Royal Geographical Society with IBG
Advancing geography and geographical learning

Questioning Plan

Topic: Population	Date: 05/10/07	Period: 2	Class: 8(2)

Stage One: Closed Questions (Quick fire questions to initiate dialogue, recap previous learning and build confidence) ▪ *What is meant by the term sparse?* Remembering ▪ *What is meant by the term dense?* Remembering ▪ *Name a factor which often results in a sparse population.* Remembering ▪ *Name a factor which often results in a dense population.* Remembering ▪ *Will a location with (a) good water supply, (b) steep slopes, (c) deep soils, be dense or sparse?* Understanding	**Anderson's Taxonomy** Levels: 1: Remembering 2: Understanding

Stage Two: Open Questions (Requires the student to think deeper, to express opinions and explain points of view)	**Stage Two: Funnel Questions** (series of closed questions which build-on previous answers to draw out detailed information)		**Anderson's Taxonomy**
Following questions would be asked while studying a global population distribution map. ▪ *Why are deserts often sparsely populated?* (Applying) ▪ *Why are river floodplains often densely populated?* (Applying) ▪ *Can you think of any areas which should be sparse, but are dense (or vice versa)?* (Evaluating) *Can you explain why?* (Applying) *e.g. Nile Valley Egypt.*	**Why are Deserts Sparse?** 1. *What is the weather like in desert areas?* (Remembering) 2. *Will plants grow well in these conditions?* (Applying) 3. *Why do Camels have humps?* (Remembering) 4. *How long can we survive without water?* (Applying)	**Why are floodplains Dense?** 1. *Are floodplains flat or steep?* (Remembering) 2. *Think of a word you could use to describe a floodplain soil?* (Remembering) 3. *What 'landuse' are floodplains particularly good for?* (Applying)	Levels: 3: Applying 4: Analysing 5: Evaluating 6. Creating

Stage Three: Objective Led Questions (A series of closed and open questions which the student should be able to answer by the end of the lesson. These should be asked at the beginning but answered during the plenary – giving students time to think and construct answers. Questions should closely relate to the lesson's learning objectives). ▪ *Why is the region around Preston densely populated?* (Evaluating) ▪ *Is there a connection between wealth and density?* (Evaluating) ▪ *Which factor is most important when explaining population distribution?* (Evaluating)	