

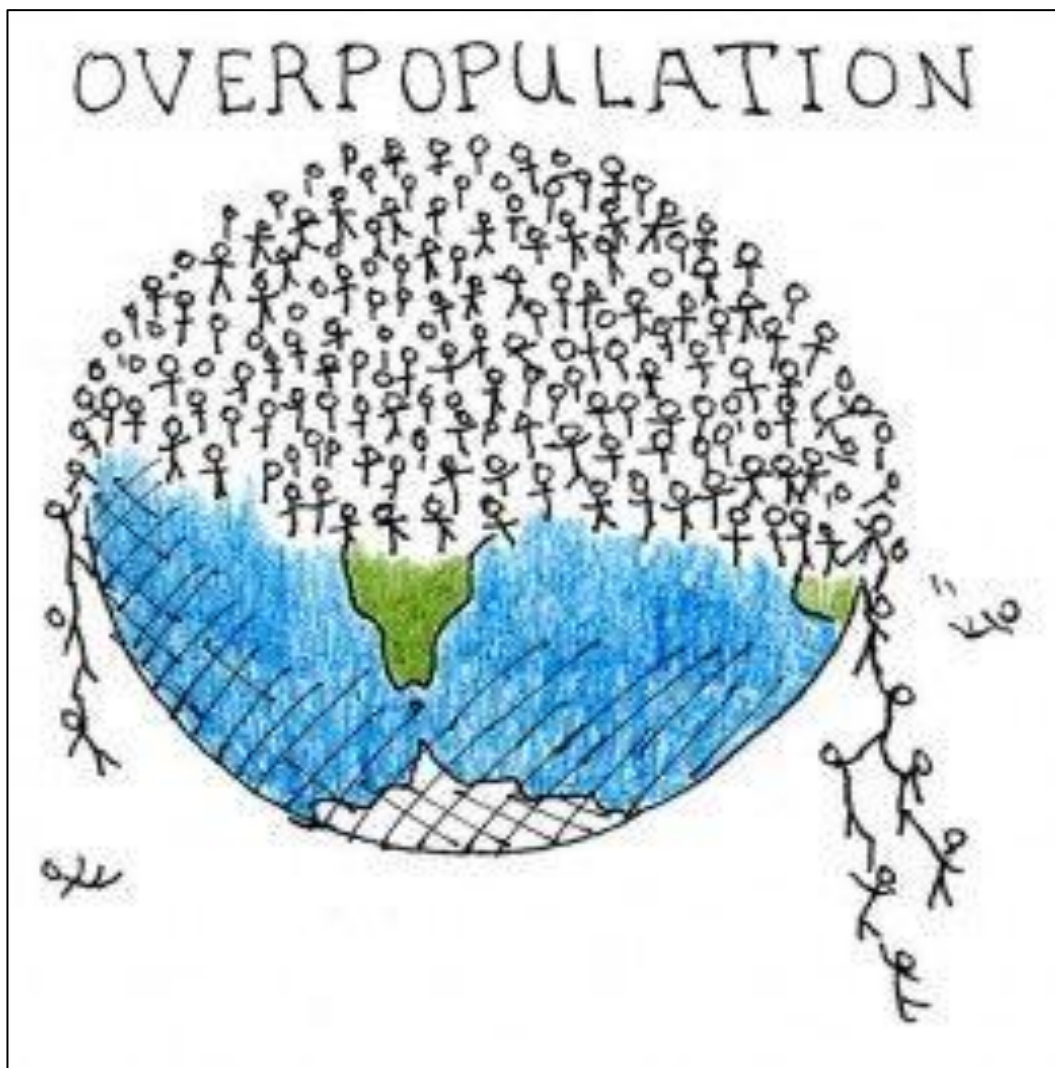


NAME: _____

Grade 7 _____

GEOGRAPHY GRADE 7: POPULATION GROWTH AND CHANGE

Learners' activities



VOCABULARY



Make sure that you know all the words and their meanings!

New word	Definition
1. population	The number of people who live in a place.
2. birth rate	The number of <i>live babies</i> born per 1000 people per year in a country.
3. death rate	The number of <i>DEATHS</i> per 1000 people per year in a country.
4. population growth rate	The INCREASE in the number of people in a country in one year (the difference between the birth rate and death rate)
5. migration <i>emigrate</i> <i>immigrate</i>	When people move from one country to another country. <i>When people leave a country</i> <i>When people come to live in a country ("im" sounds like "in")</i>
6. infant	Baby or child under the age of one year
7. infant mortality rate	The number of <i>infants</i> that die before they are one year old. (We measure the infant mortality rate as number of deaths per 1 000 live births.)
8. Life expectancy	The age to which people can expect to live. (It is an average figure for a country)
9. contribute to	Add to or influence in some way
10. diarrhoea (di a rr hoe a)	Runny tummy
11. hygiene	Using cleanliness to improve health
12. unhygienic	If you describe something as unhygienic , you mean that it is dirty and likely to cause infection or disease.
13. <u>epi</u> demic	A disease that affects a lot of people in one area
14. <u>pan</u> demic	A disease that spreads to many countries
15. repellent	<i>A substance that keeps insects away because it is unpleasant to them.</i>
16. immunity	Immunity to a disease is achieved through the presence of antibodies to that disease in a person's system. 'Herd immunity', is also known as 'population immunity', happens when a population is immune either through vaccination or immunity developed through previous infection.
17. transmitted	Spread from one person to another
18. resistance	Being able to withstand infection by a certain disease
19. economic status	How much money people have, compared to other people
20. decrease	To become less
21. increase	To increase is to become greater or more in number
22. attitudes	The <u>opinions</u> people have about something
23. policies (policy)	Laws and rules designed to change things or make sure things are done in a certain way.
24. Green Revolution	Refers to a large increase in crop production by using modern farming methods
25. fertilisers	Substances that make plants grow well
26. vaccinations	Injections given to people to stop them from getting a certain type of illness
27. diet	The kinds of food people usually eat

Find the words in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

decrease

emigrate

epidemic

hygiene

immigrate

immunisation

increase

infant

migration

mortality

pandemic

policy

population

transmitted

vaccines



S	P	Z	I	N	C	R	E	A	S	E	J	D	E	Y
T	R	A	N	S	M	I	T	T	E	D	E	P	T	G
N	T	V	K	R	Y	W	M	L	C	C	A	N	A	M
E	T	A	R	G	I	M	E	E	R	N	O	C	R	O
E	N	E	I	G	Y	H	I	E	D	I	P	T	G	R
R	K	B	R	Z	F	J	A	E	T	I	N	L	I	T
Y	C	I	L	O	P	S	M	A	I	O	P	M	M	A
V	E	C	Q	J	E	I	S	X	I	N	I	E	M	L
T	A	L	K	M	C	I	Z	T	W	G	F	N	I	I
Z	D	C	S	C	N	X	A	P	R	O	P	A	F	T
B	Q	W	C	U	V	L	H	A	A	F	N	B	N	Y
H	L	K	M	I	U	Y	T	W	M	O	V	O	A	T
A	R	M	T	P	N	I	K	W	M	C	N	C	O	K
R	I	F	O	W	O	E	Q	J	D	X	S	A	E	X
M	R	P	X	N	G	E	S	B	H	W	L	W	Q	T

CONTENT: POPULATION CONCEPTS

ACTIVITY 1: Introduction

DATE: _____

Look at the picture and discuss the questions.



- 1.1 Why do you think so many people live in this place?
- 1.2 Where could this place be?
- 1.3 Think of some good and some bad things about living in this place.
- 1.4 Compare the first picture with the picture below. Where could this place be?
- 1.5 In which place would you like to live? Give reasons for your answer.



ACTIVITY 2: Population concepts

DATE: _____

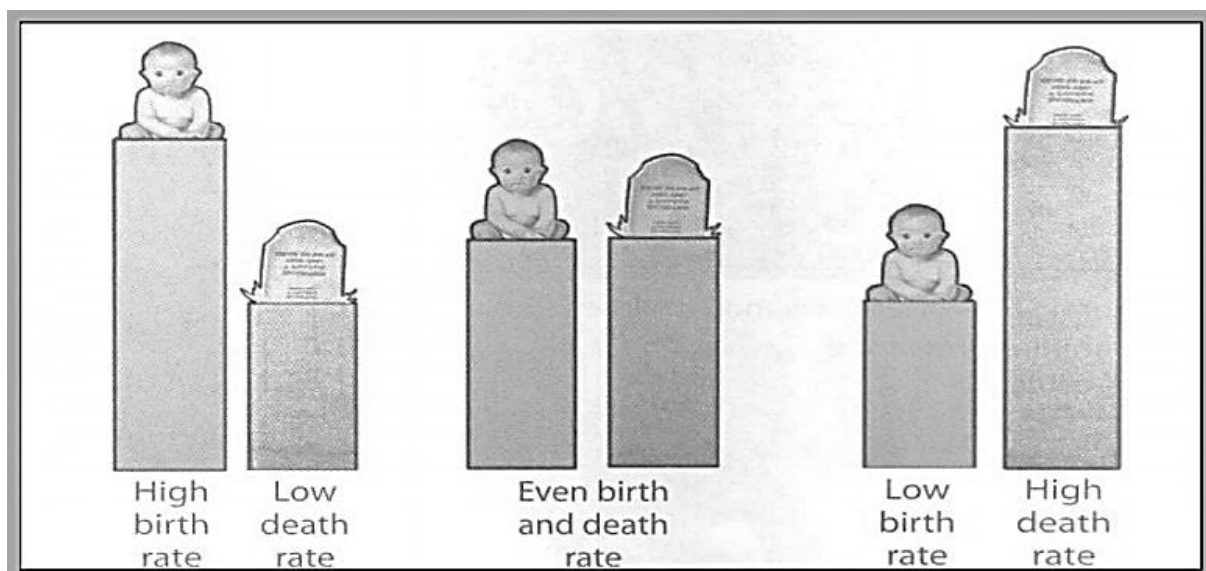
2.1 Explain the following population concepts. (2x3=6)

2.1.1 Birth rate: _____

2.1.2 Death rate: _____

2.1.3 Population growth rate: _____

2.2 Say if the following populations will increase, decrease, or stay the same. (3)



This population will _____. This population will _____. This population will _____.

2.3 Examine the table below.

Below: Birth rate, death rate, and population growth rate for six countries

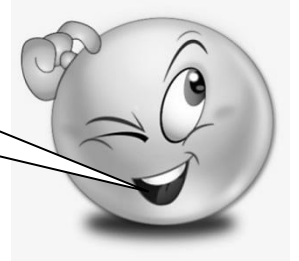
Country	Birth rate	Death rate	Population growth rate
Ghana	28	9	19
Mozambique	40	13	
South Africa	19	17	2
Brazil	18	6	12
France	12	9	
Japan	7	9	

2.3.1 Name the country with the: (2)

a. highest birth rate: _____ b, highest death rate: _____

2.3.2 Calculate the population growth rates for: (3)

Note: Some countries will have a growth rate that is less than one. Put a minus sign for these countries. This is a **negative population growth**, e.g. $5-7 = -2$.



a. Mozambique: _____

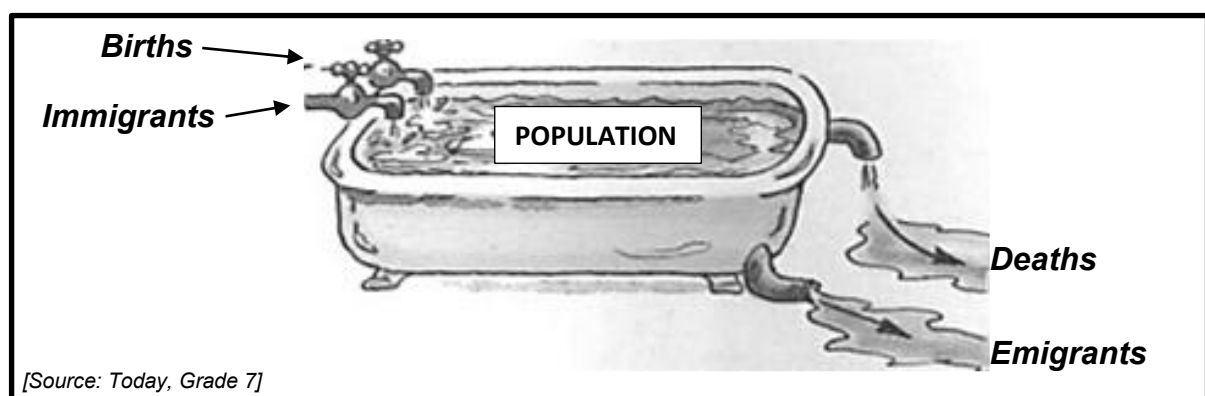
b. France: _____

c. Japan: _____

2.3.3 What problems can a high growth rate like Mozambique's cause? (2)

2.3.4 Explain why some countries have a negative population growth rate. (2)

The population growth rate of a country also depends on the rate of which people move into it or leave it. The number of people can be compared to the amount of water in a bath. There are two inputs and two outputs.



2.3.5 Explain the difference between an immigrant and an emigrant. (see p.2) (2)

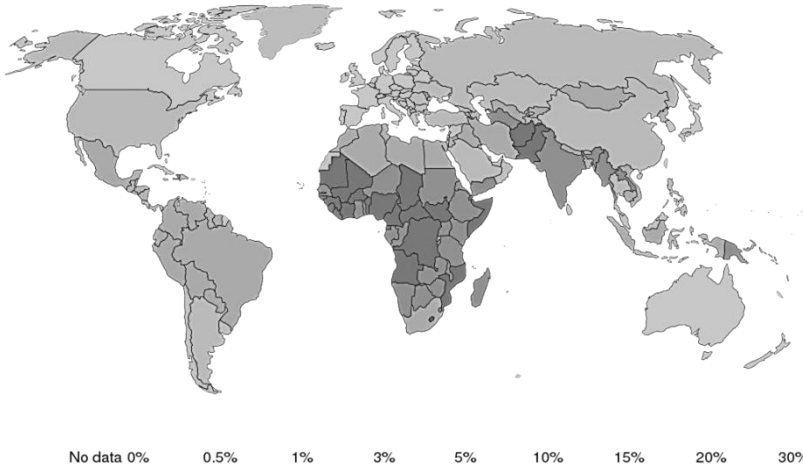
(20)

ACTIVITY 3: Infant mortality rates

DATE: _____

Infant mortality, 2017

Infant mortality is defined as the share of children dying before their 1st birthday.



Source: UN Inter-agency Group for Child Mortality Estimation (IGME)

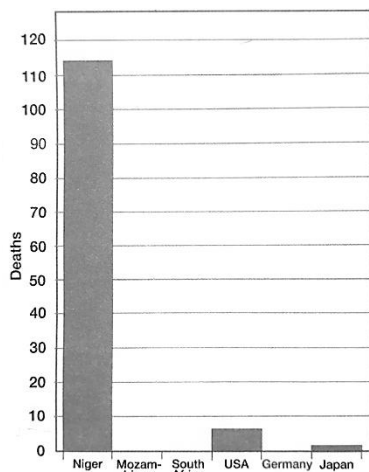
Country	Infant mortality rate
Niger	113
Mozambique	101
South Africa	57
USA	7
Germany	4
Japan	3



The map above and the table shows the infant mortality rates for different countries.

Answer the questions in your workbook.

- 3.1 How old is a person known as an infant? (1)
- 3.2 Define the term “infant mortality rate”. (2)
- 3.3 On which continent are the countries with a high infant mortality rate? (1)
- 3.4 Suggest two reasons why infant mortality rates are high in some countries. (2)
- 3.5 What can be done to improve the chances of babies living to reach their first birthday. (2)
- 3.6 Draw a bar graph to show the infant mortality rates of the six countries in the table. Make one cm on your graph represent 10 deaths. (Follow the example below.) (8)



[Source: Solutions for All, Grade 7]

(16)

ACTIVITY 4: Life expectancy

DATE: _____

Below: Life expectancy at birth for 4 countries

Country	Life expectancy at birth
Mozambique	52 years
Japan	84 years
France	81 years
South Africa	49 years
Brazil	73 years



Use the table to answer the questions.

4.1 Complete: *Life expectancy is* _____
_____ (2)

4.2 Name the country with the highest life expectancy. _____ (1)

4.3 What is the life expectancy of the average South African?
_____ (1)

4.4 How does the life expectancy in South Africa compare with France? (1)

4.5 Give one possible reason for your answer in 4.4. (1)

4.6 State whether the statement is true or false: (1)

Countries in the northern hemisphere have the highest life expectancy. _____

4.7 Suggest two reasons for the low life expectancy in South Africa. (2)

1) _____

2) _____

(9)

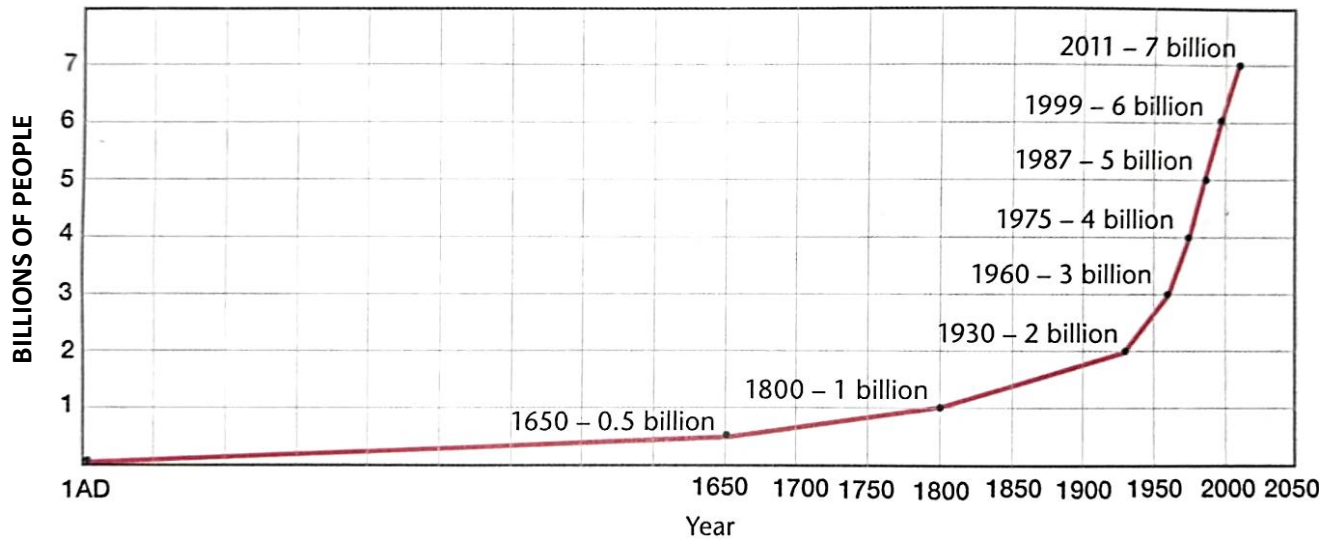
The following factors can affect life expectancy:

Nutrition (diet)	Education	Housing	Pollution	
Health care	Hygiene	Occupation	Disease	Crime

ACTIVITY 5: World population growth

DATE: _____

Pattern of world population growth from 1 AD to present day



**The graph shows the change in human population since 1AD.
(1 billion = 1 000 million)**

- 5.1 Identify the year in which the world's population reached:
a) 1 billion people b) 3 billion people
c) 6 billion people (3)
- 5.2 Until 1650 the population hardly grew at all. What factors prevented the population growing? Name two factors. (2)
- 5.3 In about which year did the population start to increase faster? (1)
- 5.4 For the last 100 years, the population has been growing very fast. What factors caused this population growth? Name 3 factors. (3)
- 5.5 a) Write the heading "Population growth" in your exercise book. Write these dates underneath the heading:
- 100 to 400 AD
 - 1 000 to 1 600 AD
 - 1 650 to 1 800 AD
 - 1 800 to 1 900 AD
 - 1 900 to 2 000 AD
- b) Next to each date, write words chosen from the list below that describe the population growth:
Rapid(fast) increase; Very slow; Extremely fast;
Extremely slow; Increasing steadily (5)
- 5.6 *Try to find out how many people earth can support.* (1)
Discuss what will happen if we are too many people on earth. (2)
(17)

DEVELOPMENTS THAT HAVE AFFECTED WORLD POPULATION GROWTH / BIRTH RATES AND DEATH RATES

ACTIVITY 6: Widespread illnesses and disease

DATE: _____

Diseases can cause people to die. The main diseases in Africa that kill people are malaria, TB, diarrhoea, HIV and AIDS. These diseases are more common in poorer countries. Countries where these diseases are common have a much lower life expectancy than wealthier countries which have medicine, hospitals and good doctors.

In wealthier countries diseases such as TB and diarrhoea are controlled by medicines and good hygiene. Heart disease and cancer are the main killer diseases in wealthier countries.

[Source: Solutions for All]

- 6.1 Name the main diseases that kill people in Africa. (4)
 - 6.2 Why do you think are these diseases more common in poorer countries? (2)
 - 6.3 How are diseases like TB and diarrhoea controlled in wealthier countries? (2)
 - 6.4 Why is heart disease a main killer in wealthier countries? (1)
 - 6.5 Explain how the following diseases are spread: a) malaria b) cholera (2)
 - 6.6 Name 3 ways to prevent malaria. (3)
 - 6.7 Which is the simplest way to treat a person with diarrhoea? (1)
 - 6.8 In which part of South Africa is there a risk of being infected with malaria? Explain your answer. (2)
 - 6.9 State whether the following is true or false:
 - a) Strong medicines can cure TB.
 - b) HIV can be managed with medicines, but it cannot be cured.
 - c) Malaria cannot be cured with medicine. (3)
- (20)**

ACTIVITY 7: Pandemics

DATE: _____

Use the article, map, and your own knowledge to answer the questions.

COVID-19 and Other Deadly Diseases

Cholera, the bubonic plague, smallpox, and influenza have killed many people throughout history. These diseases are called **pandemics** because they spread to many countries.

Smallpox is one of the deadliest diseases in history. It killed between **300 to 500 million** people.

What is COVID-19 (the new coronavirus)?

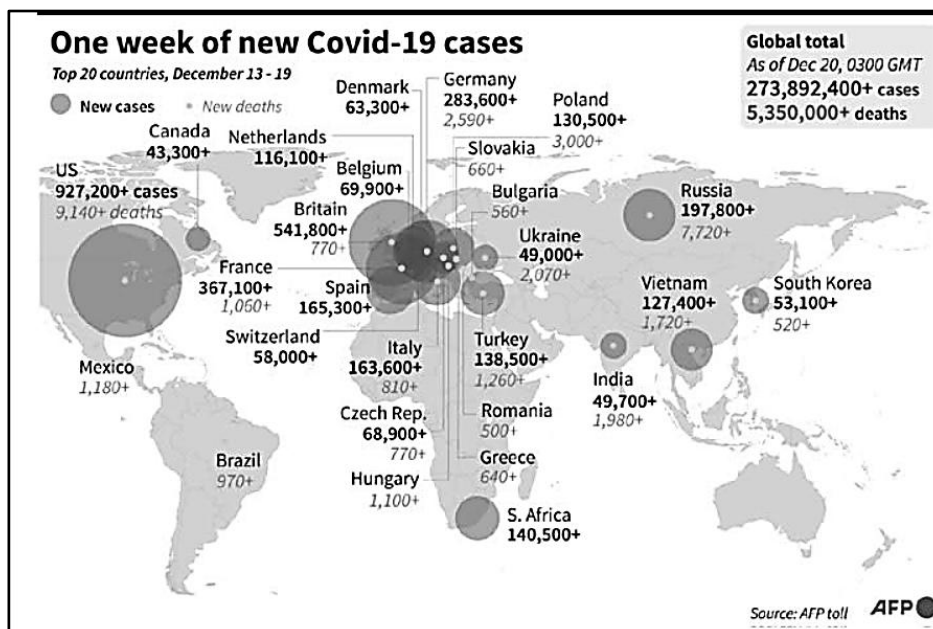
In **December 2019**, a new virus called **COVID-19** started spreading in **Wuhan, China**. This virus spread very fast. No one had it before, so no one was immune to it.

At first, COVID-19 was just in China. But within a few months, it spread all over the world. In **March 2020**, the **World Health Organization (WHO)** called it a **pandemic**. More than **500,000 people** were infected and about **30,000** died in the first month.

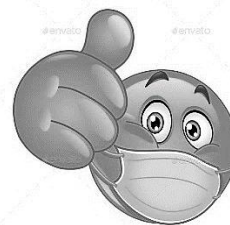
To stop the virus, people had to **wash their hands often, keep a safe distance, and stay at home**. Schools, shops, and public places were closed.

Doctors and scientists worked hard to make **vaccines** to protect people from getting very sick. These vaccines help a lot, but they are not 100% perfect.

COVID-19 changed the whole world. It's still hard to know how and when it will fully end.



ANSWER THE QUESTIONS IN YOUR EXERCISE BOOK



1. Match the disease in Column A with Column B.

(5)

Column A	Column B
1. The Black death	Spread by mosquitoes
2. Smallpox	Spread by dirty food and water
3. Malaria	Killed 300-500 million people
4. HIV and AIDS	Two thirds of people in Europe died from this disease.
5. Cholera	Can be treated, but not cured

2. Explain the difference between an **epidemic** and a **pandemic**.

(2)

3. Are the following statements true or false?

(4)

- 3.1 Vaccines have been developed to help protect people against Covid 19.
- 3.2 Brazil, India and USA are amongst the countries with the highest number of Covid 19 cases and deaths.
- 3.3 More than 3 million people have died from Covid 19 around the world.
- 3.4 The Covid-19 pandemic will continue for only one year.

4. Answer the following questions in full sentences.

(14)

- 4.1 In which country did the new coronavirus first appear in humans? (1)
- 4.2 Explain the meaning of the word "immune".
Why was no one immune against Covid-19 in 2019? (2)
- 4.3 Which organization provides information about the coronavirus? (1)
- 4.4 Why do diseases spread faster today than long ago? (1)
- 4.5 Name any **two** ways to protect yourself from COVID 19. (2)
- 4.6 Why did countries ask people to stay at home? (1)
- 4.7 How many people were infected and how many died from COVID-19 worldwide by December 2021?
(Look in the top right corner of the map!) (2)
- 4.8 The number of cases and deaths in Africa is reported to be very low. Why do you think there were fewer cases in Africa? (1)
- 4.9 How did COVID-19 affect South Africa's economy? (1)
- 4.10 Find out how many people in South Africa have been vaccinated against Covid-19. Some people do not want to be vaccinated against the virus. Do you agree or disagree? Explain your answer. (2)

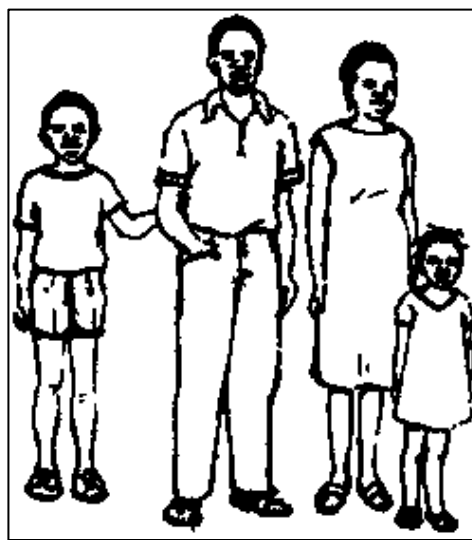
(25)

ACTIVITY 8: Economic status

DATE: _____



- Poor people often have more children.
- In poor countries the infant mortality rate is high.
- Poor people cannot afford to spend money on health care.



- ~ Wealthy people usually have fewer children.
- ~ Infant mortality rates are lower in wealthier countries.
- ~ Wealthier people are able to spend more money on health care.

[Source: Solutions for All Grade 7]

8.1 Suggest two reasons why you think poor people may have more children. (2)

8.2 List two factors that can affect death rates in these families.
Explain your answer. (4)

8.3 Which family will be able to give their children the best chance of a successful future? Explain your answer. (2)

8.4



Paragraph writing

Read the statement: "**Large families may contribute to poverty.**"

Write a paragraph in which you explain why you agree or disagree with the statement. Think of factors like education, food and health care, and give examples to support your view.

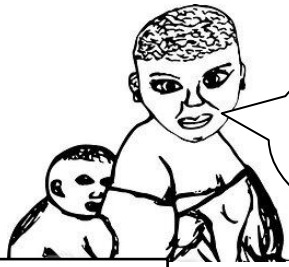
Your paragraph must have a TOPIC SENTENCE, SUPPORTING SENTENCES and a CONCLUDING SENTENCE.

(5)

(13)

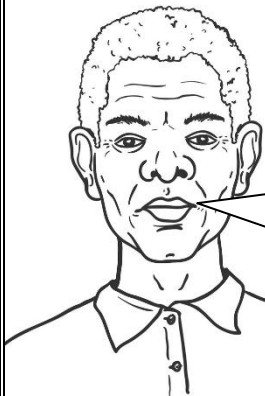
ACTIVITY 9: Family needs, attitudes and beliefs

DATE: _____



It is our custom to have large families. People respect me because I have many children.

I need my girls to fetch water and help me in the fields. The boys take care of the cattle.



I must have many children to look after me when I am too old to work.

I got married at 14. When girls get married young, they often have more children. My religion says we should not use artificial family planning to have fewer children.



9.1 Match the people's statements with the following reasons: custom, religion, work. Write the words in the block at every picture. (Some statements will have more than one reason.)

9.2 Do people in South Africa have children because they need them to work? Give examples you know about.

9.3 Will the birth rate be high or low in countries where girls get married young? Explain your answer.

9.4 How will the young girl's religion affect population growth rates in her country?

9.5 If every couple in a country only had two children, what should the population growth rate be for a country? _____

9.6 Discuss the statement: "It is better to get married before you have a baby."

ACTIVITY 10: Conflict and wars

DATE: _____

- 10.1 Why is a country's birth rate lower during a war? Give 2 reasons. (2)
- 10.2 How can wars affect the population growth rate of other countries that are not involved in the war? (2)
- 10.3 Do people only die from injuries caused by fighting during a war, or do people die because of other reasons as well during a war. Explain. (3)
- 10.4 Name a country in the northern hemisphere where there is currently war and conflict. What is the cause of the conflict? Explain what effect this war has on the population of neighbouring countries. (3)
- (10)**

ACTIVITY 11: Government policy

DATE: _____

Your teacher will tell you about China's one-child policy. The graph shows China's birth rate since 1979 when the one-child policy was introduced.



- 11.1 Why did China introduce a one-child policy in 1979? (2)
- 11.2 Did the government's one-child policy reduce China's birth rate? (1)
- 11.3 How did the government punish people who had more than one child? (1)
- 11.4 Why did the government introduce a two-child policy in 2016? (1)
- 11.5 Do you think that governments should make laws about how many children a family might have? Give one reason to support your answer. (2)
- (7)**

ACTIVITY 12: Scientific developments

Date: _____

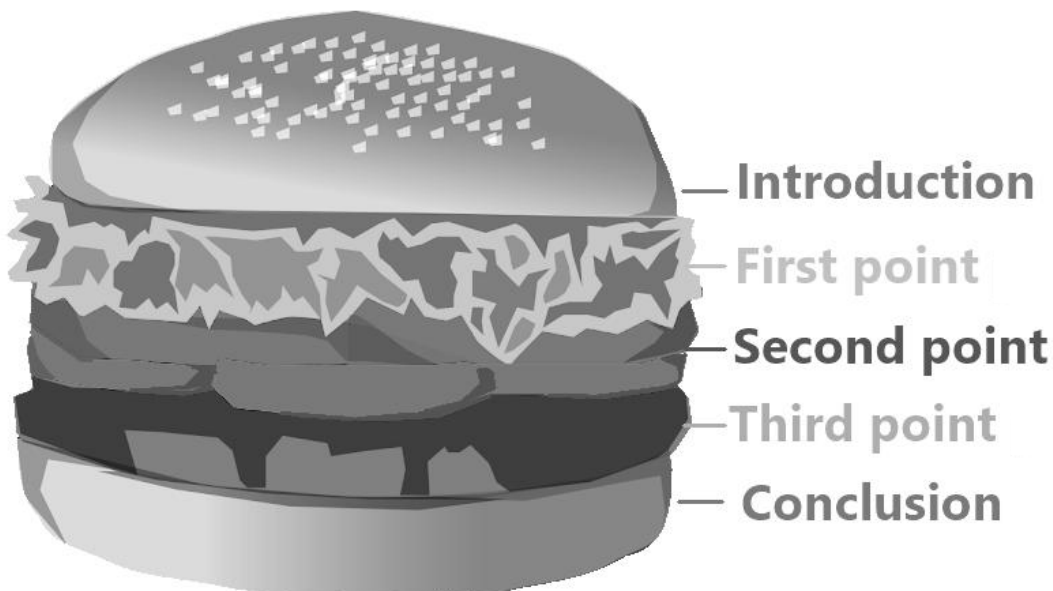
There are three important reasons why the world's population have increased so rapidly in the last 200 years: increased food production, scientific developments, and improved health care.

You will write a paragraph for 5 marks on the topic:

Developments that have affected population growth.

- Before you start writing, use the mind map and the pictures on the next page to make short notes to help you.
- The structure of a paragraph is almost like a hamburger!

HAMBURGER PARAGRAPH



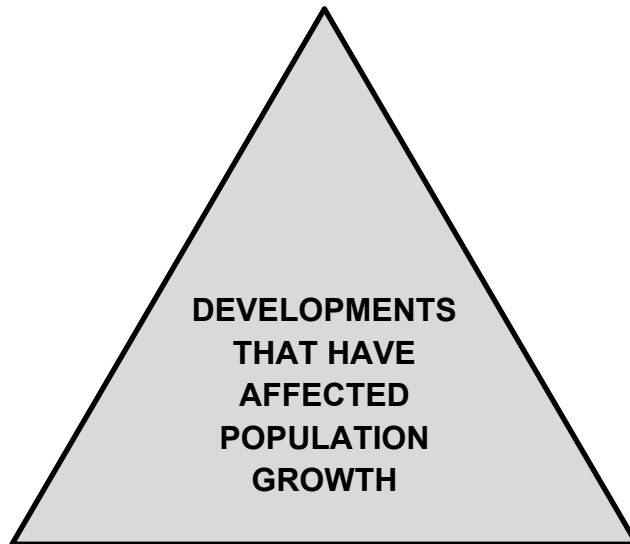
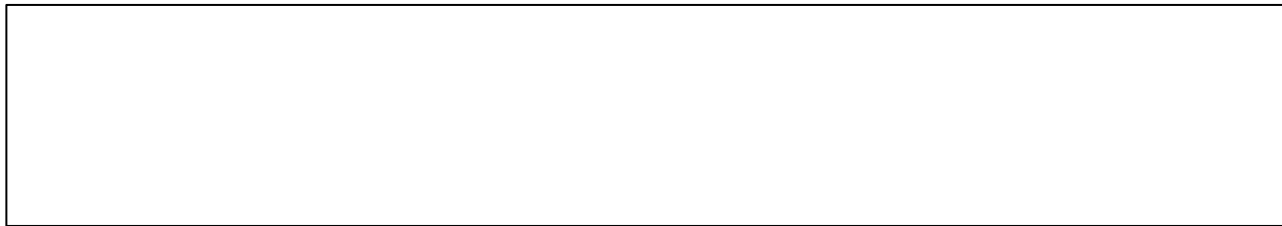
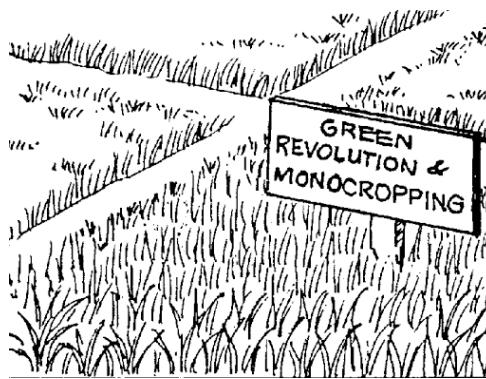
Introduction: Explain what you are going to write about.

Middle: Explain the three points **and** give examples.

Conclusion: Wrap it up and restate your topic. Leave the reader with a thought that you want him to remember.

Look at the rubric on the next page to see how marks will be awarded.

	0-1 Mark	2-Marks	3-Marks	4-Marks	5-Marks
Level 1 Uses evidence in an elementary manner e.g., shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	Only wrote 1 or no point showing little, or no understanding of how scientific developments have affected population growth.				
Level 2 Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.		Some attempt at structuring paragraph with about 2 points showing understanding of how scientific developments have affected population growth.	Good attempt at structuring paragraph with about 2-3 points showing understanding of how scientific developments have affected population growth.		
Level 3 Uses relevant evidence e.g., demonstrates a thorough understanding. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.				Good topic sentence, 3 supporting sentences with examples & concluding sentence Showing good understanding of how scientific developments have affected population growth	Good topic sentence, 3+ supporting sentences with examples & good concluding sentence. Excellent discussion of how scientific developments have affected population growth.



VACCINATION

