



Geography – Migration

Main plot- What impact does migration have on people and the environment?



Week	Order of Study – Main plots and Subplots – links to geographical skills
1 Types of migration	LI- I can explain key aspects and processes of migration in detail. (kpi) What is migration? What are the different types of migrant? Why do people migrate? What are push and pull factors? Complete first two sections of KWL and stick in knowledge organiser. Show chn a distribution map without labels. What do they think it shows? Why are the circles different sizes? Stick their own map into books then use the interactive map to find out some facts about migration across the globe. Chn to label a selection. Do they notice any patterns? Why? Chn to match types of migration to their definition. Why do people migrate? Introduce idea of push and pull factors. Chn to identify the push or pull factor for each situation and then create a table of answers showing the push and pull factors. Can they add any other ideas of their own? Challenge- Identify the push or pull factors relating to each character and then sort the cards into a Carroll diagram. Can they think of any barriers to migration? SEN- Sorting activity: chn given mixture of push and pull factors to sort. Watch video to recap learning from lesson. Self assessment. Resources: PPT, https://www.youtube.com/watch?v=IOZmqIwqur4 (up to 4mins) Key vocabulary: migration, distribution map, immigration, emigration, immigrant, emigrant, refugee, asylum seeker, economic migrant, rural-urban migrant, seasonal migrant, illegal immigrant, push factor, pull factor, country of origin, destination country
2 Migration in the UK	LI- I can analyse how changes in the Human environment affect the people living there. (kpi) How has migration in the UK changed over time? How has it affected the people living in the UK? When did migration start? What are the patterns of migration in the UK? Why do people come to/leave the UK? How many people come to/leave the UK? Is net migration increasing or decreasing in the UK? Where do people migrate to/from? Look at history of migration in Britain on PPT whilst chn make notes. How has it changed over time? Chn to complete a timeline of migration in the UK. Then draw and interpret a line graph representing UK migration data. Challenge- write a summary of migration and how it's changed over time. How would the people living in Britain be affected by migration to the country? SEN- Chn given key migration events. Then draw and interpret a line graph representing UK migration data to be put in order on a timeline. Provide chn with graph to answer questions about rather than drawing their own. Peer assessment. Resources: PPT, timeline cards, graph paper, migration data, questions. Key vocabulary: BC, AD, resources, settlers, invasion, conquered, persecution, Roma, Huguenot, Palatines, Windrush, convicts
3 Impact and effects	LI- I can explain the impact of migration, giving reasons for my own and other people's views. What are the impacts of immigrants moving to Britain? Positive and negative effects? Effects on people and environment? Effect on the destination country and country of origin? Effects on immigrants themselves? Is allowing immigrants into the country sustainable? How can/should it be managed in the future? Is Britain getting too crowded? Why? Chn stick in Refugees poem. Summarise what it is saying about immigrants? What about if you read it backwards? How is the message different? Introduce question: How far should the government control immigration into the UK? Half of the class will research the positive impact of immigrants in the UK and the other half will research the negative impact.

	Chn to then write a paragraph explaining their own views on the matter. SEN- give chn a variety of arguments and they must decide which are positive impacts and which are negative. Teacher mark. Resources: PPT, Brian Bilston poem, https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-migration/z4ppnrd, https://www.bbc.co.uk/ideas/videos/what-would-the-uk-be-like-without-immigration/p080b8wx?playlist=bbc-briefing, variety of information sheets Key vocabulary: immigration, society, economy, destination country, country of origin, population, taxes, services, trade, diversity
4 Windrush map	LI- I can use digital mapping to illustrate the journey of the Empire Windrush. What journey did the Empire Windrush make? What was the Empire Windrush? Why did people move from the Caribbean to the UK? Who was on the boat? Were they welcomed to the UK? What is the Windrush scandal? Watch the videos about the Windrush and look at the PPT. Chn to make notes on what they find out. Demonstrate how to use Digimap for Schools to map the journey. Chn to: Use markers to show the places the Empire Windrush visited on its journey, as well as where it was made (Hamburg, Germany). Use the line drawing tool to map the route the Empire Windrush took, when carrying migrants to Britain. Add text boxes to each location, with facts you have learnt about the Empire Windrush. Self assessment. Resources: https://www.bbc.co.uk/newsround/43793769 https://www.bbc.co.uk/newsround/44503109 https://www.youtube.com/watch?v=9F6lsLRdZ-o&t=46s, laptops, Digimap for schools login Key vocabulary: Empire Windrush, Caribbean, stowaways, docked, Windrush generation, NHS, Calypso, deportation, British Nationality Act, equality, racism, Windrush scandal, markers, line drawing tool, text boxes
	Chn to complete the final section of the KWL grid to show what they have learnt.