

Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 8 GEOGRAPHY

Week Beginning	Lesson Title	Lesson Objective	Online Lesson Link	Any additional instructions?
8 th September	Lesson 1 – Our Global Population	To be able to describe the how the global population has changed over time.	Our global population KS3 Y7 Geography Lesson Resources Oak National Academy	<p>Watch the video (left) and answer the following video in full sentences:</p> <ol style="list-style-type: none"> 1. Define the term "natural increase" and explain how it affects population size. 2. Using the example from the lesson, calculate the birth rate in a town with 150 babies born each year and a population of 3,000 people. 3. Why do high-income countries tend to have lower birth rates compared to low-income countries? Give two reasons. 4. Explain why countries like Lesotho have higher death rates than countries like Qatar. 5. Describe how the world's population has changed from the year 0 to 2023, using specific population figures. 6. Why has global population growth started to slow down in recent years? What factor is mainly responsible for this trend? <p>Extension Question: Using the terms "birth rate," "death rate," "healthcare," and "family planning," explain why population growth may vary between different countries.</p>
15 th September	Lesson 2 – Population Density	To be able to explain why population density differs across the globe.	Population density KS3 Y7 Geography Lesson Resources Oak National Academy	<p>Watch the video (left) and answer the following questions in full sentences:</p> <ol style="list-style-type: none"> 1. What is meant by the term <i>population density</i>? 2. Name two regions in the world that are densely populated and two that are sparsely populated.

				<ol style="list-style-type: none"> What is the difference between <i>dense population</i> and <i>sparse population</i>? How does <i>climate</i> influence where people live? Why do cities like London have a high population density? List four factors (two human, two physical) that influence population density. <p>Extension Question: Imagine you are a city planner for a new town. Based on what you've learned, choose a location (real or imagined) and explain whether you would expect the population density to be high or low.</p>
22 nd September	Lesson 3 – GIS: Analysing the distribution of the world's population	To be able to use Geographical Information Systems (GIS) to investigate population data and analyse the world's population distribution.	GIS: Analysing the distribution of the world's population KS3 Y7 Geography Lesson Resources Oak National Academy	<p>Watch the video (left) and answer the following questions in full sentences:</p> <ol style="list-style-type: none"> What is the difference between population density and population distribution? How can choropleth maps help us understand population distribution? Why might using total population by country be misleading when analysing where people live? Name two GIS data layers that can help indicate where people live, apart from population density. What do they show? Which toolbar tool is used to add your own data to a GIS map, and what can you add? How can comparing layers using swipe or transparency tools help explain why population is high or low in certain areas? <p>Extension Question: A region shows a very low human footprint on the GIS map, but has a relatively high population density according to census data. Suggest two possible reasons why this mismatch might occur, and explain your thinking.</p>
29 th September	Lesson 4 – The population of the UK	To be able to explain where people live in the UK and how topography influences population distribution.	The population of the UK KS3 Y7 Geography Lesson Resources Oak National Academy	<p>Watch the video (left) and answer the following questions in full sentences:</p> <ol style="list-style-type: none"> What is meant by the term <i>population distribution</i>? Name two UK cities with a high population density and explain one reason why each city has a large population. How does the relief of northern Scotland affect its population density? What does a choropleth map show in this lesson, and how can you tell which areas are more densely populated? Using your knowledge of relief, why might central Wales have a lower population density than the southeast of England?

				<p>6. Explain two features that make an area attractive for people to live in and contribute to a high population density.</p> <p>Extension Question: Look at two areas: London and the Scottish Highlands. If you were a city planner trying to increase population in the Highlands, what changes or developments would you suggest to make the area more attractive to live in? Explain your choices.</p>
6 th October	Lesson 5 – Population Structure	To be able to interpret and analyse population pyramids.	Population structure KS3 Y7 Geography Lesson Resources Oak National Academy	<p>Watch the video (left) and answer the following questions in full sentences:</p> <ol style="list-style-type: none"> Which axis on a population pyramid shows the age groups, and why is this important when analysing population structure? Explain what a wide base on a population pyramid tells us about a country's birth rate. Use an example from the lesson to support your answer. What does it mean if the top of a population pyramid is narrow, and what can this tell us about life expectancy in that country? How can you tell which side of the population pyramid represents males and which side represents females? Describe how the pyramid is structured. Describe what a 'bulge' in a population pyramid shows. What might cause this to happen? Look at a population pyramid where the age group 0–4 has 9% males and 9% females. What percentage of the total population is in this age group, and how do you calculate it? <p>Extension Question: Two countries have very different population pyramids. Country A has a wide base and a narrow top. Country B has a narrow base and a wider top. What different challenges might each country face because of their population structure? Explain your reasoning.</p>
13 th October	Lesson 6 – GIS: Analysing the population of the UK	To be able to use a Geographical Information System (GIS) to analyse the distribution and structure of the UK's population.	GIS: Analysing the population of the UK KS3 Y7 Geography Lesson Resources Oak National Academy	<p>Watch the video (left) and answer the following questions in full sentences:</p> <ol style="list-style-type: none"> What is the purpose of the UK census, and how often is it carried out? How can a GIS help us to understand patterns in population density across the UK? Describe the difference in median age between rural and urban areas in England and Wales. What pattern did you notice? How can the Office for National Statistics (ONS) census maps be used to study population changes over time?

				<p>5. Explain one strength and one limitation of using a single-purpose GIS such as the one used in the lesson.</p> <p>6. Describe how the population density and median age of the city of York have changed over the last 10 years, based on the GIS data.</p> <p>Extension Question: Using your understanding of geography, explain why coastal areas in the UK tend to have a higher median age, while large cities like London and Birmingham have a younger population.</p>
20 th October	Lesson 7 – Migration around the world	To be able to describe the reasons for migration and differentiate between different types of migrants.	Migration around the world KS3 Y7 Geography Lesson Resources Oak National Academy	<p>Watch the video (left) and answer the following questions in full sentences:</p> <p>1. Define the following terms in your own words:</p> <p>A) Migration</p> <p>B) Push factor</p> <p>C) Pull factor</p> <p>2. What is the difference between internal migration and international migration?</p> <p>3. Why might a person be considered a refugee instead of an economic migrant?</p> <p>4. Use information from the lesson to explain why Germany has attracted a large number of international migrants.</p> <p>5. How do push and pull factors influence migration?</p> <p>6. Based on the graph shown in the lesson, how did the number of immigrants in Germany change between 1990 and 2020?</p>

				<p>Extension Question: Imagine your family is planning to migrate to another country. Write a short paragraph explaining:</p> <ul style="list-style-type: none"> • Three push factors that might cause you to leave your current location. • Three pull factors that might attract you to a new country. <p>Explain why each factor is important in your decision.</p>
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