

Subject	Year	Term
Geography AQA	Year 13	Start end of Autumn term continue in to spring term 1 and 2
Topic		
Population and the environment		
Content + skills (Intent)		
Prior Learning (Topic)		
KS1/KS2-		
<p>KS1- Human geography including: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		
<p>KS2- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		
KS3 at Balcarras		
<p>Think today; enjoy tomorrow (Year 7), The city that never sleeps- urbanisation (Year 7), Adventure landscapes (Year 7), Clean water for everyone? (Year 9)</p>		
KS4 at Balcarras		
<p>Urban environments (Year 10), Natural hazards (Year 10), The living world (Year 11), Changing economic world (Year 11), Resource management (Year 11),</p>		
KS5 at Balcarras		
<p>Coasts topic is taught before this one in year 12. 'Coasts' (systems and positive/negative feedback loops) This is being taught alongside global governance (global systems, unequal power relations, TNC's, agencies and role of global governance)</p>		
<p>This optional section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p>		
Future Learning (Topic)		
<p>Due to the synoptic nature of geography elements of changing places can be brought into other modules, especially the essay questions. The other modules studied are 'Water and Carbon Cycles' (links to agriculture and food security), 'changing places', hazards, coasts and global governance and systems</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	

Key themes:

- The environmental context for human population characteristics and change.
- Key elements in the physical environment: climate, soils, resource distributions including water supply.
- Key population parameters: distribution, density, numbers, change.
- Key role of development processes.
- Global patterns of population numbers, densities and change rates.
- Global and regional patterns of food production and consumption.
- Agricultural systems and agricultural productivity. Relationship with key physical environmental variables – climate and soils.
- Characteristics and distribution of two major climatic types to exemplify relationships between climate and human activities and numbers.
- Climate change as it affects agriculture.
- Characteristics and distribution of two key zonal soils to exemplify relationship between soils and human activities especially agriculture.
- Soil problems and their management as they relate to agriculture: soil erosion, waterlogging, salinisation, structural deterioration.
- Strategies to ensure food security.
- Global patterns of health, mortality and morbidity
- The relationship between environment variables
- The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease
- The global prevalence and distribution of one specified non-communicable disease
- Role of international agencies and NGOs in promoting health and combating disease at the global scale.
- Factors in natural population change
- International migration
- Population growth dynamics.
- Population, resources and pollution model
- Health impacts of global environmental change
- Prospects for the global population.
- Projected distributions
- Case study of a country/society experiencing specific patterns of overall population change – increase or decline – to illustrate and analyse the character, scale, and patterns of change, relevant environmental and socio-economic factors and implications for the country/society.
- Case study of a specified local area to illustrate and analyse the relationship between place and health related to its physical environment, socio-economic character and the experience and attitudes of its populations.

Provide SHORT and FREQUENT re-call tests in a low-stakes environment – mix of formative and summative

Pupils will receive a past paper question booklet which covers all previous exam questions available to us. These will be regularly set, marked
Continual low-stakes formative testing in lessons through verbal questioning

This topic will be covered within the Year 12 and Year 13 formal mock exams - summative feedback.

A level record sheet, Progress analysis, data shared in interim reports and formal reports and parents evening.

The A-Level course comprise of lessons where content is taught (teacher led), directed questioning and adaptive teaching. Pupil notes are made (often through 'flip learning' ahead of the next lesson). Exam technique is integrated (see opposite box) via PPQs, plus there is an expectation of wider reading and keeping up with current issues/affairs. We aim to include pupil centred/led learning through group work, peer learning/assessment. We also include fieldwork, GIS and numeracy/ computing skills where possible.

Misconceptions

The world's population is exploding

In fact: whilst the global population may yet reach nine billion in 2050, this trend is predicted to level off by the end of the 21st century. An unprecedented decline in fertility rates in recent decades has seen the number of children born per woman fall from 4.5 in the 1970s to 2.5 today. Female education, access to family planning and a reduction in child mortality have all contributed to women having fewer children.

Infectious diseases are the world's biggest killers

In fact: just one – HIV/AIDS – appears in the World Health Organization's leading causes of death between 2002 and 2012. By far the biggest killer was heart disease, which caused 3 in every 10 deaths. This issue affects rich and poor countries alike, with the latter particularly affected by growing obesity levels. The Overseas Development Institute states that the majority of overweight people now live in developing countries, with factors including rising incomes and poor diet.

There is not enough food for everyone

In fact: more than enough is produced globally, but it just doesn't reach everyone who needs it. One-third of all food produced for human consumption is wasted every year – that's 1.3 billion tonnes lost while 805 million people go hungry. The UN estimates that 80 per cent of hungry children in the developing world live in countries that produce food surpluses.

Everyone is getting older

In fact: this depends entirely on where in the world you live. In Rwanda, those aged 18–35 make up to 40 per cent of the total population. Whereas in Denmark, Germany and Italy, their representation was closer to 18 per cent. While the global average life expectancy has steadily increased to 71 in 2013 (up from 65 in 1990), there are also more young people aged 10–24 today than at any other time in history.

The Sustainable Development Goals only concern poor countries

In fact: the proposed framework to replace the Millennium Development Goals will be universal, affecting everyone from Australia to Zimbabwe. There are a range of ambitious goals that will challenge all nations, from access to sustainable energy to the pursuit of gender equality. It is also designed to "leave no one behind", which means that a goal will not be considered achieved until it has made progress across the whole population.

How can parents help at home?

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g. David Attenborough, wildlife/environments.

Watch this

Revision blast- Tutor2U- <https://www.youtube.com/watch?v=necnK4KTXNA>

TED talks

https://www.ted.com/talks/sonia_shah_3_reasons_we_still_haven_t_gotten_rid_of_malaria?language=en

Listen to this

<https://podcasts.ox.ac.uk/10-whos-afraid-population-decline>

<https://podcasts.ox.ac.uk/population-paradox>

https://www.ted.com/talks/hans_rosling_new_insights_on_poverty?language=en

Check this out

<https://www.gapminder.org/>

https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen?language=en

Conversation Starters/essay titles

“The world cannot be understood without numbers. But the world cannot be understood with numbers alone.”

“When things are getting better we often don’t hear about them. This gives us a systematically too-negative impression of the world around us, which is very stressful.”

“The only proven method for curbing population growth is to eradicate extreme poverty”

“Malaria will never be fully eradicated”

“Health is better in HIC’s than LIC’s”

Helpful further reading/discussion

Reading

Non fiction

Thomas, Chris D. (2017) *Inheritors of the Earth: how nature is thriving in an age of extinction*

Collier, P. (2007) *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* – Oxford University Press

Dorling, D. (2015) *Inequality and the 1%* - Verso

Academic reading

Rosling, Hans (2018) *Factfulness*

Vocabulary Lists

Speaking like a geographer (Splag)

- Distribution
- Density
- Neolithic revolution
- Industrial revolution
- Soil fertility
- Commercial farming
- Subsistence farming
- Extensive farming
- Nomadic farming
- Arable farming
- Zonal soils
- Podzols
- Latosols
- Waterlogging
- Salinisation
- Structural deterioration
- Morbidity
- Mortality
- Epidemiological transition
- Demographic transition model
- Ecological footprint
- PRP model

Careers Links

International development offers a wide range of opportunities. You could be working in policy development, developing donor relations, delivering aid on the ground, supporting colleagues through HR initiatives...the list goes on. What underpins the work is a desire to promote economic and human development in developing countries.

<https://info.lse.ac.uk/current-students/careers/information-and-resources/employment-sectors/international-development>

