

HBF LEARNING RESOURCE – DAVID ROGERS

LESSON 2: HOW HAVE POPULATIONS CHANGED ACROSS THE UK?

Learning Objectives:	<ul style="list-style-type: none">• Be able to describe trends using statistical information.• Name the regions of the UK and describe a geographical pattern.• Appreciate that the demand for new housing is not equally spread geographically and that there are reasons for this.• Identify that the supply of new houses is not currently meeting demand.
Key words:	Net migration Immigration Emigration
Resources:	Lesson 2 PowerPoint – Print out of Slide 8 as a worksheet. Atlases
Useful websites:	Useful background information and statistical information is available from the Office of National Statistics who produce a superb range of reports. The ONS also produce some useful updates on international migration figures here . Neighbourhood Statistics allows you to explore your local area in terms of inward and outward migration, for example have a look at Brighton and Hove . This could be used for a web-enquiry lesson if access to technology allows or as a homework.
Prior Knowledge:	Students should understand the different types of migration, especially the difference between internal and international migration with relation to the UK. This lesson does not consider the reasons for migration, but the patterns shown through the data and how this affects housing demand.
Curriculum Links:	KS3: Human geography relating to population change around the UK. Students will also develop maths skills and use a range of sources to explore geographical patterns. KS4: useful graph interpretation practise and impacts of national and international migration; contemporary challenges arising from and influencing urban change.

This lesson continues to use Census data to explore patterns of internal migration and population change in the United Kingdom. The variation within the UK affects where housing demand is highest. Although the lesson doesn't consider the reasons for these flows, it would link to a unit on population in the UK. The lesson explores official government statistics, and there is an opportunity to use an interactive map to explore your local area. By the end of the lesson, students should have an appreciation of where new houses are needed and why.

SUGGESTED ACTIVITIES:

START the lesson at slide 2 by challenging students to create a sketch map of the UK using just four triangles. This is best achieved on mini whiteboards. Triangles can be any size or type and rotated to any orientation. There's an example on slide 3. This activity reinforces knowledge of the UK, which is essential for some of the activities contained within this lesson as well as reinforcing knowledge of the UK.

NEXT, practise some of the skills used in lesson one by considering International Migration. This activity allows you to make the distinction between international and internal migration so that students are clear. International migration is one factor that is increasing the UK's population. Revisit and reinforce the difference between trends and variation by asking students to write a description of the Net Migration. This is an opportunity to develop the written skills needed for GCSE.

NEXT, consider the definition of internal migration and ensure that students understand the difference between the two. This is a common misconception. Get students to identify the examples given on Slide 5. They may wish to refer to an atlas.

NEXT, consider the graph of slide 6. By now, students should be able to quickly identify the main pattern from a graph, so ask them to summarise: who are the main groups of people moving? Get students to ask questions about this graph. Complete this introduction to internal migration by asking students to write down some of the reasons for moving within the UK.

NEXT, the lesson uses Census information to consider the pattern of internal migration. Display Slide 7 which shows two maps of England and Wales. Map 1 shows the percentage difference between the 2001 and 2011 census and Map 2 shows the net flows of internal migrants. Basically, the darker shade of blue indicates a growth in population for both maps. Consider this map. What does it tell us about housing demand? The key point here is that housing demand is not equal across the UK.

You could explore this further with your class by using an interactive map on the Neighbourhood Statistics website. The image on Slide 8 hyperlinks to this map. Set up an enquiry activity where students explore the map:

- **Does your local area have a positive or negative net migration figure?**
- **Where has to largest negative net migration figure?**
- **Where has the largest positive net migration figure?**

This constantly changing landscape makes life difficult for house builders, however the government produces some projections that are broken down into regions. Consider the information on Slide 9. Has the government got its predictions correct? You could access the latest projections at the Office of National Statistics Website.

GIVE A COPY OF SLIDE 9 which is a worksheet. Students can work through the activities here. The key learning point is that through a combination of uneven internal migration and regional variation in population change, the demand for new housing is varied throughout the regions. Geographers use this data from the Government to decide where new homes need to be built.

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FINISH the lesson by considering the table on Slide 10. **Challenge them to identify the problem: Not enough houses are being built to meet the demand.**