

**Learning and Teaching Resource Package Related to  
the Geography of China**

**Topic 2 Changing Population  
(Teaching Plan)**

Target students: Junior secondary geography
Theme: Population Distribution
<p>Prior knowledge:</p> <ul style="list-style-type: none"><li>• Understand the locations of major cities and provinces in our country.</li><li>• Understand the concept of climate and relief.</li></ul>
<p>Objectives:</p> <p>a. Knowledge:</p> <ul style="list-style-type: none"><li>• To understand the overall distribution of population in our country.</li><li>• To explain how the physical factors affect population distribution in our country.</li></ul> <p>b. Skills:</p> <ul style="list-style-type: none"><li>• Map reading skills: Read and interpret our country's population density map to understand the distribution of the population.</li><li>• Analytical skills: Study, analyse and interpret data to understand geographical phenomenon .</li><li>• Communication skills: Communicate ideas effectively using appropriate vocabulary and geographical terminology.</li></ul> <p>c. Values and attitudes:</p> <ul style="list-style-type: none"><li>• Show concern on population-related issues.</li><li>• Appreciate the efforts our government has made in addressing population issues.</li></ul>

Video clips used:

(1) Topic 2 Changing population video (Junior)

Other relevant videos:

(2) “View China from Clear Water and Green Mountains” The Hu Huan Yong Line (「綠水青山看中國」胡煥庸線),

<https://tv.cctv.com/2017/10/11/VIDEcy4zpbMkWVoEcLN0yyH9171011.shtml> , 0:00-0:54

(Chinese version only)

(3) EMM Learning and Teaching Series on "Geography of China" (Junior Secondary):

Population, [https://emm.edcity.hk/media/1\\_7z5ii0gl](https://emm.edcity.hk/media/1_7z5ii0gl) , 0:00-5:25

## Topic 2 Changing Population: Population Distribution (Junior secondary geography)

Learning and Teaching activity	Lesson flow	Time	Mode of interaction	Questions to be asked	Teaching materials
Pre-lesson task	Teacher asks students to work on the pre-lesson task. Students read Knowledge Box 2.1 of population density and the map of population density of our country. Then, students may discuss the questions in the worksheets.	Before the lesson	Pre-lesson task		Worksheets, Knowledge Box 2.1, figure 2.1
<b>Lesson 1: Characteristics of population distribution in our country</b>					
Student's presentation of the pre-lesson task	Teacher invites some students to present their observations about the population density of our country. Other students take notes in the lesson worksheet. Teacher summarises the spatial differences in population density in our country.	10 min	Sharing/ Student's presentation	<ul style="list-style-type: none"> <li>What are the spatial differences in population density in our country?</li> </ul>	Worksheets
Development 1: Understanding Hu Huanyong line	Teacher plays the video clip <b>Topic 2 Changing Population Video (Junior)</b> and asks students to draw the Hu Huanyong line on the given map. Students read the excerpt from the China Daily article and teacher invites some students to describe and explain the Hu Huanyong line.	15 min	Demonstration, Discussion, Sharing/ Student's presentation	<ul style="list-style-type: none"> <li>What is the geographical direction of the Hu Huanyong Line?</li> <li>Is the Hu Huanyong Line an official border we can observe in the physical environment?</li> <li></li> </ul>	Worksheets, Knowledge Box 2.2, videos, Figure 2.2
Characteristics of population distribution in our country	By referring to the excerpt of the China Daily article, students describe the population distribution in our country. Teacher comments on their answers and gives feedback to them.	10 min	Student's presentation / Feedback from teacher	<ul style="list-style-type: none"> <li>How can the Hu Huanyong Line divide the population in our country?</li> </ul>	Worksheets
Conclusion	Teacher asks students to summarise what has been learned during the lesson and tells them that they will investigate the reasons for such a distribution pattern.	5 min			

Lesson 2: Physical factors affecting population distribution in our country					
Introduction	Teacher distributes some small 3D relief maps of China to students and asks them to feel the relief with their hands. Ask students whether they would like to live in those mountainous areas and explain why. Then teacher tells them that the population distribution in our country is closely related to the physical environment.	5 min	Discussion / Students' sharing		Small 3D relief maps of China
Development 2: How can climate affect the population distribution in our country	Teacher asks students to locate Guangdong Province and Qinghai Province on a map. By referring to Figures 2.3 and 2.4 of the worksheets, teacher leads students to read the climatic data of the two selected provinces. Students in groups discuss how the climatic factors of these provinces affect the population distribution.	20 min	Discussion, Sharing/ Student's presentation	<ul style="list-style-type: none"> <li>What are the impacts of climate on population distribution in our country?</li> </ul>	Worksheets, table 2.1, Figures 2.3 & 2.4
How can relief affect the population distribution in our country	Teacher asks students to read the relief map of Figure 2.5 of the worksheets and asks them to describe the relief of Guangdong and Qinghai. Teacher asks students to explain how relief can affect our country's population distribution.	15 min	Discussion	<ul style="list-style-type: none"> <li>What are the impacts of relief on population distribution in our country?</li> </ul>	Worksheets, Figure 2.5
Conclusion	Teacher recaps the characteristics of the population distribution in our country and two major physical factors affecting the population distribution in our country, namely climate and relief. Teacher can also remark that not only physical factors affect population distribution but also human factors.	5 min	Teacher's presentation		

**Post-lesson task**

Objectives:

- To understand why the Hu Huanyong Line remains unchanged for almost 90 years.
- To discuss whether migration can alter the uneven population distribution in our country.