

Year 6 – Migration

National Curriculum:

- Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region North America
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Prior learning	In Year 6...	Future learning
In Year 5, Children will be taught to... -Locate the main countries of the UK (England, Wales, Scotland and Northern Ireland, and understand that the British Isles are comprised of England, Wales and Scotland, Northern Ireland and the Republic of Ireland. Great Britain is England, Wales and Scotland -Identify that Bedworth is located in Warwickshire and locate the immediate surrounding counties to its locality. -Identify that Bedworth's nearest city is Coventry and use maps to locate some of the cities nearby. -Use OS maps to identify contour lines and describe the journey of water in the River Severn in comparison to its altitude.	In Year 6, Children will be taught to... -Use distribution maps to study how people migrate across the globe and identify patterns within the data, using their opinion on what the data suggests. -Discuss why people choose to migrate, and what the advantages and disadvantages of migration could be when choosing to migrate. -Identify migration within Britain and create a timeline to show how migration has changes within time. -Reflect on how migration might affect people living in Britain. -Identify the impacts that migration has on people living in Britain including overcrowding, their own thoughts and opinions.	(National Curriculum) In KS3, Children will be taught to... <u>Locational knowledge</u> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. <u>Place Knowledge</u> Understand geographical similarities, differences and links between places through the study of human and physical geography of a region

-Identify some of the main cities and counties in the United Kingdom, especially those in close locality to Bedworth, Warwickshire. -Identify features of a coastal region (Happisburgh) and environmental impacts of physical processes including erosion, arches, stacks, stumps and longshore drift. -Identify human processes including tourism buildings and land use. -Compare Happisburgh to an inland region of the UK – Skipton, identifying key similarities and differences between human and physical features. -Compare Skipton and Happisburgh to Paris, including human and physical features such as large, built up areas, population, tourism, landmarks, buildings and transport routes. -Give their own opinion of different regions studied, identifying key advantages and disadvantages of those areas, including land use, environmental issues, tourism, landmarks, features and transport links.	-Use fieldwork to investigate how far the government should go to control immigration within the UK, comparing positive and negative impacts on society, economy, services and diversity. -Explore what the Empire Windrush was and identify why people moved from the Caribbean to the UK. -Use fieldwork to explore the movement of people in the Empire Windrush, including the route taken when carrying migrants to Britain. -Identify the impact that the Empire Windrush had on the UK and also the migrants, including the Windrush Scandal, deportation, racism	within Africa, and of a region within Asia Human and physical geography. Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. <u>Geographical skills and fieldwork</u> Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
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Key Vocabulary

Migration, immigrant, emigrant, destination country, country of origin, push factor, pull factor, refugee

Migration – Movement of people from one place to another to live

Immigrant – Moving INTO the country

Emigrant – Moving OUT of the country

Destination country – The place they move TO

Country of Origin – The place they move FROM

Push factor – Reasons for LEAVING a place

Pull factor – Reasons for going TO a place.

Refugee – A Person moving to a place of safety who has been given permission to stay.

