Learning Plan Summer 2	Subject/Pwnc: Geography: Population/Daearyddiaeth	Year/Blwyddyn: 9	

The Four Purposes in Humanities:

Ambitious, capable learners, who:
have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.

Enterprising, creative contributors, who:
research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.

Ethical, informed citizens, who:
find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.

Healthy, confident individuals, who:
are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenge; develop skills and knowledge to manage everyday life.

Knowledge focus/what matters:
Understanding population dynamics at a variety of scales; key concepts to be explored include population distribution, density, growth and demographic transition. The causes and consequences of population change including migration, urbanisation and population policies through analysis of global and local case studies.

Learning objective/key question	What will I know and be able to do? I can…	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress
Week 1 **Intro into Population and its Problems**	• Recall and describe key population terms and issues. • Analyse sources to infer problems related to overpopulation (e.g., Bangladesh). • Evaluate different perspectives shown in photographs and texts.	• I can apply critical thinking to infer meaning from text and photographic sources. • I can identify causes and consequences of overpopulation using evidence. • I can form reasoned arguments based on my analysis and evaluation of information from a range of sources.	Homework: Set: Due:
Week 2 **Global population**.	• Describe how the global population has changed over time using data. • Interpret a line graph to identify population growth patterns. • Explain reasons for population change using key historical events. • Evaluate which periods saw the most significant change and why.	• I will read and extract information from a population graph using accurate numerical data. • I will identify trends, peaks, and key changes in population over time. • I will use historical context (e.g. Agricultural Revolution, industrialisation) to explain population patterns. • I will make supported judgements about the most significant turning points in population growth.	
Week 2 **Population Pyramids**	• Understand and explain the structure and purpose of population pyramids. • Question and compare different pyramid types. • Interpret demographic information from real-world examples.	• I can analyse geographical concepts in context, to identify trends. • I can compare and contrast data across countries and justify conclusions.	Homework: Set: Due:

Week 3 & 4 **Creating Population Pyramids**	• Apply knowledge to construct accurate population pyramids. • Interpret trends and synthesize findings to make predictions.	• I can identify and interpret trends. • I can synthesize information to make predictions.	
Week 5 **DMT**	• Describe the key stages of the DTM. • Explain how birth and death rates change over time. • Compare stages of the model with levels of development. • Justify which stage a country is in based on data.	• I will label and interpret a DTM diagram. • I will explain the relationship between development and population change. • I will use case study data to support my reasoning. • I will apply analytical thinking to justify stage placement.	
Week 6 **Population Distribution**	• Identify and describe patterns in global population distribution. • Explore physical and human factors influencing distribution. • Justify conclusions using evidence.	• I can interpret maps and demographic data to describe patterns. • I can analyse and explain relationships between geography and population density.	
Week 7 **China's One Child Policy**	• Comprehend and summarize the goals of China's One Child Policy. • Analyse consequences and evaluate the effectiveness of the policy.	• I can critically analyse aims and outcomes of strategies or policies. • I can evaluate the success of strategies or policies based on demographic and social evidence.	
Week 8 **Migration: Push and Pull Factors**	• Define migration and distinguish between push and pull factors. • Apply examples to explain causes of migration. • Compare and examine migration patterns using case studies.	• I can identify and classify factors. • I can analyse case studies and apply my understanding to new contexts.	

Week 9 **Migrating from Mexico to USA.**	• Describe why people migrate from Mexico to the USA using push and pull factors. • Compare the living conditions and opportunities in Mexico and the USA. • Explain the positive and negative impacts of migration for both countries. • Justify my own opinion on whether migration should be restricted.	• I will identify push and pull factors using case study examples and structured note-taking. • I will compare data and social conditions using key evidence. • I will write a balanced explanation of the advantages and disadvantages of migration. • I will present my viewpoint with clear reasoning supported by facts.	
Week 10 **The effects of Immigration**	• Identify a range of social and economic effects of immigration. • Describe the impacts of immigration on both host and source countries. • Explain and categorise whether these effects are positive or negative. • Evaluate the most significant effects of immigration using case study examples.	• I will sort and categorise effects of immigration into social/economic and positive/negative outcomes. • I will explain how immigration can affect both the population and the economy of a country. • I will use a real-world example (e.g. Poland to UK) to support my ideas with evidence. • I will rank the importance of the effects and justify my decisions during discussion.	
Week 11 **Revision**	• Recall key knowledge from previous lessons. • Organise my understanding into key themes (e.g. migration, DTM). • Apply my learning to different question styles. • Evaluate my own progress and identify areas for improvement.	• I will complete quizzes, card sorts, and mind maps to review content. • I will answer past paper-style questions using correct geographical terms. • I will peer-assess and self-assess my work. • I will set personalised revision targets.	
Week 12 **Population Assessment**	• Apply interpretation skills to extract meaning from a population pyramid. • Define and use key vocabulary accurately. • Evaluate policy outcomes and justify conclusions with evidence.	• I can evaluate data using correct terminology and strategies. • I can recall and apply my prior knowledge and understanding to draw evidence-based conclusions. • I can synthesize ideas and justify evaluative statements.	Homework: Set: Due:
Week 13 **Feedback and Review**	• Reflect on my assessment performance using teacher and peer feedback. • Identify my strengths and areas for development. • Improve my assessment responses using targeted DIRT tasks. • Set personal targets to support future progress in geography.	• I will use written feedback to revise my understanding of key population concepts. • I will correct misconceptions and strengthen weak areas through DIRT tasks. • I will improve extended responses by focusing on structure, detail, and terminology. • I will set SMART targets for future assessments and explain how I will achieve them.	