| **Lesson:** | 2. Don’t Panic: The Truth About Population |
| --- | --- |
| **Focus of the lesson:** | To identify the trend of population change and link this to current global issues |
| **Prior knowledge:** | Students will build on their understanding of sustainability and link any problems they identify to the Sustainable Development Goals. |
| **Learning Objectives:** | To describe the changes to the population over time and explain the problems associated with this. |

| **Lesson Outline** | | **Description** |
| --- | --- | --- |
| **Starter** | Task:  Students will answer four questions about the world’s population:   1. What is the current population of the world? 2. How is the population of the world distributed? 3. Is the population of the world going to grow or shrink? Why? 4. Are there any problems associated with the size of the world’s population?   Challenge:  How might these problems link to the Sustainable Development Goals? | Students will be given a set of four questions to complete as soon as they enter the lesson to start them thinking about population and what they already know or assume. This activity will aid them to consider the scale of this geographical issue.  The challenge task urges students to build on their knowledge from the last lesson and link the problems they have identified to the Sustainable Development Goals.  There is scope here for students who are very eager to be given an extension to make links between this issue and other global issues they identified in the previous lesson. |
| **Main** | * Students will be given a list of 5 key terms that they have previously learned in their Development and Superpowers Topic (birth rate, death rate, infant mortality rate, life expectancy, adult literacy rate). * Hans Rosling: *Don’t Panic: The Truth About Population* * Do you agree with Rosling’s positive outlook on the future of the world’s population? | * They will be asked to recall what each term means before they are given the definition, enabling them to strengthen the neural connections and make future retrieval easier. * Students will be given questions to accompany their watching this documentary. The questions they will answer will encourage them to consider the scale of the change, particularly with regard to space. * There will be links made to prior learning, including to climate change. This will exemplify the interdependence of the global issues they are considering. * Students will be asked to evaluate the extent to which they agree with Rosling’s outlook based on their knowledge of global issues. |
| **Plenary** | Links between global issues | Students will return to the mind map they drew in the previous lesson and draw lines to denote interdependence between issues. This will improve their understanding of the scale of issues.  In addition, their ability to explain the links between each issue will demonstrate their level of understanding of the global issues we have looked at thus far. |