

TERM: Autumn 2		YEAR GROUP: Y6		SUBJECT: Geography	
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 25.11.24	WEEK 5 DATE: 02.12.24	WEEK 6 DATE: 09.12.24
<p>LO: To understand the change and distribution of the global population.</p> <p>Success Criteria: I can define global population distribution. I can describe how and why the global population has changed. I can begin to explain why people may choose to live in a particular environment.</p> <p>Main Event: The children will use data to plot on a line graph how the global population has changed since 1500. Model, using slide 1 of the Interactive presentation: Global population, how children will use the data in the table to plot the line graph on their Activity: Global population. They will need a title and to label the axes.</p> <p>Support: Should work in an adult-supported group to complete the line graph in the Activity: Global population (supported).</p> <p>Challenge: Children justify their reasoning when describing the global population over time.</p>	<p>LO: To define birth and death rates and describe why they change.</p> <p>Success Criteria: I can define birth rate and death rate. I can describe what influences birth and death rates. I can identify the natural increase of a population on a graph.</p> <p>Main Event: Independently or in pairs, children complete the Activity: Birth and death rates, sorting different factors into two columns (birth rate and death rate). Take feedback using slide 4 of the Interactive presentation: Birth and death rates. Volunteers can drag and drop the answers into the correct table column. Note that answers are flexible, may have multiple solutions, and are designed to encourage discussion.</p> <p>Support: Could work in an adult-supported group to complete the Activity: Birth and death rates.</p> <p>Challenge: Complete the Activity: Natural increase (extension) using subtraction, decimal points and negative numbers to determine if a population is growing or declining.</p>	<p>LO: To recognise the push and pull factors influencing migration.</p> <p>Success Criteria: I can define migration. I can describe push and pull factors. I can explain why some migration is involuntary.</p> <p>Main Event: Should use the Activity: Environmental, economic or social? (supported) and may need adult-supported discussion to understand the influencing factors in this activity.</p> <p>Support: Should use the Activity: Environmental, economic or social? (supported) and may need adult-supported discussion to understand the influencing factors in this activity.</p> <p>Challenge: Consider ways their school and communities could support refugees, such as donating online, giving resources, volunteering and fundraising.</p>	<p>LO: To begin to understand the impact climate change can have on the global population.</p> <p>Success Criteria: I can give reasons why climate change is happening. I can describe the impact of climate change on the population. I can suggest ways to fight climate change at a local level.</p> <p>Main Event: Using the Presentation: Climate change in the UK, explain to the children that climate change is impacting populations all over the world, including in the UK. Children make an informative poster to answer a series of questions from the lesson. They should display their group's question at the top of the page and some possible answers below.</p> <p>Support: Make notes on the first question ('What is causing climate change?') as this has previously been taught and recapped at the beginning of the lesson.</p> <p>Challenge: Could make notes on the second question ('What impact will climate change have on the population?') as this explores deep concepts around climate change.</p>	<p>Time allowed to complete the lessons</p>	<p>Assessments</p>