



Geography: the language of Europe

Lesson 2: Migracja zarobkowa w Polsce (Economic migration in Poland)

Key questions:

- Where have economic migrants to the UK come from, and what numbers are involved?
- What are the positive and negative impacts of Polish migrant workers on the UK, and how do they influence British culture and society?
- Why is there now a 'flow reversal' with some Polish workers returning home?

Starter activity:

Into the UK (geography starter)

The *Into the UK* starter resource provided includes a graph from a Home Office Report which shows the volumes of immigrants into the UK from different countries from 2004-2006. The students' task is to represent this data on a graph, using proportional flow arrows as symbols. Clarify what you mean by proportional arrows – an example is given on the [BBC Northern Ireland KS3 Geography website](#). Decide on a suitable 'scale' for the arrows as a class. Students can then draw different sized arrows onto their map from each origin country to represent the number of immigrants coming from that country, and add their arrows to the key.

Less able students could have the arrows marked onto the key already for them, or could simply draw arrows from each country and label them with the numbers

Remind students of the EU's aims in relation to employment: *European citizenship* gives EU citizens the right to live and work anywhere within the EU, and the *Economic and Social Progress policy* aims to help people to earn enough money to live on. Introduce the idea that while this allows freedom of movement, it can also bring with it issues and challenges. Have a brief discussion about what sort of impacts (positive and negative) might arise from this level of migration into the UK.

Migracja zarobkowa w Polsce (MFL starter)

In this MFL starter activity, students are given the opportunity to learn some of the key geographical terms to do with the topic of migration – in both English and Polish. A downloadable wordsearch activity of the Polish words encourages them to think about the words and their similarity to / difference from their English translation. As an additional task, students can write definitions of each of the English terms for a glossary.

Main activity:

Home or away?

During the main activity, students investigate the impacts of Polish migrant workers in the UK, and also examine an attempt by the Polish government to improve employment opportunities back in Poland. There are four parts to the main activity – students can either work their way through each activity in turn, or they could work in small groups to cover all activities by dividing the work up and then reporting back. Alternatively, the tasks could be set up within a 'circus activity' in which each group rotates around the room and has a set time at each 'station' to work on the activity. A worksheet (*Home or away?*) has been provided for students to use to record the information they obtain from each activity.

- Divided opinion** - The first activity is a card-sorting exercise, where students are given a set of cards with quotes on. All of the quotes relate to Polish economic migration, but

some are positive (for) and some are negative (against). The task is to sort the quotes out and write them into the table provided on the worksheet.

2. **Hitting the headlines** - The second activity is a newspaper-interpretation exercise. Students are guided to a BBC news article, which they read and use to complete the set of statements provided on the worksheet.
3. **Poland hits the High Street** - The third activity is an interpretation exercise where students match statements to cartoons in order to understand some of the ways in which Polish immigration is having an influence on our high street and society.
4. **Reversing the trend** - The final 'diamond 9' activity is a decision-making exercise which examines the recent recession in the UK and the reverse-flow of Polish people back to Poland. It also looks at what the Polish Government is doing to try and attract workers back again. They imagine that they are a Polish couple and must place a series of reasons for returning into an order of priority, in a 'diamond 9' formation. The *Reversing the Trend* resource provides nine possible reasons. Students could either cut out the diamonds and order / re-order them until they're happy, or think up their own statements to include in the diamond formation.

Plenary:

Class contributions

Ask individual groups to feed back on each of the activities they've completed. Students may self or peer-assess their own work.

Finish with a discussion about what students think about migrant workers in the UK from what they've learnt. They could write a conclusion on their worksheet.