

## Planning

### Learning Outcomes

- LO 1.1** describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth
- LO 2.1** describe the economic and social impacts of how we interact with the occurrence of volcanoes, earthquakes, and fold mountains
- LO 2.8** investigate how people respond to a natural disaster

This chapter includes a CBA 1 Warm-Up.

### Digital Resources

A PowerPoint presentation based on Chapter 2 is available on FolensHIVE.ie.

'Volcano World' at <https://volcano.oregonstate.edu/> has lots of resources for teaching about volcanoes.

Go to <https://www.bbc.co.uk/bitesize> and search 'The Challenge of Natural Hazards'. This is a useful revision resource for all of Learning Outcome 1.1. It includes diagrams, notes, animations and multiple-choice tests on plates, earthquakes, tsunamis, volcanoes and fold mountains.

The following videos are available on YouTube:

- 'How are volcanoes formed?' at <https://www.youtube.com/watch?v=Fq8NtkPOzfA>
- 'Eruption on the island of La Palma' at <https://www.youtube.com/watch?v=ZBluaccS4j4>
- 'Aftermath of the Biggest Eruption Ever Seen from Space - Tonga' at <https://www.youtube.com/watch?v=sZZVVwqZ0rs>
- 'Mount St. Helens eruption documentary, July 1980' at <https://www.youtube.com/watch?v=wXoJxVQB-SI>

### Elements

**Processes:** Volcanic activity produces distinctive landforms (e.g. Giant's Causeway). These processes are also part of the rock cycle, which students will study in Chapter 5 (Rocks).

**Patterns:** Volcanoes occur in well-defined locations. The distribution is explained by the pattern of plate boundaries that students studied in Chapter 1: The Earth and Plate Tectonics.

**Human interaction** with volcanoes follows particular patterns. See if students can discover these, and if there are any variations. People live near a volcano, it erupts, a disaster situation emerges, there is a crisis phase, followed quickly by a damage assessment. Newspapers and TV stations report extensively. The assistance required is identified, and aid agencies get to work. Gradually the story fades from the news, but the fallout continues: aid is required, sometimes for many years, after the event.

### Key Skills

**Managing information and thinking:** Introduce students to the wealth of graphic organisers that are available for organising information. Visit <https://pdst.ie/node/2336>.

You can also find suggestions for using graphic organisers by downloading this publication: <https://pdst.ie/sites/default/files/GraphicOrganiserFinal.pdf>

# Teaching and Learning

## Learning Goals



At the end of this chapter, students should be able to:

- 2.1** Describe and explain how volcanoes are formed.
- 2.2** Name the different types of volcanoes.
- 2.3** Describe the distribution of volcanoes.
- 2.4** Describe and explain the economic and social impacts of volcanoes.
- 2.5** Describe and explain how people respond to and manage the effects of volcanoes.

### **ABC** Keyword Connections (Textbook pages 9 & 14)

The keyword connections are colour-coded key words that promote geographical literacy. They are a good, quick way to introduce students to the language of the topic they are about to learn. They also act as useful prompts during revision.

### Getting Started (Textbook page 9)

Students examine the keyword connections to identify which volcano words they already know. Ask students to share the words that are new to them. This will highlight new areas of learning for them.

## Teaching Ideas

- 1.** Volcano models made from papier-mâché or plasticine are a keen favourite of students. Vinegar and baking soda can be used to simulate a volcanic eruption. Instead of doing this once, students could investigate what ratio of vinegar to baking soda makes the biggest eruption. They could also experiment with making the crater smaller to see if this changes the eruption. Can they explain what happens?

- 2.** Disaster bag-packing emergency

Print off copies of **Worksheet 2.1** and cut out a set of the 10 cards: one set per group of four students.

Ask the students to imagine that a volcanic eruption has just occurred near their house. They have 16 items, but they can only fit five items in their bag. They must agree in their group what they would bring with them and write down the reasons for their choice. They have 5 minutes to complete this task before being engulfed by lava! You could create a 'doorway to safety' that they can pass through once they have completed the exercise.

**Discuss:** Students could discuss how they felt when they heard the news and were faced with the dilemma.

Explain:

- (a)** What did you not mind leaving behind? Why?
- (b)** What was the most difficult thing to leave behind? Why?

## Differentiation

- 1.** Students could research the aftermath of previous eruptions. For example, what are the long-term effects and lessons from older eruptions such as Mount St Helens and Mount Pinatubo?
- 2.** Students could investigate 'disaster tourism' and evaluate the pros and cons of this.
- 3.** Volcanic soil is very fertile. In some developing countries, farmers rely on soils near volcanoes. Students could investigate where people are vulnerable because of their reliance on farming near dormant volcanoes.

# Assessment

## Retrieval and Exam Practice

Skills Book activities are signposted at the end of each section of the textbook chapter. Students can complete these as part of their retrieval practice.

The questions in the Skills Book are also suitable for use as a class test or larger exam.

The answers to the Quick Quizzes are below.

## Quick Quiz Solutions

### Quick Quiz 1 (Textbook page 11)

- 1. What is a magma chamber?**  
A pool of hot molten rock underneath a volcano.
- 2. What is the crater in a volcano?**  
The very top of a volcano from which lava and ash erupt.
- 3. What layers make up a volcanic mountain?**  
Layers of lava, ash and cinders.
- 4. How did the Giant's Causeway form?**  
A volcanic eruption produced lava. This lava cooled and formed hexagons of basalt.
- 5. What is meant by the term 'active volcano'? Give an example.**  
A volcano that is currently erupting. Mount Etna, Italy, is an example.

### Quick Quiz 2 (Textbook page 13)

- 1. What does the word 'distribution' mean?**  
It means where something is located.
- 2. At what plate boundaries do volcanoes form?**  
Volcanoes form at constructive and destructive plate boundaries.
- 3. Name **one** volcano that formed at a destructive plate boundary and **one** volcano that formed at a constructive plate boundary.**  
Mount St Helens, USA, formed at a destructive plate boundary. Krafla, Iceland, formed at a constructive plate boundary.
- 4. What is the Pacific Ring of Fire?**  
A ring of volcanoes (and earthquakes) surrounding the Pacific Ocean.
- 5. What is a volcanic island? Name **one** example.**  
An island formed by many underwater volcanic eruptions. Iceland is a volcanic island.

### Quick Quiz 3 (Textbook page 16)

- 1. What is geothermal energy? Energy produced using the heat of the earth.**
- 2. Name **three** uses for geothermal energy in Iceland.**  
Heating homes, tourism, and growing greenhouse crops.
- 3. Name **three** positive impacts of volcanic activity in Iceland.**  
Cleaner air, cheap electricity, tourism.
- 4. Identify **three** negative impacts of volcanic activity in Iceland.**  
Eruptions can disrupt travel, much of Iceland is barren, settlement is confined to the edges of the island.
- 5. Name **two** ways geothermal energy has improved the wellbeing of people in Iceland.**  
It has improved air quality. It has provided cheaper electricity.

## Curriculum Links

Junior Cycle Geography – Chapter 5 (Rocks)

Senior Cycle (LC) syllabus links – Core Unit 1.2: The rock cycle

## Worksheet 2.1: Disaster bag-packing emergency

<b>Food</b>	<b>Medicine</b>
<b>Water</b>	<b>Money</b>
<b>Blankets</b>	<b>Passports</b>
<b>Cooking utensils</b>	<b>Family photographs</b>
<b>A knife</b>	<b>Shoes</b>
<b>A mobile phone</b>	<b>Clothes</b>
<b>A laptop/tablet</b>	<b>A favourite toy/game</b>
<b>Books</b>	<b>Maps</b>

# Chapter 15

# Primary Activities: Farming

## Planning

### Learning Outcome

**LO 2.3 identify** how the physical landscape influences the development of primary activities

This chapter includes a CBA 2 Warm-Up.

### Digital Resources

A PowerPoint presentation based on Chapter 15 is available on FolensHIVE.ie.

See [www.airfield.ie](http://www.airfield.ie): the only urban farm in Dublin city. Now a trust, the farm is preserved so that people – and especially children – can learn about farming.

A multiple-choice test is available on FolensHIVE.ie.

<https://www.nationalgeographic.org/game/top-crop/> is a game where students try to maximise the amount of crops they can grow.

The following video is available on YouTube:

- 'What is farming?' at <https://www.youtube.com/watch?v=g-1Cgo9z31g>

### Elements

**Patterns:** Farming varies across the Earth, depending on physical geography. For example, the hot, humid climates of the countries in south-east Asia produce rice, while drier regions produce wheat. In Ireland, the type of farming practised depends on the physical landscape: more fertile regions are characterised by more intense farming.

**Systems:** The production of crops follows a system of inputs, processes and outputs.

**Sustainability:** Farming must be sustainable if we want the environment to continue to provide us with food. Farming practices that harm the environment eventually reduce our ability to produce food. Farming must safeguard the health of the wider environment.

### Key Skills

**Staying well:** Explore with students where they think food comes from and how it is produced. Some sensitivity might be needed if there are students with food issues, so the discussion could be kept general and impersonal.

**Managing information and thinking:** Students can learn the idea of thinking systematically as a way of analysing information – in this case, organising their learning on farming into the parts of a system.

# Teaching and Learning

## Learning Goals



At the end of this chapter, students should be able to:

- 15.1** Describe the different types of economic activities.
- 15.2** Identify different types of farming.
- 15.3** Explain what is a system.
- 15.4** Describe and explain farming as system.
- 15.5** Explain how the physical landscape influences farming.
- 15.6** Give examples of farming in other regions of the world.
- 15.7** Describe challenges to farming sustainability.

### **ABC** Keyword Connections (Textbook page 181)

These can be used as part of direct teaching, or prior to the student activity, or as a plenary after the student activity. See page XX for details.



### Getting Started (Textbook page 181)

This Getting Started activity asks students to select an example of everyday farm produce and think about how it was produced. Labelling information usually contains the place of origin of the food. This could also be explored with students.

## Teaching Ideas

- 1.** The 'Thinking Systematically' activity on page 184 of the textbook is a very important activity for students. It is useful in helping students develop higher-order thinking by analysing objects around them. This is worth spending a whole class on.
- 2.** Use the **Keyword Cut-outs** for Chapter 15 on FolensHIVE. Students can sort the keywords into words they know and those they do not know. At the end of the topic, students can repeat the exercise to see how they have added to their learning.
- 3.** When students have completed the activity on page 186, ask students to examine the photographs in more detail. They can use the 5W questions to do this. For example:
  - In Photograph 1: What objects can they identify? What are they used for?
  - In Photograph 3: What animals are these (cows)? What type of cow are they?

## Differentiation

- 1.** The Assessment Activities on page 196 of the textbook are differentiated. Interested students can also explore farming more by following the Learn+ activity.
- 2.** You could link this activity to globalisation (Chapter 28). Ask students to explain the journey of a product from the field to the shelves of a supermarket to Ireland. What steps were involved? Ask them to look at the ingredients lists on a package. Many food products have multiple languages on them. Why is this the case?

# Assessment

## Retrieval and Exam Practice

Students could complete the activities on pages 83–87 of the Skills Book. These are also signposted at the end of each section of the textbook. This chapter could also be set as an end-of-topic test.

## Quick Quiz Solutions

### Quick Quiz 1 (Textbook page 183)

1. *What is meant by 'economic activities'?*  
'Economic activities' is a short-hand term to describe all the ways people earn a living.
2. *Give one example of each of the three types of economic activity.*  
Primary – farming; Secondary – baking;  
Tertiary – tourism.
3. *What is a system?*  
A system is a way of analysing something by dividing it up into inputs, processes and outputs. Inputs are the components or raw materials that go into the system. Processes are the actions that happen to components. Outputs is the end product of a system.
4. *What is the difference between pastoral and tillage farming?*  
Pastoral farming involves rearing animals such as sheep and cattle. Tillage farming involves growing crops.
5. *What is the difference between subsistence and commercial farming?*  
Subsistence farming is when farmers grow food to eat themselves. Commercial farming is when farmers produce food which they sell.

### Quick Quiz 2

(Textbook page 186)

1. *List three farm inputs.*  
Livestock, milking parlour and labour are three farm inputs.
2. *List two farm processes linked to those inputs.*  
Grazing is done by livestock. Cattle are milked twice a day.
3. *List one farm output.*  
Raw milk is a farm output.
4. *What is the main farming activity on the Fitzpatrick farm?*  
The Fitzpatricks have a mixed farm but dairying is the main activity carried out on the farm.
5. *What is silage?*  
Silage is grass that has been cut in the summer and wrapped and stored for feeding livestock in the winter.

### Activity: Fitzpatrick Farm (Textbook page 188)

1. *What is the total size of the Fitzpatrick farm?* 54.5 hectares
2. *How much land is given over to permanent grass?* 12 hectares
3. *What is the total area of grassland on the farm?* 21.5 hectares
4. *How much of the farm is not suitable for growing crops?* 13 hectares
5. *List the soil types on the farm.* Peat soils, brown soils, gley soils.
6. *What is the aspect of the farm?* Southerly
7. *Why are trees planted in the north-west of the farm?*  
The north-west of the farm is sloping and unsuitable for grazing or growing crops.
8. *Why is the meadow only used in summer?*  
The meadow floods in winter and is unusable. It dries out in summer and can be grazed.
9. *What is crop rotation?*  
Crop rotation is changing which crops grow in which fields each year so as to avoid exhausting the nutrients in the soil.
10. *What is meant by 'drainage'? Describe the drainage on the farm.*  
Drainage refers to how water runs off the land. The Fitzpatrick farm slopes to the south. This means that when it rains, water drains off to the river on the south of the farm. The only area of the farm with poor drainage is the field with peat soils in the north-east of the farm.

### Quick Quiz 3 (Textbook page 191)

- 1.** *What is a polder?* A polder is an area of land reclaimed from the sea.
- 2.** *Give two reasons why the Dutch government built polders.*  
The Dutch government built polders to provide enough land to house people. They also wanted more land to grow food.
- 3.** *What is a rice paddy?*  
A rice paddy is a field flooded with water in which rice plants are sown.
- 4.** *Give two reasons why rice is grown in south-east Asia.*  
Rice was grown in south-east Asia because it was capable of producing enough food to feed a large population. Rice could also grow well in the hot and humid climate of south-east Asia.
- 5.** *What is meant by 'sustainable agriculture'?*  
Sustainable agriculture is agriculture that allows us to produce enough food to feed ourselves without affecting future generations' ability to grow enough food to feed themselves.

### Curriculum Links

Senior Cycle (LC) syllabus links – Core Unit 2.2: The dynamics of regions

### CBA 2: My Geography (Textbook pages 192 & 193)

Students can use the template on page xvi of the textbook to structure their CBA. This will need to be scaffolded for them. However, the questions on pages 192–193 should enable them to gather sufficient data. The questions are also structured according to a system, which will help students organise their work.

Ideally, it would be useful for students to visit a farm. This may be difficult given that farms are working environments and farming is a busy activity. An alternative is to arrange a Zoom call with a farmer to ask the questions.



# Chapter 24

# Population Change

## Planning

### Learning Outcomes

**LO 3.1** use the demographic transition model to explain populations' characteristics and how populations change

**LO 3.3** examine population change in Ireland and in a developing country

### Digital Resources

A PowerPoint presentation based on Chapter 24 is available on FolensHIVE.ie.

A useful resource that allows you to construct population pyramids for any country in the world, from 1950 to 2100: [www.populationpyramid.net](http://www.populationpyramid.net)

For statistical information of all countries: [www.cia.gov](http://www.cia.gov)

The following videos are available on YouTube:

- 'Overpopulation – The Human Explosion Explained' at <https://www.youtube.com/watch?v=QsBT5EQt348>
- 'Population pyramids: Powerful predictors of the future' at <https://www.youtube.com/watch?v=RLmKfXwWQtE>

### Elements

**Patterns:** The Demographic Transition Model is Eurocentric, so it does not fit every country exactly. However, the broad pattern applies to many countries. Students should be able to recognise the patterns in population change over time. Examples of several countries can be found at [www.ourworldindata.org/world-population-growth](http://www.ourworldindata.org/world-population-growth).

**Processes:** Population change is driven by many processes, but the six key processes are presented in the textbook. Students could undertake group work to discuss and discover the six key processes themselves. Remind students that each factor can lead to an increase in population or a decrease.

**Geographical skills:** Students will be able to develop their ability to read graphs, especially those which show several data sets.

### Key Skills

**Being creative:** Students could practise drawing the Demographic Transition Model, as this is an important diagram in this topic and students need to be able to remember it. Diagrams should be drawn neatly in pencil. Colours can be used but are not essential. All diagrams should have a title. Students could design alternative ways of showing the information in the DTM (e.g. 3-D model).

**Being numerate:** Students can practise calculating population densities, as in the example on page 300 of the textbook.

# Teaching and Learning

## Learning Goals



At the end of this chapter, students should be able to:

- 24.1** Explain the six factors affecting population change.
- 24.2** Describe the different stages of the Demographic Transition Model.
- 24.3** Describe the trends in the world's population over time.
- 24.4** Explain population distribution and density
- 24.5** Compare population change in Tanzania and Ireland.
- 24.6** Describe sustainable issues related to population.

### **ABC** Keyword Connections (Textbook page 294)

These can be used as part of direct teaching, or prior to the student activity, or as a plenary after the student activity. See page XX for details.



### Getting Started (Textbook page 9)

Irish family sizes have been decreasing since the 1980s. The age at which women have their first child has been increasing. This Getting Started activity gets students to talk to older family members about their experience of family growing up. There will obviously be contrasts with their own family today. This will give students a personal route into the topic of population change.

## Teaching Ideas

- 1. Worksheet 24.1** gets students to think about those places where they would not like to live, and to give their reasons. They could use the map of the world on pages 430–431 and the climate map on page 403 of their textbook. Typically, students mark places that are too hot or too cold, and places where they know there are deserts or rain forests, etc. Once students have done this, they should see that there is a relatively narrow band of places where most of the world's population lives. Quiz the students on this, focusing on why they think most people live in mid-latitudes.
- 2.** In pairs, students could construct a line graph using the total population in each of the years represented on Figure 23.4 on page 289 of the textbook. This would allow students a chance to work together and to develop their numeracy skills. Students will need to calculate the number of males and females born in each year. Once they have plotted this, they will have an approximation of the Demographic Transition Model for Ireland. You could then ask students whether they notice any trends and whether the general DTM is similar to Ireland's.
- 3.** Students could complete the activities on pages 132–141 of the Skills Book.
- 4. Worksheet 24.2** can be used for the CBA 2 Warm-Up on page 290 of the textbook. There is graph paper on page 129 of the Skills Book on which students can draw the class population pyramid.

## Differentiation

1. Stage 5 of the DTM is a relatively recent addition to the model, as many developed countries now experience an ageing population. Students could be asked to think about what a Stage 6 might look like. They could research population trends and design the stage. Once finished, they could present their suggestion to class.
2. Students could investigate the statistics produced by the Tanzania National Bureau of Statistics at <https://www.nbs.go.tz/index.php/en/>.

Click or search for 'Tanzania in Figures'. A similar Statistical Yearbook is available for Ireland on CSO.ie.

A nice group activity is to assign a topic to each of a number of groups. For example, one could examine population, another could examine economic statistics, another could look at agriculture, etc. Students could compare statistics for Ireland and Tanzania.

3. You could consider making a Zoom connection with a school in Tanzania. This would give students a chance to talk with people of a similar age from a completely different culture.

## Assessment

### Retrieval and Exam Practice

Students could complete the activities in each section of their Skills Book. These are signposted at the end of each section of the textbook and direct students to the practice activities in their Skills Book.

You could use the Keyword Cut-outs on FolensHIVE.ie for this topic. Ask students to sort them according to each stage of the DTM. Students could test each other on the correct definition of terms such as 'birth rate' and 'death rate'.

### Quick Quiz Solutions

#### Quick Quiz 1 (textbook page 295)

1. *Why is good nutrition important?*  
Good nutrition ensures people live healthier and longer lives.
2. *Why have modern conveniences improved people's standard of living?*  
Modern conveniences such as washing machines and fridges have improved people's lives by reducing the length of time and effort spent on household work. This video explains it well: [https://www.ted.com/talks/hans\\_rosling\\_the\\_magic\\_washing\\_machine](https://www.ted.com/talks/hans_rosling_the_magic_washing_machine)
3. *What are vaccines, and how do they affect population growth?*  
Vaccines are medicine that protect people from life-threatening diseases and illnesses such as Covid and measles. Vaccines help people live longer. In the early days of vaccines, the population grew as fewer children died from diseases. Gradually, better health meant that parents were certain more of their children would survive childhood, so they had fewer children and the population declined.
4. *How have improved women's rights affected population growth?*  
The improved status of women means women had more freedoms and more control over their bodies. Women chose to have fewer children. Therefore birth rates declined.
5. *Explain one way level of education reduces population growth.*  
The longer people stay in full-time education, the shorter the length of time within which they can have children. This means population growth reduces.

## Quick Quiz 2 (textbook page 298)

1. Name the **five** stages of the Demographic Transition Model.  
High fluctuating stage, early expanding stage, late expanding stage, low fluctuating stage and senile stage.
2. How many countries are presently in Stage 1 of the model?  
There are no countries at Stage 1 of the Demographic Transition Model.
3. At which stage of the model does population grow the fastest?  
Population grows the fastest during Stage 2 – the early expanding stage – of the Demographic Transition Model.
4. Why does the size of the population decrease in stage 5?  
Population size decreases in Stage 5 because the birth rate falls below the death rate. More people are dying in this stage than are being born.
5. Why is the Demographic Transition Model useful to governments?  
The Demographic Transition Model helps governments predict how their country's population will change over time. If the population is growing, more schools and hospitals will be needed. If the population is decreasing, more services for elderly people will be required.

## Exam Expert (page 302)

- Q1.** Overcrowding/lack of green space/traffic congestion/pollution/pressure on local government services such as waste collection
- Q2. Sparsely populated:** rural area/dispersed housing/farmland/no housing estates/low-rise buildings widely spaced apart/few services due to lack of demand
- Densely populated:** housing estates/taller buildings/more traffic and traffic congestions/noise/pollution/many services
- Q3.** The high population density is the result of demand for housing and jobs in an area. Higher demand increases the cost of land. Business land uses dominate, as businesses can afford more expensive land. This means that this land is used more intensively, e.g. taller buildings are built. This can be seen in towns and cities. Further away from a town or city centre, there is less competition for land, so land is cheaper. Housing tends to be built here.
- In rural areas, farming takes up most space. This means there are naturally fewer houses in a farming area. This results in a lower population density.

## Exam Expert (page 306)

- Q1.** 1,136,000
- Q2.** The birth rate is the number of children being born per one thousand people. The death rate is the number of people dying per one thousand people. Natural increase occurs when the birth rate is higher than the death rate. More people are being born than are dying and the population increases.
- Q3.** As the number of people above 65 years of age increases, governments must invest in providing pensions to support people who can no longer work. The government also must invest in healthcare for elderly people. This includes providing more nursing homes for people.

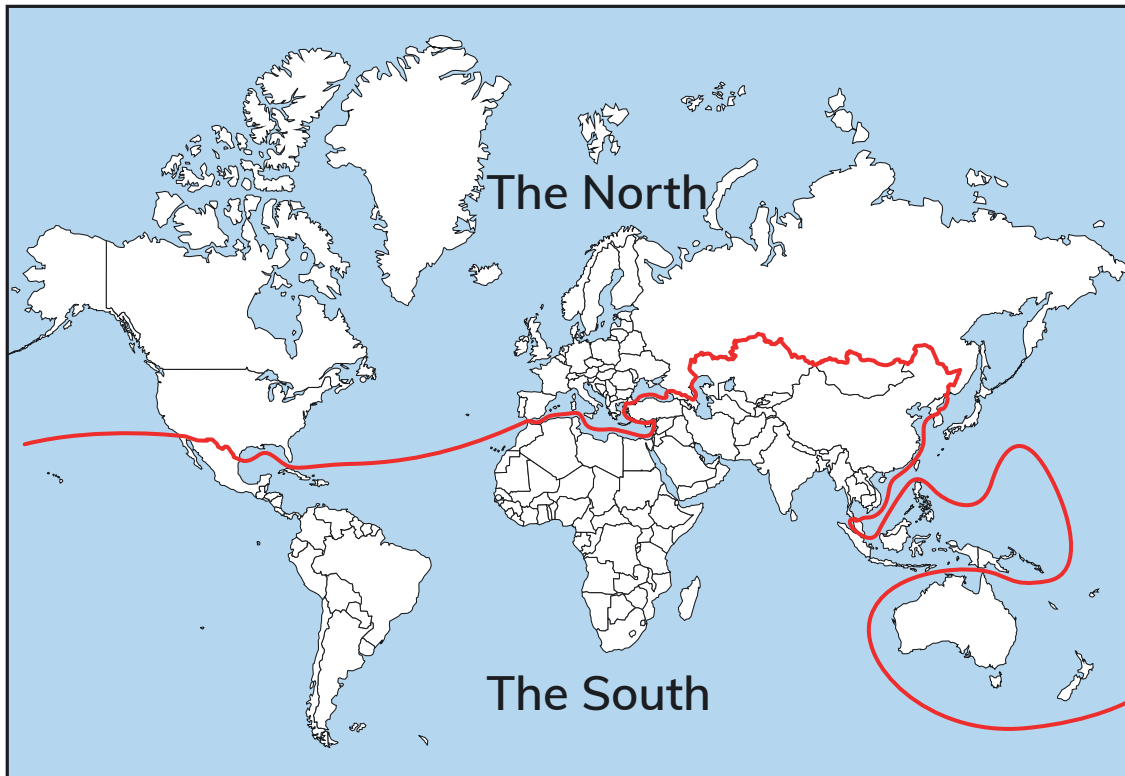
## Curriculum Links

Senior Cycle (LC) syllabus link – Elective units: Patterns and processes in the human environment – 5.1, 5.2 and 5.3

Senior Cycle (LC) syllabus links – Elective units: Patterns and processes in the human environment – 5.1, 5.2 and 5.3

## Worksheet 24.1: Population Distribution – Where in the world would you live?

Use the **map of world climates** on page 403 and the **world relief map** on pages 430–431 of your textbook.



1. On the map above, neatly mark those areas where you think it would be **difficult** for you to live. You can discuss this with your partner or group. Where would your classmates mark?
2. Explain why you would choose to **avoid** living in those areas.

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3. Explain why you would consider living in the remaining areas.

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## Worksheet 24.2: Class Population Pyramid

FAMILY		
Age in Years	Number of Males	Number of Females
0-4		
5-9		
10-14		
15-19		
20-24		
25-29		
30-34		
35-39		
40-44		
45-49		
50-54		
55-59		
60-64		
65-69		
70-74		
75-79		
80-84		
85-89		
90-94		

CLASS		
Age in Years	Number of Males	Number of Females
0-4		
5-9		
10-14		
15-19		
20-24		
25-29		
30-34		
35-39		
40-44		
45-49		
50-54		
55-59		
60-64		
65-69		
70-74		
75-79		
80-84		
85-89		
90-94		

1. Use the 'Family' table to fill in the number of people in each age group in your family. When you are finished, go to the board and add your numbers to the 'Class' table.

2. Using the information you collected, construct a population pyramid to display the make-up of the immediate families of your class. Once the population pyramid is complete, examine:

(i) The dependent population versus the economically active population

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(ii) The difference in life expectancy

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(iii) The proportion of the population between males and females.

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3. Compare the class population pyramid to the population pyramids in Chapter 23. What similarities and differences can you see?

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# Real World Geography Scheme of Work: Year 1

Term 1	Week	Topic	TG Lesson Plan	Chapter No.	No. Lessons
	1	Introduction to Geography			3
LO 1.1	2	The Earth and Plate Tectonics	page XX	1	5
	3				
LO 1.1	4	Volcanoes	page XX	2	8
LO 2.1	5				
LO 2.8	6				
LO 1.1	7	Earthquakes	page XX	3	7
LO 2.1	8				
LO 2.8					
	9	Mid-Term Break			
LO 1.1	10	Fold Mountains	page XX	4	7
LO 2.1	11				
	12				
	13	Revision			
	14	Christmas Exams			
	15	Post-Exam Review			
	16				
	17	Christmas Holidays			
Term 2	Week	Topic	TG Lesson Plan	Topic No.	No. Lessons
Skills	1	OS Maps	page XX	9	3
LO 1.2	2	Rocks	page XX	5	9
LO 2.2	3				
	4				
LO 1.3	5	Weathering	page XX	7	6
	6				
	7	Mid-Term Break			
LO 1.3	8	Mass Movement	page XX	8	5
LO 2.8	9				
LO 1.4	10	Soils	page XX	14	5
LO 2.4	11				
LO 2.3	12	Sustainable Peatlands	page XX	16	5
	13	Easter Holidays			
Term 3	Week	Topic	TG Lesson Plan	Topic no.	No. Lessons
LO 2.3	1	Primary Activities: Farming	page XX	15	7
	2				
	3				
	4				
	5				
	6	Exam Revision			
	7	Summer Exams			
	8				
	9	Summer Holidays			