

Lesson 1: Have I got news for you?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Cultural understanding and diversity – <i>appreciating how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.</i></p> <p>Place – <i>geographical imaginations.</i></p> <p>Human processes – <i>understanding how sequences of events and activities in the human world lead to change in places and societies.</i></p>	<p>Variety of scales (personal, national, global)</p> <p>Consideration of different parts of the world (including the EU).</p> <p>Study of the UK and key aspects of its changing geography.</p>	<p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> How is migration reported in the media? Should borders be open to all migrants? <p>OR</p> <ul style="list-style-type: none"> What strategies can be employed to promote community cohesion between migrant groups and existing communities? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Sort newspaper headlines into fact or opinion. Challenge stereotypes of migrants. Debate a controversial issue surrounding migration. Interpret images. Explain how these images might promote community cohesion. Reflect on their feelings about migration issues in the news. 	<p>STARTER</p> <p><i>'What's in the news?'</i> (download available) Pupils should sort the recent newspaper headlines on the topic of migration into 'fact' or 'opinion' or a mixture of both. They can then discuss what images of migration and migrant groups are portrayed by the media, introducing and challenging ideas of stereotyping.</p> <p>MAIN ACTIVITY</p> <p><i>Should borders be open?</i> (download available) Using the information in the article Viewpoints: should borders be open? from the BBC News website, students split into eight groups and prepare to represent one of the eight commentators in a debate.</p> <p>OR</p> <p><i>Community cohesion</i> (download available) Pupils use the definition of community cohesion and the images on the powerpoint to explain how each might promote community cohesion and cultural understanding with other cultural groups. Gifted and Talented pupils may want to research the history of the Notting Hill carnival as an example.</p> <p>PLENARY</p> <p><i>What do I think?</i> (download available) Pupils use the worksheet to structure their own feelings about the debate on whether borders should be open or not.</p> <p>OR</p> <p><i>Mission statement</i> (download available) Following on from the work on community cohesion, pupils write a mission statement to summarise their views on the best ways to promote community cohesion and cultural understanding.</p>	<p>Downloads <i>What's in the news?</i> (PPT and Word) <i>Should borders be open?</i> (PPT) <i>What do I think?</i> (Word) <i>Community cohesion</i> (PPT) <i>Mission statement</i> (PPT)</p> <p>Links</p> <p>This video clip from the BBC News website discusses whether borders should be open or not.</p> <p>In this video clip from the BBC News website, actress Angelina Jolie is asked about the plight of refugees.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – <i>Collect, record and display information, analyse and evaluate evidence to draw and justify conclusions.</i></p>	<p><i>Investigate important issues of relevance to the UK and globally, using a range of skills including ICT.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Build on and expand their personal experiences of geography.</i></p> <p><i>Examine geographical issues in the news.</i></p>			<p><i>'Should borders be open?'</i> debate. <i>Community cohesion</i> worksheet <i>What do I think?</i> worksheet Mission statement</p>
				Notes
				<p>1 x 40 minute lesson. A choice is given here as to which area to focus on – open borders or community cohesion. The choice will depend on what issues are particularly pertinent for the class or the type of activity which the teacher wants to pursue.</p>

Lesson 2: Moving for money

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Cultural understanding and diversity – <i>appreciating how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.</i></p> <p>Place – <i>geographical imaginations.</i></p> <p>Interdependence – <i>exploring the social, economic, environmental and political connections between places</i></p>	<p>Variety of scales (personal, national, global)</p> <p>Consideration of different parts of the world (including the EU).</p> <p>Study of the UK and key aspects of its changing geography.</p> <p>Human processes (migration)</p>	<p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> What is economic migration? Why have Poles migrated to the UK? What are some of the issues surrounding the migration of Polish workers to the UK? How might this shape the UK and Poland, now and in the future? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Sort cards to explain how a previous European economic migration has an impact today. Test current knowledge on the migration of Poles to the UK. Create a cartoon which illustrates one or more of the issues surrounding the migration of Polish workers to the UK. Explain how the cartoon links to issues of economic migration. Predict the consequences for both Poland and the UK of some migrants returning to Poland. 	<p>STARTER</p> <p>1. Pupils complete the 'Eurovision mystery' (download available) which links the case study of economic migration of Turks to Germany with the present day Eurovision song contest.</p> <p>MAIN ACTIVITY</p> <p>1. <i>Economic migration and the UK</i> (download available) Pupils investigate the facts behind recent economic migrations to the UK by answering a series of interactive questions.</p> <p>2. <i>Cartoon and commentary</i> (download available) Pupils create a cartoon or cartoon strip to illustrate one of the issues linked to the migration of Polish workers to the UK. They can use the articles in the links section to inform their cartoon. Pupils then write a commentary on their cartoon to explain its meaning and what message it gives about economic migration.</p> <p>PLENARY</p> <p><i>Looking into the future</i> (download available) Pupils should read the extract from the article Half EU migrants have 'left the UK' (BBC News website, 29/04/08) on the PowerPoint provided. They should think about and discuss the positive and negative consequences of this for both the UK and Poland.</p>	<p>Downloads</p> <p><i>Eurovision mystery</i> (PPT and Word) <i>Economic migration and the UK</i> (PPT) <i>Cartoon and commentary</i> (PPT) <i>Looking into the future</i> (PPT)</p> <p>Links</p> <p>"Nearly 600,000' new EU migrants" (BBC News website, 22/08/06)</p> <p>"Polish immigrants take £1bn out of the UK economy" (Daily Mail, 28/06/07)</p> <p>"Why Britain needs Polish migrants" (Daily Telegraph, 03/04/08)</p> <p>"Half EU migrants have 'left the UK'" (BBC News website, 29/04/08)</p> <p>"Mapping migration from the new EU countries" (BBC News website)</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – <i>Collect, record and display information, analyse and evaluate evidence to draw and justify conclusions.</i></p> <p>Geographical enquiry – <i>identify bias, opinion and abuse of evidence in sources when investigating issues.</i></p> <p>Geographical communication – <i>communicate their knowledge and understanding using geographical vocabulary.</i></p>	<p><i>Investigate important issues of relevance to the UK and globally, using a range of skills including ICT.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Build on and expand their personal experiences of geography.</i></p> <p><i>Explore geographical issues in the news.</i></p>			<p>Cartoon and commentary</p>
				Notes
				<p>1 x 40 minute lesson</p> <p>G&T pupils could investigate the map "Mapping migration from the new EU countries" (BBC News website). How great will the effect of economic migration be in their area? What might some of the consequences of such an uneven pattern be?</p>

Lesson 3: Leaving for lifestyle

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Cultural understanding and diversity – <i>appreciating how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.</i></p> <p>Place – <i>geographical imaginations.</i></p> <p>Interdependence – <i>exploring the social, economic, environmental and political connections between places.</i></p>	<p>Variety of scales (personal, national, global)</p> <p>Consideration of different parts of the world (including the EU).</p> <p>Study of the UK and key aspects of its changing geography.</p> <p>Human processes (migration)</p>	<p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> Which countries in the world are attracting retirees from the UK? What are the motives for migration to Southern Spain? What are some of the issues for people who have migrated to Southern Spain? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Interpret a cartogram showing pensioners abroad. Discuss the attractions of other countries to migrants. Predict the characteristics of migrants to Southern Spain. Identify the main reasons why people migrate to Southern Spain. Empathise with the issues surrounding migration to Southern Spain. 	<p>STARTER</p> <p><i>Brits Abroad</i> Pupils look at this map from the BBC News website which shows the number of pensions paid to UK citizens living abroad. The map can be switched between standard and proportional views. They should discuss which countries attract the most retirees and why this might be.</p> <p>MAIN ACTIVITY</p> <p><i>Who migrates?</i> (download available) Pupils complete the worksheet to show a person who they would expect to migrate to Southern Spain. They should annotate their person with at least five reasons why they think this would be the type of person to migrate.</p> <p><i>Living in Spain</i> Pupils should then watch the video 'Living in Spain' (download available) which is a couple of minutes long. Were their predictions correct? Why do people migrate to Southern Spain?</p> <p>PLENARY</p> <p><i>What are the issues?</i> (download available) Pupils sort the speech bubbles into two piles, positive and negative. They then choose one of the issues in the speech bubbles and write and perform a role play in pairs discussing the issue.</p>	<p>Downloads</p> <p><i>Who migrates?</i> (Word) <i>Living in Spain</i> (Video) <i>What are the issues?</i> (Word and PPT)</p> <p>Links</p> <p>Central Europeans free to migrate to and work in Spain (EurActiv website, 10/03/06)</p> <p>Totally Property website – migrate from UK to Spain.</p> <p>Retirement Migration, an Age Concern PowerPoint</p> <p>Brits Abroad – Mapping the scale and nature of emigration from the UK IPPR website.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – <i>Collect, record and display information, analyse and evaluate evidence to draw and justify conclusions.</i></p> <p>Graphicacy and visual literacy – <i>construct maps and plans at a variety of scales, using graphical techniques to present evidence; use of information generated by geographical information systems.</i></p>	<p><i>Investigate important issues of relevance to the UK and globally, using a range of skills including ICT.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Build on and expand their personal experiences of geography.</i></p> <p><i>Explore geographical issues in the news.</i></p>			<p><i>Who migrates?</i> Worksheet <i>What are the issues?</i> Role play</p>
				Notes
				1 x 40 minute lesson

Lesson 4: Is there a choice?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Cultural understanding and diversity – appreciating how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.</p> <p>Place – geographical imaginations.</p> <p>Interdependence – exploring the social, economic, environmental and political connections between places.</p>	<p>Variety of scales (personal, national, global)</p> <p>Consideration of different parts of the world.</p> <p>Human processes (migration)</p>	<p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> What is an asylum seeker? Why are people having to flee from the Darfur region of Sudan? What geographical questions can we ask the lost boys of Sudan? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Identify knowledge base on asylum seekers. Investigate the reasons behind and impact of people fleeing from Darfur, Sudan. Question a photo of the lost boys of Sudan. Classify the questions identified. 	<p>STARTER:</p> <p><i>What is an asylum seeker?</i> (download available) Pupils answer the 'true or false' questions to check their understanding of the issues surrounding asylum seekers.</p> <p>MAIN ACTIVITY:</p> <p><i>Fleeing from Darfur</i> (download available) Pupils use Google Earth to complete an investigation into why people are having to flee from Darfur.</p> <p><i>The 'lost boys' of Sudan</i> (download available) Pupils read the article Sudan's 'lost boys' in America from the BBC News website'. They could also watch the trailer of the film Lost Boys of Sudan. Pupils should then complete the worksheet 'Questioning a photo' (download available) in which they ask geographical questions of the lost boys.</p> <p>PLENARY:</p> <p><i>Questioning a photo</i> Using the questions which they have come up with in the 'Questioning a photo' task, pupils decide which question would be the most and least challenging to answer. They should be able to justify their answers and share them with the rest of the class.</p>	<p>Downloads: <i>What is an asylum seeker?</i> (Word) <i>Fleeing from Darfur</i> (PPT and Word) <i>Questioning a photo</i> (Word)</p> <p>Links: Darfur is Dying is a game where pupils have to forage for water before being taken to survive in a refugee camp.</p> <p>Sudan: A Nation Divided is a BBC News microsite which gives an in depth look at some of the issues in Sudan.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry –Collect, record and display information, analyse and evaluate evidence to draw and justify conclusions.</p> <p>Graphicacy and visual literacy - construct maps and plans at a variety of scales, using graphical techniques to present evidence; use of information generated by geographical information systems.</p>	<p><i>Investigate important issues of relevance to the UK and globally, using a range of skills including ICT.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Build on and expand their personal experiences of geography.</i></p> <p><i>Explore geographical issues in the news.</i></p>			Notes
				<p>1 x 40 minute lesson</p> <p>G&T pupils can investigate some of the issues in more depth on the BBC's Sudan: A Nation Divided microsite.</p> <p>G&T pupils can also classify their questions to the photo into social / economic / political / environmental questions.</p>

Changing Faces, Shaping Places

Lesson 5a: How has our local area been shaped by migration? (Fieldwork)

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Cultural understanding and diversity – <i>appreciating how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.</i></p> <p>Human processes – <i>understanding how sequences of events and activities in the human world lead to change in places and societies.</i></p> <p>Interdependence – <i>exploring the social, economic, environmental and political connections between places.</i></p>	<p>Variety of scales (personal, local, international)</p> <p>Human geography (processes)</p> <p>Study of the UK (key aspects of its changing geography, current issues)</p> <p>Consideration of different parts of the world.</p>	<p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> How might migrant groups change the local area? What evidence is there to show how migrant groups have changed the local area? How might this change over time? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Investigate the services that migrant groups might need and how this might change the local area. Photograph aspects of the local area show the interface between migrant and British cultures. Map the landuse of a section of the town. Observe a street scene to identify the effect of migration. Complete an inclusion and exclusion matrix. Imagine how the local area might change in the future as a result of migration. 	<p>STARTER: <i>What might change?</i> (interactive download available) Pupils investigate the things that communities of migrants might need and how this might change the local area.</p> <p>MAIN ACTIVITY: <i>Fieldwork booklet</i> (download available) Pupils complete some or all of the following activities:</p> <ol style="list-style-type: none"> Take a series of photographs of the local area which illustrate both migrant culture and British culture. Create a land use map of a section of the town. Shade in services and landuses which have been influenced by migration. Carry out participant observation of the area. Record information about the street scene in a table. Assess inclusion and exclusion using a matrix and explain why different groups might feel included or excluded. <p>PLENARY: <i>Geographical futures</i> (download available) In small groups, pupils discuss how they think their local area may change in the future as a result of migration. Some things to consider are shops and services, religious buildings, schools, housing and jobs.</p>	<p>Downloads <i>What might change?</i> (interactive download) <i>Fieldwork booklet</i> (Word) <i>Geographical futures</i> (PPT)</p>
				<p>Assessment opportunities</p> <p>Fieldwork booklet</p>
				<p>Notes</p> <p>This fieldtrip would probably take about 2 hours to complete. Teachers should choose to either do this lesson (5a) or a classroom based lesson (5b) relying on secondary data analysis.</p>
Key processes	Curriculum opportunities			
<p>Graphicacy and visual literacy - <i>construct maps and plans at a variety of scales, using graphical techniques to present evidence; use of information generated by geographical information systems.</i></p> <p>Geographical enquiry – <i>collect, record and display information, analyse and evaluate evidence to draw and justify conclusions.</i></p> <p>Fieldwork and out of class learning – <i>select and use fieldwork tools and techniques appropriately, safely and efficiently.</i></p>	<p><i>Use varied resources, including maps, visual media and geographical information systems.</i></p> <p><i>Investigate important issues of relevance to the UK and globally, using a range of skills including ICT.</i></p> <p><i>Undertake fieldwork investigations in different locations outside the classroom.</i></p>			

Changing Faces, Shaping Places

Lesson 5b: How has our local area been shaped by migration (Classroom based)

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Cultural understanding and diversity – <i>appreciating how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.</i></p> <p>Human processes – <i>understanding how sequences of events and activities in the human world lead to change in places and societies.</i></p> <p>Interdependence – <i>exploring the social, economic, environmental and political connections between places.</i></p>	<p>Variety of scales (personal, local, international)</p> <p>Human geography (processes)</p> <p>Study of the UK (key aspects of its changing geography, current issues)</p> <p>Consideration of different parts of the world.</p>	<p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> How might migrant groups change the local area? What evidence is there to show how migrants have changed the local area? How might this change over time? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Investigate the services that migrant groups might need and how this might change the local area. Map the landuse of a section of the town for two different time periods. Imagine how the local area might change in the future as a result of migration. 	<p>STARTER: <i>What might change?</i> (interactive download available) Pupils investigate the things that communities of migrants might need and how this might change the local area.</p> <p>MAIN ACTIVITY: <i>Change over time</i> (download available) Pupils work in pairs to shade a GOAD map from the 1990s and another from the 2000s to highlight landuses, shops and services which have been influenced by migration. Pupils then compare the two maps and describe and explain the similarities and differences. Teachers have the choice to use the example of Kingsbury in London as a case study for which the GOAD plans are provided, or their local town. GOAD maps are often available from local libraries, or they can be purchased direct from a company called Experian (educational discounts are available).</p> <p>PLENARY: <i>Geographical futures</i> (download available) In small groups, pupils discuss how they think their local area may change in the future as a result of migration. Some things to consider are shops and services, religious buildings, schools, housing and jobs.</p>	<p>Downloads <i>What might change?</i> (interactive download) <i>Change over time</i> (PPT and Word) <i>Geographical futures</i> (PPT)</p>
				Assessment opportunities
				<i>Change over time</i> worksheet
				Notes
				1 x 40 minute lesson
Key processes	Curriculum opportunities			
<p>Graphicacy and visual literacy - <i>construct maps and plans at a variety of scales, using graphical techniques to present evidence; use of information generated by geographical information systems.</i></p> <p>Geographical enquiry – <i>collect, record and display information, analyse and evaluate evidence to draw and justify conclusions.</i></p>	<p><i>Use varied resources, including maps, visual media and geographical information systems.</i></p> <p><i>Investigate important issues of relevance to the UK and globally, using a range of skills including ICT.</i></p>			

Lesson 6: Who do you think you are?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Cultural understanding and diversity – <i>appreciating how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.</i></p> <p>Human processes – <i>understanding how sequences of events and activities in the human world lead to change in places and societies.</i></p> <p>Place – <i>geographical imaginations.</i></p> <p>Space – <i>Understanding the interactions between places and the networks created by flows of people.</i></p> <p>Scale – <i>appreciating different scales and making links between them.</i></p>	<p>Variety of scales (personal, local, international)</p> <p>Human processes (migration)</p> <p>Consideration of different parts of the world.</p>	<p>Pupils should be able to answer the following questions:</p> <ul style="list-style-type: none"> How many different countries does our class represent? What is the pattern over space and time? Is this the same in every classroom in the country? Where would I choose to migrate to? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Investigate the migration patterns of the family of a celebrity. Map patterns of migration of people in the class. Describe patterns of migration. Explain patterns of migration. Identify a place where the pupil would like to migrate to. Explain reasons for this decision. Analyse patterns and decide whether they are representative or not. 	<p>STARTER</p> <p>Pupils should use the BBC website Who do you think you are? to research the migration patterns of the family of a celebrity of their choice.</p> <p>MAIN ACTIVITY</p> <p><i>Post-it note patterns</i> (download available) Pupils are given three different coloured <i>Post-it</i> notes – one colour to represent themselves, one to represent their parents and the third to represent their grandparents. On the correct colour, they should write the name of the country or place where they were born, one of their parents was born and one of their grandparents was born. They should then stick the <i>Post-it</i> notes in the correct location on a large world map in the classroom. Pupils then describe the pattern of migrations shown by the <i>Post-its</i>, both temporally and spatially.</p> <p><i>Where would I go?</i> (download available) Pupils identify a place or country that they would consider migrating to. They should think about why they have chosen this place. Why might be pulling them there? What would they miss about this country? How likely do they think it is that they will migrate to this place in the future?</p> <p>PLENARY</p> <p><i>Are we representative?</i> (download available) Pupils consider their answers to the activities <i>Post-it note patterns</i> and <i>Where would I go?</i> They should think about whether, as a class, the patterns that these activities have revealed are representative of other classes in the school or schools in other parts of the country. They should think about why this might be.</p>	<p>Downloads <i>Post-it note patterns</i> (PPT) <i>Where would I go?</i> (PPT) <i>Are we representative?</i> (PPT)</p>
				Assessment opportunities
				<i>Post-it note patterns</i> description <i>Where would I go?</i> Answers
				Notes
				1 x 40 minute lesson
Key processes	Curriculum opportunities			
<p>Geographical enquiry – <i>collect, record and display information, analyse and evaluate evidence to draw and justify conclusions.</i></p> <p>Graphicacy and visual literacy - <i>construct maps and plans at a variety of scales, using graphical techniques to present evidence.</i></p>	<p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Investigate important issues of relevance to the UK and globally using a range of skills.</i></p> <p><i>Build on and expand their personal experiences of geography.</i></p>			