

Summary

Population

Subject	Year	Start date	Duration
Geography	Year 10	Week 4, September	5 weeks 4 hours

Key and Related Concepts

Key Concepts

Key Concepts	Definition
--------------	------------



Identity

Identity is the state or fact of being the same. It refers to the particular features which define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.



Time,
place
and
space

Time, place and space The intrinsically-linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. 'Time, place and space' focuses on how we construct and use our understanding of location ("where" and "when").

Related Concept(s)

Causality (cause and consequence), Disparity and equity, Patterns and trends, Scale, Management and intervention

Inquiry

Conceptual Understanding

Students should be aware of the issues surrounding population growth and how population affects many facets of life around the world through; environmental, physical, human, economic and political issues.

Global Context

Global Context	Explorations to develop
----------------	-------------------------



Fairness and
development

Inequality, Difference and inclusion, Authority, Security and freedom

IB MYP GEO-10 (Year 10) 2

☰ Statement of Inquiry

Population and migration trends change in time and in place, and it is important that interventions to manage them respect the societies and individuals involved.

🔍 Inquiry Questions

Type	Inquiry Questions	Line of Inquiry
Factual	Where are all the people? How do we measure population growth?	Population Distribution and Density
Conceptual	How do we represent population trends? What processes are driving trends and patterns of population growth? Why is it difficult to manage population? How does Migration affect population?	How do a combination of social, political environmental and economic factors influence population change?
Debatable	What rights and responsibilities must be considered for future population?	Population policies
Conceptual	How and why is population growth presenting challenges to our world?	Population Growth Issues
Debatable	To what extent is population density and distribution uneven and how does it change over time.	Population Patterns and Trends
Factual	Where are all the people? How do we measure population growth?	Population Distribution and Density
Conceptual	How do we represent population trends and patterns? What processes are driving trends and patterns of population growth? Why is it difficult to manage population? How does migration affect population?	Population Growth Issues

🔍 Curriculum

◇ MYP subject group objective(s)

A: Knowing and understanding

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

C: Communicating

IB MYP GEO-10 (Year 10) 2

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

 Skills

- Skills- Students will be addressing their research skills in their ability to research an example of a refugee situation
- Knowledge- Students will use the knowledge they have covered in class as well as current news to help support their arguments
- Skills- Students will be addressing their research skills in their ability to research an example of a refugee situation

 ATL Skills

 ATL skills

 **Communication**

- I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Use intercultural understanding to interpret communication

Use a variety of speaking techniques to communicate with a variety of audiences

Use a variety of media to communicate with a range of audiences

Participate in, and contribute to, digital social media networks

Reading, writing and using language to gather and communicate information

Read a variety of sources for information and for pleasure

Use and interpret a range of discipline-specific terms and symbols

Paraphrase accurately and concisely

Preview and skim texts to build understanding

Take effective notes in class

Use a variety of organizers for academic writing tasks

Organize and depict information logically

 **Research**

- VI. Information literacy skills

Finding, interpreting, judging and creating information

Collect, record and verify data

Access information to be informed and inform others

Make connections between various sources of information

Present information in a variety of formats and platforms

Process data and report results

Understand and use technology systems

- VII. Media literacy skills

Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)

Demonstrate awareness of media interpretations of events and ideas (including digital social media)

Make informed choices about personal viewing experiences

Understand the impact of media representations and modes of presentation

Seek a range of perspectives from multiple and varied sources



Developing IB Learners

☆ IB Learner Profile



Inquirers



Knowledgeable



Thinkers



Open-minded

Description

Inquirers:

Students will inquire about reasons behind population policies and learn to understand why certain countries have larger populations than others. Students will be aware of this through their research project and test based tasks.

Knowledgeable:

Students will be able to point out interesting facts, and information regarding population issues around the world. Students will know this through their research project and test based tasks.

Thinkers:


Students will be able to think of a population structure of a country using their knowledge of population dynamics. They will then be able to assert what problems may that country face in the future.

IB MYP GEO-10 (Year 10) 2

Open minded:

Students will be open minded to the constraints that population problems may place on a country. Students will be more aware of the reasons surrounding certain population policies such as Middle Eastern countries and their immigration policies.

 **Connections**

 **Service as Action**

Become more aware of their own strengths and areas for growth:

Students will need to investigate different aspects of population that will require them to conduct a high quality research project.


Consider the ethical implications of their actions:

As the assignments based in this unit are the first for students to complete, they will complete a personal and peer reflection on each task.





 **Assessment**


 **Summative Assessment**


The assessment task aims to highlight the Human factors at a location that can lead to demographic change that creates inequality. Population issues arise that can alter demographic structure and create issues of authority v freedom and compromise fairness.

OCT Assessment on Population
11 Summative Exam  Sunday at 5:20 PM

 **MYP Assessment Criteria**

 <input checked="" type="checkbox"/> A: Knowing and understanding	 <input type="checkbox"/> B: Investigating
 <input checked="" type="checkbox"/> C: Communicating	 <input type="checkbox"/> D: Thinking critically

 **Learning Experiences**

 **Learning Experiences and Teaching Strategies**

Learning experiences:

Students will see sample assignments from last years class to help give them an idea of high quality work that they are aiming to achieve.

Students will acquire the knowledge through class based tasks, videos, games, assignments and news articles. They will practice these when completing assignments and class based tests

Some students will have a prior knowledge from humanities in earlier years. A brief test at the start of the unit will help indicate students understanding of the unit.

Students will be given detailed feedback after every assignment to help guide them in future assignments.

The teacher will use lecture notes, videos, games, news articles and role play activity to help teach the unit

Students with special educational needs will be catered for according to their SEN plan given to teachers at the start of the year.

Teaching strategies:

Students will be given detailed feedback after every assignment to help guide them in future assignments.

The teacher will use lecture notes, videos, games, news articles and role play activity to help teach the unit

Students with special educational needs will be catered for according to their SEN plan given to teachers at the start of the year.

 **Differentiation**

There will be in-class differentiation based on class tasks.

All students will complete the same assignments/tests but accommodations may be made regarding certain students abilities closer to the assessment time.

 **Stream & Resources**

Changing Population

1  **Jennifer Agacy**
Posted **task** on Oct 18, 2020 at 5:25 PM

OCT
11 **Assessment on Population**
Summative Exam Sunday at 5:20 PM

 **Resources**

 **Note** posted on Jun 16, 2015 at 8:51 AM

BBC Bitesize

Geographyalltheway.com