**Little Heath Sixth Form**

**Geography** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

|  |  |
| --- | --- |
| **Unit Name:** **Unit 1 Physical and Human Geography****Topic: Population Change** | **Unit Code:****GEOG1** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

|  |  |  |  |
| --- | --- | --- | --- |
| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Population indicators
 |  |  |  |
| * Demographic Transition Model
 |  |  |  |
| * Population structure
 |  |  |  |
| * Managing population
 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| 1. Ability to complete and explain a scatter graph e.g. birth rate vs GDP.
 |  |  |  |  |
| 1. Ability to describe and explain the demographic transition model.
 |  |  |  |  |
| 1. Ability to calculate and comment on dependency ratios.
 |  |  |  |  |
| 1. Ability to construct, describe and explain differences in population pyramids.
 |  |  |  |  |
| 1. Ability to complete and explain a spearman’s rank correlation test
 |  |  |  |  |
| 1. Ability to annotate sketches and photographs.
 |  |  |  |  |
| 1. Ability to interpret, describe and comment on information from graphs e.g. line graphs, bar graphs, scatter graphs, pie charts, triangular graphs, radial diagrams, logarithmic scales and dispersion diagrams.
 |  |  |  |  |
| 1. Ability to describe using PEA (pattern, example and anomaly).
 |  |  |  |  |
| 1. Ability to interpret, describe and comment on information from maps e.g. atlas maps, base maps, sketch maps, Ordnance survey maps, maps with located proportional symbols, maps showing movement, choropleth, isoline and dot maps.
 |  |  |  |  |
| 1. Ability to extract, discuss and comment on tabulated data.
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| 1. Population indicators – vital rates (birth rate, death rate, fertility rate, infant mortality rate, life expectancy, migration rate and population density) for countries at different stages of development.
 |  |  |  |  |
| 1. Population change: the demographic transition model (5 stages), its validity and applicability in countries at different stages of development.
 |  |  |  |  |
| 1. Population structures at different stages of the demographic transition.

***Case studies: The Gambia, Botswana, India, USA and Japan.*** |  |  |  |  |
| 1. The impact of migration on national population structure.

***Case studies: UK and Poland.*** |  |  |  |  |
| 1. The implications of different structures for the balance between population and resources.

***Case studies: Easter Island, Haiti, Mauritius.*** |  |  |  |  |
| 1. Social, economic and political implications of population change.

***Case studies: China and Uganda.*** |  |  |  |  |
| 1. Attempts to manage population change to achieve sustainable development with

 reference to two case studies of  countries at different stages of  development.  ***Case studies: China and Uganda.*** |  |  |  |  |
| 1. The ways natural population change and migration affect the character of rural and urban areas.

 ***Case studies: Isle of Purbeck and***  ***Reading.*** |  |  |  |  |
| 1. Settlement case studies – comparing two (or more) of the following areas – an inner city area, a suburban area, an area of rural/urban fringe and an area of rural settlement. To include reference to characteristics such as: housing, ethnicity, age structure, wealth and

employment and the provision of services.***Case studies: Battle Ward and Thames Ward.*** |  |  |  |  |
| 1. The implications of the settlement case studies for social welfare.

***Case studies: Battle Ward and Thames Ward.*** |  |  |  |  |

|  |
| --- |
| **REVISION****Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |

*Note: You should discuss this checklist regularly with your subject teacher/mentor*