Lesson Two:	Who lives here?
Aim:	To compare the population structures of the UK and Oman and understand the different challenges each country faces as a result of their respective structures.
NC Links:	Understand geographical similarities and differences between places; understand population and urbanisation; collect, analyse and draw conclusions from geographical data
Scottish NC Es and Os:	MNU 2-20; MTH 3-21a; SOC 3-05a
Key Vocabulary:	population pyramid population density population growth migration

Resources:	Learning Outcomes:
PowerPoint: Who lives here Oman 2016 census	• To be able to compare the population structure of Oman and the UK • To understand how and why populations are changing in Oman and the UK • To construct and interpret population pyramids • To analyse data and make predictions

Lesson Introduction:

Comparing the population structures of Oman and UK provides a great opportunity for students to learn the key terms associated with the issue of population, to develop data presentation and analysis skills, and make predictions based on that analysis.

Whilst the UK's population structure reflects a nation that has developed over an extended period of time, Oman's structure reflects that of a more rapidly and recently evolving nation with a relatively high birth rate, a high but rapidly declining death rate and a low but rapidly increasing life expectancy. Oil, the income from which contributes the bulk of the nation's economy, was first exported in 1967. Revenue from oil enabled Oman to embark on a rapid national development programme, which is reflected in the pyramid in the form of migrant labour.

25% of Oman's population of just over 4 million people is made up of expatriate workers, many of whom come from the UK.

Starter: (5 mins)

Slide 2-3: What do we already know?
These images can open a discussion about relative population densities and what we mean by population size. Students can work in pairs to make a list of key demographic words, terms and statements that they already know. These can be shared and recorded in the class.

Main Activities (40 mins)

Slide 4-7: Key Population Terms
Students can work alone or in pairs to connect the term with the correct description. Answers can be checked on the following slides.

Slide 8-9: Population Pyramids
Ask students to provide the correct term used to describe the count of people in a country (census). Explain the axes of a population pyramid and talk the class through their three main features (bullet pointed). Using this guide students should be able to write down their own short description and analysis of the graph. Some students might like to share their ideas vocally with the group.
Slide 9 reveals some more technical language and teachers can highlight how features such as declining death rates can be seen on a population pyramid.

Slide 10-11: Drawing a Population Pyramid
Using the data from the *Oman 2016 census*, students have the opportunity to draw the population pyramid of Oman. Students can then check their answers against slide 11.

Slide 12-14: Population Pyramids
Students should carry out a similar analysis to that they completed for the UK pyramid, as well as compare the demographic differences between the two countries. Students should understand the relevance of migrants (many of whom are from the UK) to the Oman pyramid.

Reflection: (10 mins)

Slide 15-16: Time for Reflection
Students can consider what the pyramid data actually means in real life and the issues and challenges it raises. For example, the cost of looking after an increasingly elderly population in the UK and the large numbers of job seekers in Oman.

Additional Lines of Enquiry:

- Investigate the push and pull factors of migration (between the UK and Oman)

Bibliography:

Slide 2 and 3 images from https://pixabay.com/
All pyramids from www.populationpyramid.net