

Learning Plan 1B		Subject/Pwnc: Geography: Population/Daearyddiaeth		Year/Blwyddyn: 9	
<p><b><u>The Four Purposes in Humanities:</u></b></p> <p><b>Ambitious, capable learners</b>, who: have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p><b>Enterprising, creative contributors</b>, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p><b>Ethical, informed citizens</b>, 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.</p> <p><b>Healthy, confident individuals</b>, 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.</p> <p><b>Knowledge focus/what matters:</b> 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.</p>					
<b>Learning objective/key question</b>		<b>What will I know and be able to do? I can...</b>		<b>How will I develop my skills? (Success Criteria)</b>	
<p>Week 1</p> <p><b>Migrating from Mexico to USA.</b> <b>LO:</b> To explain causes of migration using the push–pull model and apply these to real-world case studies.</p>		<ul style="list-style-type: none"><li>Describe why people migrate from Mexico to the USA using push and pull factors.</li><li>Compare the living conditions and opportunities in Mexico and the USA.</li><li>Explain the positive and negative impacts of migration for both countries.</li><li>Justify my own opinion on whether migration should be restricted.</li></ul>		<ul style="list-style-type: none"><li>I will identify push and pull factors using case study examples and structured note-taking.</li><li>I will compare data and social conditions using key evidence.</li><li>I will write a balanced explanation of the advantages and disadvantages of migration.</li><li>I will present my viewpoint with clear reasoning supported by facts.</li></ul>	
<p>Week 2</p> <p><b>The effects of Immigration</b> <b>LO:</b> To identify and categorise the effects of immigration and evaluate their impact on host and source countries.</p>		<ul style="list-style-type: none"><li>Identify a range of social and economic effects of immigration.</li><li>Describe the impacts of immigration on both host and source countries.</li><li>Explain and categorise whether these effects are positive or negative.</li><li>Evaluate the most significant effects of immigration using case study examples.</li></ul>		<ul style="list-style-type: none"><li>I will sort and categorise effects of immigration into social/economic and positive/negative outcomes.</li><li>I will explain how immigration can affect both the population and the economy of a country.</li><li>I will use a real-world example (e.g. Poland to UK) to support my ideas with evidence.</li><li>I will rank the importance of the effects and justify my decisions during discussion.</li></ul>	

<p>Week 3</p> <p><b>Ageing Populations: A Future Challenge</b>  <b>LO:</b> To explain the causes and consequences of ageing populations and evaluate strategies used to manage their impact on society.</p>	<ul style="list-style-type: none"> <li>Explain the causes of ageing populations</li> <li>Describe the social, economic and healthcare implications of ageing demographics</li> <li>Evaluate how different countries manage ageing populations (e.g. Japan, UK)</li> </ul>	<ul style="list-style-type: none"> <li>Interpret population pyramids and demographic data to identify ageing trends</li> <li>Assess the effectiveness of different strategies (e.g. pension reform, immigration, pronatalist- Construct arguments about the best ways to support ageing societies</li> </ul>	<p>Homework:</p> <p>Set:</p> <p>Due:</p>
<p>Week 4</p> <p><b>Urbanisation: The Rise of Mega Cities</b>  <b>LO:</b> To describe patterns of urban growth, analyse the causes of rapid urbanisation, and assess the challenges and opportunities created by megacities.</p>	<ul style="list-style-type: none"> <li>Define urbanisation and explain what causes cities to grow</li> <li>Describe and compare the growth of megacities using global examples (e.g. Lagos, Mumbai)</li> <li>Evaluate the challenges and opportunities associated with rapid urban growth</li> </ul>	<ul style="list-style-type: none"> <li>Analyse population and urban growth data using maps, graphs, and statistics</li> <li>Compare and contrast living conditions and infrastructure challenges in HICs vs LICs</li> <li>Justify solutions to urban challenges using evidence-based reasoning</li> </ul>	<p>Homework:</p> <p>Set:</p> <p>Due:</p>
<p>Week 5</p> <p><b>Remove this</b></p> <p><b>Revision</b>  <b>LO:</b> To recall, organise, and apply population knowledge in preparation for assessment through independent revision strategies.</p>	<ul style="list-style-type: none"> <li>Recall key knowledge from previous lessons.</li> <li>Organise my understanding into key themes (e.g. migration, DTM).</li> <li>Apply my learning to different question styles.</li> <li>Evaluate my own progress and identify areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>I will complete quizzes, card sorts, and mind maps to review content.</li> <li>I will answer past paper-style questions using correct geographical terms.</li> <li>I will peer-assess and self-assess my work.</li> <li>I will set personalised revision targets.</li> </ul>	<p>Homework:</p> <p>Set:</p> <p>Due:</p>
<p>Week 7</p> <p><b>Population Assessment</b>  <b>LO:</b> To demonstrate understanding of population topics through structured interpretation, explanation, and evaluation.</p>	<ul style="list-style-type: none"> <li>Apply interpretation skills to extract meaning from a population pyramid.</li> <li>Define and use key vocabulary accurately.</li> <li>Evaluate policy outcomes and justify conclusions with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate data using correct terminology and strategies.</li> <li>I can recall and apply my prior knowledge and understanding to draw evidence-based conclusions.</li> <li>I can synthesize ideas and justify evaluative statements.</li> </ul>	<p>Homework:</p> <p>Set:</p> <p>Due:</p>
<p>Week 7</p> <p><b>Feedback and Review</b>  <b>LO:</b> To analyse feedback and improve responses using DIRT tasks and set targets for future progress.</p>	<ul style="list-style-type: none"> <li>Reflect on my assessment performance using teacher and peer feedback.</li> <li>Identify my strengths and areas for development.</li> <li>Improve my assessment responses using targeted DIRT tasks.</li> <li>Set personal targets to support future progress in geography.</li> </ul>	<ul style="list-style-type: none"> <li>I will use written feedback to revise my understanding of key population concepts.</li> <li>I will correct misconceptions and strengthen weak areas through DIRT tasks.</li> <li>I will improve extended responses by focusing on structure, detail, and terminology.</li> <li>I will set SMART targets for future assessments and explain how I will achieve them.</li> </ul>	<p>Homework:</p> <p>Set:</p> <p>Due:</p>