing part-drawn pyramids might be adequate at this stage. • Use an example of a population pyramid from an MEDC and one from an LEDC and help pupils to note the differences on the graphs. Provide them with other examples and ask them to locate these on a world map outline. Ask them what patterns they notice. • Discuss with the pupils what is likely to happen to the world's population over the next 50 years and suggest reasons for the changes they anticipate. Ask them to write a summary of how the world's population has grown over time, how it is likely to grow in the future and why. Remind pupils that their writing should be organised into paragraphs, using links of time, <i>eg then, later, meanwhile</i>, and cause, <i>eg so, because, since</i>, and subheadings as appropriate. A writing frame/structure may help support weaker writers, but most pupils should be allowed to complete the body of the text independently. | <ul style="list-style-type: none"> • explain changes in the world's population using appropriate vocabulary • draw, describe and interpret correctly line graphs and simple population pyramids • describe the global economic context of selected countries • describe and suggest reasons for the world's population growth and likely future trends | <ul style="list-style-type: none"> • Mathematics: handling data – pupils draw and interpret line graphs, and draw conclusions. • ICT: a range of software and internet sites provide population pyramids and other resources such as population clocks, for comparison purposes or further investigation. • ICT: this activity provides pupils with the opportunity to use a graphics package/prediction model package. • Language for learning: this activity provides the opportunity for pupils to group sentences into paragraphs with subheadings as appropriate (250 words minimum), and to join ideas within sentences including using links of time, <i>eg then, later, meanwhile</i>, and cause, <i>eg so, because, since</i>. • Simple population models in spreadsheets or modelling software can be used to illustrate population growth. This could be used with a large screen as a class activity. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Which parts of the world are densely and which sparsely populated and why?

- to use an extended vocabulary
- to use an atlas as a source of thematic information
- to identify relationships between physical and human features
- to offer reasons for links identified between physical and human features
- to describe the global distribution of population
- Demonstrate the concept of population density in the classroom/playground by changing the number of pupils on standard-sized areas. Introduce the concept of distribution by asking pupils to change standing positions, *eg even/uneven, clustered/random*.
- Transfer this learning to thematic maps at various scales, including UK maps. Give pupils cards that detail physical/human features and ask them to match these with areas of high, medium and low population densities in the UK. Pupils will need to identify which thematic maps in an atlas they will need to refer to. As a summary, pupils may write their own cards, which relate to global scale, to help describe and explain the main features of the world's population distribution. The class may be divided into groups for this activity – a group for low density, another for high density, etc.

- describe and explain the concepts of population density/distribution
- explain the reasons for the high and low population densities of a range of different places at national and international scale

- The teacher may need to check pupils' understanding of thematic maps, which use layer shading to distinguish height and density, and respond accordingly.
- Mathematics: number – pupils understand and use ratio and proportion.
- The class may complete the summary activity on a single wall map for display.

What is a settlement? Where do we build our settlements and why?

- to use appropriate graphical techniques to present evidence on maps
- to make and justify a decision
- to assess the advantages and disadvantages of different settlement sites
- the reasons for the location, growth and nature of individual settlements
- Help pupils to understand the word 'settlement' using a selection of photographs, *eg a temporary home, factory, a cottage, a block of flats, an urban area*, and ask about the derivation of the word. Ask pupils to note an agreed definition.
- Use a game/simulation to allow pupils to explore the factors that may have affected the location of an original settlement.
- Ask pupils to identify types of settlement sites on an OS map, *eg bridge point, wet/dry points, defensive*. (A card-matching exercise might be helpful.) Pupils may then identify further examples on a different map and draw labelled sketch maps of these settlement sites, using map symbols. (Applied conventions for drawing sketch maps to show site/location need to be taught. Lower-attaining pupils may need additional prompts and outlines.)

- define and explain the word 'settlement'
- use OS maps to illustrate the different reasons for settlement location

- Language for learning: it is helpful if pupils build up a glossary of important vocabulary.
- History: links with the historical geography of the settlement of England, invasion phases and place name evidence. The latter could be included in this unit if appropriate to the local area.
- Mathematics: shape, space and measures – pupils interpret maps and understand coordinates.

Learning objectives

Pupils should learn:


Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Where should all the new houses go?**

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| <ul style="list-style-type: none"> • to ask geographical questions • to use secondary sources of evidence • to consider an issue from different points of view • to clarify and develop their own values and attitudes about issues • to develop decision-making skills using ICT • to read, with understanding, an information text • about changes in land use • to consider how and why changes in the functions of settlements occur and how these changes affect groups of people in different ways | <ul style="list-style-type: none"> • Using materials like newspaper articles, extracts from official reports, etc, help pupils read and extract information about England's need for new houses and where they might be built. • Identify a new/proposed housing site locally – either 'brownfield' or 'greenfield' – and locate it on a map. Discuss with pupils what questions they would like to ask about it. If possible, visit the site and talk to people involved/likely to be affected about their view of the development, <i>eg a member of the local planning department, the builder, a potential house buyer, a nearby resident</i>. If this is not appropriate, a simulation approach may be used for a real site elsewhere or an imaginary one locally, and pupils may be asked to imagine, in role groups, what the reactions of different groups of people might be. Emphasise appropriately this 'change in function' aspect of the development, <i>eg from derelict industrial building to new housing development</i>. • Use role play to illustrate the different views of the different groups. Ask pupils to make brief notes as they observe. Then, ask pupils to use all the information they have to write a report on 'Why does England need so many new houses? Where will they be built and how will people already living in these areas be affected?' |
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| <ul style="list-style-type: none"> • make and justify a decision about where new housing is to be built • understand the different reactions of people to new housing developments and changes of function • communicate in different styles, <i>eg notes, continuous prose, orally</i> | <ul style="list-style-type: none"> • Language for learning: this activity provides opportunities for pupils to be reminded how to read at different levels of detail: to use skimming, scanning, highlighting and note making as appropriate. • A site earmarked for development would be ideal for fieldwork. The local authority planning department will have up-to-date information and staff are usually willing to help. • The role-play information can be collected as part of the fieldwork activity or can be developed from prompt role cards. • Citizenship: this activity provides opportunities for pupils to reflect on topical social issues and to express and explain viewpoints contrary to their own. |
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How is land used in a town or city? Where are the different land-use zones found and why? How has the pattern developed? How is the pattern changing? How are different groups of people affected?

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| <ul style="list-style-type: none"> • to use maps and secondary sources of evidence • about patterns and changes in urban land use • how changes affect groups of people in different ways • to clarify and develop their own values and attitudes about issues | <ul style="list-style-type: none"> • Ask pupils to identify five to 10 different land uses on an aerial photograph of an urban area (use a local one if this is suitable). Locate these on a 1:50,000 map and help pupils to draw a generalised plan of the pattern of land use evident, <i>eg CBD, shops/services, open space, factory/work areas</i>. After discussion ask pupils to add explanatory notes to it to suggest reasons for their relative locations. • Select two urban land-use plans, one in an MEDC and the other in an LEDC. Through teacher-led questioning, help pupils to identify the differences between them and how they relate to different states of development. Differences may be recorded in a table. Ask pupils to write a short paragraph explaining the different land-use patterns in cities in MEDC and LEDC countries. • Show pupils a series of aerial photographs/video snippets/personal accounts which show how a settlement (or part of one) has changed over time, <i>eg transformation of an inner-city area</i>. Then ask them to consider the advantages/disadvantages of the changes and how they will have affected different groups of people. Ask them to write about their findings/imagined responses in two paragraphs (one in favour and another against the changes). | <ul style="list-style-type: none"> • describe the main land-use zones of a 'typical' town or city, and offer reasons for their relative location • identify some of the main similarities and differences between land-use zones in towns and cities in MEDCs and LEDCs • account for the differences in the growth and development of a town or city in an MEDC/LEDC country • describe and explain how land use changes over time • describe and explain how changes affect groups of people in different ways | <ul style="list-style-type: none"> • A generalised outline map of the land-use zones of the local town/urban area for lower-attaining pupils to complete may be helpful; others may be able to draw their own. • Language for learning: pupils may choose what strategy to use for note making, <i>eg tables or spider diagrams</i>. • Citizenship: this activity provides the opportunity for pupils to express and explain viewpoints contrary to their own. • Key skills: links with working with others, where pupils work on a one-to-one or group basis and plan with others what needs to be done, confirm their understanding of the objectives, their responsibilities and working arrangements, and carry out tasks and review progress. <p> Safety – all off-site visits must be carried out in accordance with LEA and school guidelines</p> |
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