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* Examples can be outdated – be contemporary (Mount St Helen’s v Mount Merapi)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

**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 and  fluctuating 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 |  |  |  |  |
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| 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 unevenly  across the earth’s surface.  Within most regions, population density  varies through space and time.  Some of the factors which cause  this 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-grouping  displays a characteristic  structure, for example in age/sex composition. The structure of a rapidly increasing population differs in recognizable ways from that of a slowly-growing or static  population. |  |  |  |  |  |  |
| **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 an  area has significant effects on the  social and economic geography of  that area:  **Very high densities:**  - Overcrowding  - shortage of clean water  - lack of open space  **Very low densities:**  - low marriage rates  - abandonment of agricultural  land  - 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 to  population characteristics, for  example 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 has  occurred throughout  history, on a variety of  scales, and continues  today.  People migrate  between regions for a  variety of reasons, both  attractive and repellent:  **- individual migration:**  - overcrowding  - perceived better  - economic opportunities  **- Organised migration** |  |  |  |  |  |  |