HBF LEARNING RESOURCE – DAVID ROGERS
LESSON 1: WHY DOES THE UK NEED NEW HOUSES?

Learning Objectives:	Investigate and describe the main factors that affect the UK's population change that lead to a need for greater number of houses. Explain why changes in these factors leads to a need for new homes to be built.
Key words:	Population change Inward migration International Migration Death rate Life expectancy Trend variation
Resources:	This short YouTube clip explaining the difference between trends and variations is useful. Lesson 1 PowerPoint
Useful websites:	The Office for National Statistics has a wide range of infographics and data related to the 2011 Census. There is a useful summary of the issues here from the House of Commons Research Library. A useful summary of the Housing Crisis from the HBF is here and worthwhile reading to provide background information.
Prior Knowledge:	This lesson would work well as a consolidation of a population unit where students have already explored population factors such as birth rate.
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.

The reasons why the UK needs new homes are varied, complex and interdependent. Despite this, Key Stage 3 students can grasp the basics and there is a chance to challenge misconceptions about issues such as migration and population change. This lesson aims to introduce the main issues, and is not an in-depth exploration of each one.

This lesson is a fast paced introduction to the main reasons why the UK needs more houses, you may wish to revisit the content at other points in your curriculum.

SUGGESTED ACTIVITIES:

There is an opportunity to reinforce Maths knowledge throughout this lesson.

START the lesson with slide 2 displayed. On mini-whiteboards (or sugar paper / in exercise books) ask the class to draw the simple graph. Talk about which is the x and y axis. **If we were to show population change over time, which would be which?** Advance the presentation.

NEXT, ask the class to plot a line predicting how they think the UK's population has changed over time. This is an opportunity to talk about different types of correlation. Ask the students to either write a description of their trend in a full sentence or think, pair, share their ideas: 'I predict that….' This activity can be adapted to include real figures and predictions. You may also construct a 'living graph' by asking the class to create a graph by moving around the room.

SLIDE 4 – DATA DETECTIVES! Geographers have to deal with lots of data from different sources. This part of the lesson will use Census data from 2012 and other information from the Office of National Statistics. This graph describes the overall trend and variation of the UK's population. Ask the class to fill out boxes – taking care to refer to data as they describe the changes. **There are a number of issues that you could explore using this graph, for example can the class think of any reasons for the fluctuations?** This is a good opportunity to reinforce the difference between trends and variation.

THE NEXT PART OF THE LESSON ASKS WHY POPULATION IS INCREASING. This is an opportunity to lead a whole class discussion, or ask students to produce a list of what they think are the major factors. This is a good opportunity to revisit and reinforce any past work on population changes. Record on a mind map the factors that students think are the most important.

There are two option, depending on availability of devices / computers or photocopying:

OPTION 1: IF DEVICES / COMPUTERS / PHOTOCOPYING AVAILABLE:

Produce a carrousel activity where students act together, or individually as data detectives. Visit each station and add information, concentrate on providing data. You'll need:

- Copy of the main drivers of population change. (link)
- Infographic 'Compendium of UK Statistics: population and Migration.' (link)
- Overcrowding and under-occupation in England and Wales, 2011. (link)
- UK Households in 2013 infographic. (link)
- House of Commons summary of Housing Supply and Demand (link)

OPTION 2: LIMITED IT ACCESS / PHOTOCOPYING

Use slides 6-9 from the PowerPoint.

- Ask students to describe how the UK's annual population change has varied since 1992. There's an opportunity here to interrogate the graph and develop GCSE skills – point out that the graph shows the population change, and not the total population. Ask students to predict what may happen in the future.
- Consider one of the main drivers of housing demand: the number of one person households. Use the slide to explore the reasons for this.

- Finally, consider slide 9 and the question posed.

You could also print the House of Commons report which is a very useful summary.

END THE LESSON by asking the students to write some 'this means that' statements. The main factors leading to increased housing demand are listed on Slide 8. Get the class to record how each links to the need for more homes. **Are there any other factors not included?**

This lesson links directly into the next, which considers whether the demand for homes is equal across the UK.