

Independent enquirers	Creative thinkers	Reflective learners
<p>Analysing population information in graphs and tables: questions 1 – 3 on page 7 of <i>geog.2 students' book</i></p> <p>Supporting conclusions: question 4 on page 9 of <i>geog.2 students' book</i></p> <p>Analysing information in diagrams and maps: questions 5 and 6 on page 9 of <i>geog.2 students' book</i></p> <p>Supporting conclusions: question 2 on page 4 of <i>geog.2 workbook</i></p> <p>Supporting conclusions made about resources: question 2 on page 6 of <i>geog.2 workbook</i></p> <p>Analysing graphs to compare birth and death rates: <i>Comparing birth and death rates</i> (a worksheet) on <i>geog.2 resources and planning OxBos CD-ROM</i></p> <p>Using maps and extracting information to study population trends: <i>Pop stats</i> (a worksheet) on <i>geog.2 resources and planning OxBos CD-ROM</i></p>	<p>Generating ideas and considering various population scenarios: <i>What if...?</i> on page 5 of <i>geog.2 students' book</i></p> <p>Connecting ideas about changes to a population: question 8 on page 7 of <i>geog.2 students' book</i></p> <p>Connecting ideas to address panda shortages: question 3 on page 11 of <i>geog.2 students' book</i></p> <p>Generating ideas and then considering how they might be adapted under changing circumstances: question 4 on page 11 of <i>geog.2 students' book</i></p> <p>Generating ideas and connecting links between generations: question 2 on page 28 of <i>geog.2 teacher's handbook</i></p>	<p>Revising and reflecting on learning: questions 1 – 3 on page 5 of <i>geog.2 workbook</i></p> <p>Reflecting on the whole unit: question 1 on page 7 of <i>geog.2 workbook</i></p> <p>Applying success criteria to level-marked assessment: criteria given on pages 22 and 23 apply to the level-marked assessment on pages 20 – 26 on <i>geog.2 assessment file & OxBos CD-ROM</i></p> <p>Completing a test on the chapter: <i>People and the planet scored test</i> on pages 28 – 32 on <i>geog.2 assessment file & OxBos CD-ROM</i></p> <p>Reviewing and analysing their own work: <i>People and planet self-assessment form</i> on page 34 on <i>geog.2 assessment file & OxBos CD-ROM</i></p>

Team workers

Coming up with ways to illustrate ideas about our shared ancestry – undertaken as a team project: question 6 on page 28 of *geog.2 teacher's handbook*

Working in groups to discover what happens to our waste: question 20 on page 29 of *geog.2 teacher's handbook*

Using talking heads as a prompt for group and class discussion: question 24 on page 29 of *geog.2 teacher's handbook*

Participating in a role-play activity to try to assess our impact on the planet: *Are people pests?* (a longer learning activity) on *geog.2 resources and planning OxBBox CD-ROM*

Self managers

Collecting pictures of, and carrying out research into, different races and cultures; this is an individual project that involves delivering feedback to the class: question 7 on page 28 of *geog.2 teacher's handbook*

Undertaking a personal project to find out about the world's most populous countries: question 15 on page 29 of *geog.2 teacher's handbook*

Effective participators

Considering local and global issues about population: *What if...?* and chapter starter on page 5 of *geog.2 students' book*

Considering solutions and potential ways to proceed: question 5 on page 11 of *geog.2 students' book*