



**Geography**

**Year 5**

**Term 4**

**Migration**

**Key Question: Why do people migrate and what are the effects of migration?**

**National Curriculum Objectives:**

- Locate the world's countries, using maps to focus on their key human characteristics
- Name and locate counties and cities of the UK identifying human characteristics
- Identify the Prime/Greenwich Meridian and time zones
- Describe and understand human geography including types of settlement, economic activity including trade links
- Use maps, atlases and globes to locate countries and describe features studied
- Use symbols and keys
- Use fieldwork to observe and present human features in the local area

**Vocabulary:**

*Migration, migrants, migrate (verb), voluntary migration, forced migration, permanent migration, temporary migration, global migration, source country, host country, time zones, meridians, Prime meridian, eastern and western hemispheres, international migrant, regional migrant, economic migrant, employment, refugee, push factor, pull factor, positive effect, negative effect, advantages, disadvantages, economic development, social development, culture, diversity, services, resources, skilled work, taxation/government money, persecution, asylum seeker, climate change, long term, large scale, average temperatures, climate refugee/migrant, natural resources*

**Prior Learning:**

In Year 5, Term 3 children have learnt about Early Islamic civilisation and immigration during this time.  
In Year 5, Term 2 children have learnt about push and pull factors to the favelas in Brazil.  
In Year 4, Term 6 children have learnt about climate change  
In Year 3, Term 6 children have learnt about settlements and what the mega cities of the world are.  
In KS1 children have found out if their parents or grandparents originated from a different country

**End Point:**

Choose a migrant and write a diary entry giving their reasons for migrating and what their (source) country is like and what they found in the host country.

**Knowledge:**

- I know what migration is and some of the places that people migrate from to the UK
- I know that there are 24 time zones in the world and why we have different time zones
- I know what a refugee is and where refugees in the UK may have come from
- I know that climate change and natural disasters can affect migration

**Skills:**

- I understand and can describe the push and pull factors for migrants (reasons why people migrate)
- I can describe some of the advantages and disadvantages, to both host and source countries, of migration
- I can map a journey route
- I can describe reasons why people are forced to leave their own countries

**Map Work:**

**Use maps to focus on key human features such as migration and population statistics**  
**Map possible routes of migrants to the UK**

**Field Work:**

**Research and present information about where our families originated from**

**Cross Curricular Links:**

**Maths – time, graphs and statistics**  
**PSHE – tolerance and British values**

**Oracy:**

Instructional - why is it different times in different parts of the world?  
Exploratory talk - what are the push and pull factors to migration?  
Presentational - persuade the UN to recognise the human cost of climate change

**Wider Reading**

The Arrival - Shaun Tan (highly recommended age appropriate picture book)  
The Boy at the Back of the Class- Onjali Rauf (highly recommended as a class story)  
Welcome to Nowhere - Elizabeth Laird  
<https://www.redcross.org.uk/get-involved/teaching-resources/refugees-and-migration>  
<https://www.migrationmuseum.org/resource-bank/>

**Enrichment**

Migration Museum (Lewisham,London)  
Visit?  
[liberty@migrationmuseum.org](mailto:liberty@migrationmuseum.org)  
Migrant speaker?

## Sequence of Learning

Lesson	Key Question	Key learning/notes
1	<p>What is migration and where do the migrants in the UK come from?</p> <p>What is the time in countries that people have migrated from?</p>	<ul style="list-style-type: none"> <li>• Migration is the movement of people from one place to another place. (Emigration is the act of someone going to live in a different country). A source country is the country that the migrant comes from and a host country is the country that the migrant is going to. There are different types of migration. Forced migration is when the migrant has no choice in leaving their host country. Voluntary migration is when the migrant makes a choice to leave their source country. Temporary migration is where the migrant intends to return to their source country. Permanent migration is where a migrant intends to stay in the host country.</li> <li>• Look at graphs showing migration to the UK. In 2019 there were approximately 6.2 million people with non-British nationality living in the UK and 9.4 million people who were born abroad. The UK's migrant population is concentrated in London. Around 35% of people living in the UK who were born abroad live in the capital city.</li> <li>• <a href="https://commonslibrary.parliament.uk/research-briefings/sn06077/">https://commonslibrary.parliament.uk/research-briefings/sn06077/</a></li> <li>• Research where most of the people who migrate to the UK come from.</li> <li>• <a href="https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/">https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/</a></li> <li>• Migrants to the UK can face many new things and one of them can be living in a different time zone. There are 24 time zones across the world with some countries being so big that they span more than one time zone.</li> <li>• <b>Time zones</b> are divided by imaginary lines called <b>meridians</b> which run from the North Pole to the South Pole. There is an imaginary line running through the UK called the <b>Prime Meridian</b>. It runs through a place in London called <b>Greenwich</b>. The Prime Meridian splits the world into eastern and western <b>hemispheres</b>. Time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK</li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</a></li> <li>• Using the map of where people in the UK have migrated from, research what time it would be in their source country</li> <li>• <a href="https://www.timeanddate.com/worldclock/">https://www.timeanddate.com/worldclock/</a></li> <li>• <a href="https://learnenglishkids.britishcouncil.org/short-stories/one-moment-around-the-world">https://learnenglishkids.britishcouncil.org/short-stories/one-moment-around-the-world</a></li> <li>• Set homework for next week to find out if parents, grandparents etc. are migrants. Where did they come from and why did they come? (Children have talked about this in KS1)</li> </ul>
2	<p>How do migrants vary?</p>	<ul style="list-style-type: none"> <li>• Migration can happen under different circumstances and for different periods of time. Recap vocabulary from last lesson. An international migrant is a migrant who has moved from one country to another and a regional migrant is a migrant who moves within a national boundary (within a country). Migrants may be economic migrants; they are moving from one place to another for economic reasons. For example: employment. Or they may be refugees; they are moving because they have been forced to leave their source country due to war, persecution, or a natural disaster. In the UK, a person is officially a refugee when they have their claim for asylum accepted by the government.</li> <li>• Discuss homework and where our parents/grandparents may have come from. What kind of migrant are/were they based on the above definitions?</li> <li>• Look at stories of migration and the reasons why people migrate. Use character card resource for Michael Smith from Jamaica, Rav Sharmar from Uganda and Weronika Banasik from Poland</li> <li>• Using the reasons from the character cards to list push and pull factors for migration (refer back to push and pull factors to the favelas in previous Geography unit)</li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/z8x6wx/revision/2">https://www.bbc.co.uk/bitesize/guides/z8x6wx/revision/2</a></li> </ul>
3	<p>How does migration affect people and places?</p>	<ul style="list-style-type: none"> <li>• Migration has both positive and negative effects on people around the world. The United Nations believes that international migration is a positive force for economic and social development of a country</li> <li>• Refer back to the migrant character cards. What might the positive and negative effects be of the migration of Michael, Rav and Weronika?</li> <li>• Look at images of positive and negative effects of migration (culture, government, services, employment etc.)</li> <li>• Create a table highlighting the advantages and disadvantages of migration on both host and source country</li> <li>• advantages in source country - money sent back, reduce pressures on jobs and services, migrants may return with new skills</li> <li>• advantages in host country - a richer and more diverse culture, increase in taxes to government's, help in reducing any labour shortages</li> <li>• disadvantages in source country - loss of skilled workers (and often younger people), families</li> </ul>

		<p>are separated, fewer people paying taxes to government</p> <ul style="list-style-type: none"> <li>disadvantages in host country - increase in services such as healthcare and education, overcrowding, disagreements between different religions and cultures</li> </ul>
4/5	What is a refugee?	<ul style="list-style-type: none"> <li>Refugees are people who are moving because they have been forced to leave their source country due to war, persecution, or a natural disaster. In the UK, a person is officially a refugee when they have their claim for asylum accepted by the government. An asylum seeker is a person who has left their country of origin and formally applied for asylum in another country but whose application has not yet been granted.</li> <li>Watch the clip highlighting positive and negative impacts that fleeing a country has on the refugees</li> <li><a href="https://www.bbc.co.uk/bitesize/clips/zbrd2hv">https://www.bbc.co.uk/bitesize/clips/zbrd2hv</a></li> <li>Three thousand children arrived alone last year to the UK. Look at Ruth's story from Eritrea. (This is an upsetting true recount but is appropriate and aimed at children. The images are in cartoon format.)</li> <li><a href="https://www.bbc.co.uk/newsround/36714334">https://www.bbc.co.uk/newsround/36714334</a></li> <li>Map Ruth's journey and look at the journey that you would need to take if you were a refugee from (the top five most common countries of nationality for asylum seekers in 2018) Iran, Iraq, Eritrea, Pakistan and Albania.</li> <li><a href="https://migrationobservatory.ox.ac.uk/resources/briefings/migration-to-the-uk-asylum/">https://migrationobservatory.ox.ac.uk/resources/briefings/migration-to-the-uk-asylum/</a></li> <li>Research refugee stories from other places in the world</li> <li><a href="https://www.refugee-action.org.uk/about/facts-about-refugees/">https://www.refugee-action.org.uk/about/facts-about-refugees/</a></li> </ul>
6	How does climate change affect migration?	<ul style="list-style-type: none"> <li>Recap what children remember about climate change from Year 4. Climate change is a long-term, large scale change in the planet's weather patterns and average temperatures. It is the process of the planet heating up. The earth has warmed up by about 1 degree Celsius over the course of the last century. Rising temperatures mean that our weather is becoming more extreme and often unpredictable (refer to previous units on weather)</li> <li>What do we think a climate refugee or migrant might be? They are people who are forced to flee their homes because of sudden or gradual changes in the climate around them, usually because of floods or droughts.</li> <li>Look at a world map showing people displacement because of natural disasters</li> <li>Focus on the work of the Environmental Justice Foundation who are a charity fighting for the human crisis caused by climate change to be recognised.</li> <li><a href="https://ejfoundation.org/what-we-do/climate/protecting-climate-refugees?qclid=EAIaIQobChMIufTaw4aL6QIVNoBQBh1ApQEtEAAYASAAEgJhQPD_BwE">https://ejfoundation.org/what-we-do/climate/protecting-climate-refugees?qclid=EAIaIQobChMIufTaw4aL6QIVNoBQBh1ApQEtEAAYASAAEgJhQPD_BwE</a></li> <li>Present a talk, create a presentation to persuade the UN to recognize the human cost of climate change</li> </ul>