PME SESSION – 4th NOVEMBER 2015

Planning a unit of work:

Why plan…

* Enables you to time your delivery of content within the context of your scope and sequence document.
* Helps with the timing of classes
* Progression of classes
* Plan for links between areas of content
* Delivery of key terminology
* Delivery of case-studies v examples
* Allow the planning of different activities / different kinds of resource
* Inclusion of literacy / numeracy / ICT (strands from the schools SSE)
* Allow for the planning of scaffolding / coherence
* Review / Adapt
* Making class, fun, interesting and inspiring (while covering key concepts)
* Location of key AFL tasks / Formative assessment tasks.
* Consideration of differentiation (supporting learners at both ends of spectrum)
* EFL

Step 1:

The syllabus v the textbook

Be familiar with both… the syllabus will tell you what you **HAVE** to cover, the textbooks will be different.

* Skills are hard and take time to acquire…need regular reinforcement
* Processes equally difficult,
* Sketching diagrams
* Weather and climate…difficult concepts
* Textbooks are very content driven
* Examples can be outdated – be contemporary (Mount St Helen’s v Mount Merapi)
* Include thinking skills, teach note-taking, answer questions in full sentences, presentation skills
* Be very directed with project work and web-based research topics.

For example… rather than research the one-child policy / here are two website addresses, find 3 reasons why the policy was needed and 5 problems with the policy – highlight them in two different colours

**Possible teaching activities…**

1. Questions
* Multiple choice
* Cloze exercise
* Short answer
* Longer answer questions
1. Mind maps
2. Annotated script
3. Opinion sheets
4. Classification of information
5. Note-taking
6. Picture analysis / annotation
7. Video / Youtube
8. Storyboarding
9. Think / pair / share
10. Collaborative work
11. Hot seating
12. News articles analysis
13. Presentation (prezi / powerpoint)
14. Fieldwork (questionnaires)
15. Graphical presentation
16. Drama
17. Poem/song
18. Poster
19. Infographic
20. Key work / illustration
21. Debate
22. MUN debate
23. Ask the expert
24. Trial
25. Radio Script
26. TV Script and film
27. Tedtalk
28.
29.
30.
31.
32.
33.
34.

**Population: Distribution, diversity and change**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key idea:** | **Objectives:** | **What do we want the students to understand?** | **Possible teaching strategies** | **Literacy / Numeracy links** | **Possible resources** | **Assessment****(AFL/Formative)** |
| World population has increased throughout time at an uneven andfluctuating rate. | How has world population changed over time?How does population change?What is the demographic transition model? | That the world’s population has increased in stages.Most of the growth in world population has occurred in the developing world.What the terms crude birth rate / death rate mean.How natural change is calculated.How population growth rates are calculated.Understand that CBR’s/CDR’s have changed over time and as nations develop.That population has changed in different stages |  |  |  |  |
| **Key idea:** | **Objectives:** | **What do we want the students to understand?** | **Possible teaching strategies** | **Literacy / Numeracy links** | **Possible resources** | **Assessment****(AFL/Formative)** |
| A number of factors influence the rate of change. These include:- food supply- war- technological development- health- education- place of women in socity | How do improvements in the supply of food affect birth and death rates? |  |  |  |  |  |
| Opinion is divided as to the future rates of population increase. | How can the future rates of population growth be predicted?Why is opinion divided as to the rate of growth? |  |  |  |  |  |
| **Key idea:** | **Objectives:** | **What do we want the students to understand?** | **Possible teaching strategies** | **Literacy / Numeracy links** | **Possible resources** | **Assessment****(AFL/Formative)** |
| The population of the world, when examined at a variety of scales, is distributed unevenlyacross the earth’s surface. Within most regions, population densityvaries through space and time.Some of the factors which causethis are:- social/historical- resources /terrain |  |  |  |  |  |  |
| **Key idea:** | **Objectives:** | **What do we want the students to understand?** | **Possible teaching strategies** | **Literacy / Numeracy links** | **Possible resources** | **Assessment****(AFL/Formative)** |
| Any population-groupingdisplays a characteristicstructure, for example in age/sex composition. The structure of a rapidly increasing population differs in recognizable ways from that of a slowly-growing or staticpopulation. |  |  |  |  |  |  |
| **Key idea:** | **Objectives:** | **What do we want the students to understand?** | **Possible teaching strategies** | **Literacy / Numeracy links** | **Possible resources** | **Assessment****(AFL/Formative)** |
| The density of population in anarea has significant effects on thesocial and economic geography ofthat area:**Very high densities:**- Overcrowding- shortage of clean water- lack of open space**Very low densities:**- low marriage rates- abandonment of agriculturalland- political/economic isolation |  |  |  |  |  |  |
| **Key idea:** | **Objectives:** | **What do we want the students to understand?** | **Possible teaching strategies** | **Literacy / Numeracy links** | **Possible resources** | **Assessment****(AFL/Formative)** |
| In the world as a whole, sharp social inequalities exist among regions, related in part topopulation characteristics, forexample child mortality, life expectancy. |  |  |  |  |  |  |
| **Key idea:** | **Objectives:** | **What do we want the students to understand?** | **Possible teaching strategies** | **Literacy / Numeracy links** | **Possible resources** | **Assessment****(AFL/Formative)** |
| Movement of people hasoccurred throughouthistory, on a variety ofscales, and continuestoday. People migratebetween regions for avariety of reasons, bothattractive and repellent:**- individual migration:**- overcrowding- perceived better- economic opportunities**- Organised migration** |  |  |  |  |  |  |