



Coming & Going

Recommended year group: Year 8

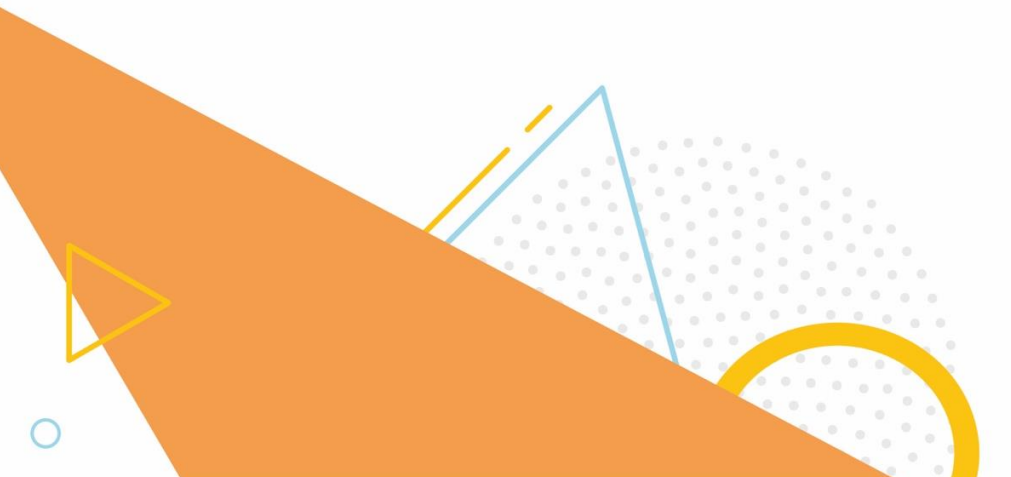
Subject focus: Geography

Driving Question

Why do people migrate and what impact does it have on countries?

Introduction

The intention of this theme is to allow students to probe and ask questions regarding the way our environment has been shaped by human movement and activity. Students achieve this by looking at specific case studies, investigating current global issues and the effect they have on the people living within different areas of the world. Students will also research different countries of the World including Russia, India, China and Britain using location and map skills as well as empathy to build up life skills that give them a sense of place and scale.



Assessment outcomes

Lesson 3 – Extreme Write Refugee Boy – report challenging fake news headlines

Lesson 4 - History of Migration – leaflet

Lesson 5- Big Read: How does Lammy persuade listeners that they should agree with his belief that the treatment of the Windrush generation is unacceptable

Lesson 8

Lesson 9 and 10 – Country Project presentation

Lesson 11 -Big Debate

Linked Reading:

***The Other Side of Truth* Beverley Naidoo:** Femi and Sade’s father is a journalist, a truth-teller, and someone who gets on the wrong side of the Nigerian authorities. When their mother is shot dead in front of them, the bullet was meant for him.

Sade and her brother are ripped from their comfortable, happy life and sent to England for their safety – illegally and against their will.

Key vocabulary

Alliteration, Anecdote, Asylum Seeker, Bearings, British Values, Cardinal points, Climate, Compass Points, Consequences, Construction, Culture, Currency, Democracy, Developed country, Developing country, Direct address, Economic, Economic migrant, Emigration, Emotive language, Environmental, Exaggeration, Facts, Financial services, Flattery, Forced, Grid references, Immigration, Impact, Imperatives, Information Technology, Intercardinal points, Internal Migration, International Migration, Kilometres, Life Expectancy, Location, Migration, Miles, Opinions, Ordnance survey, Permanent, Political, Population, Pronouns, Pull Factors, Push Factors, Refugee, Repetition, Rhetorical questions, Scale, Seasonal worker, Sector, Social, Statistics, Superlative, Teaching English as a Foreign Language (TEFL), Temporary, Transferable, Translation and Interpretation Services, Triples, Voluntary

Flipped learning opportunities

Lesson 1: Syria

Lesson 2: What does it mean to be a refugee?

Lesson 3: Refugee Boy

Lesson 4: How diverse was migration in the Middle Ages?

Lesson 6: International Migration

Kooth Content

Use these articles from our partner Kooth to think about issues raised in this theme.

- Being at school when English isn’t your first language
- Create an anxiety comfort bag
- Living far from home
- When your parents pressure you to succeed



People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:**
- **Time:**

Family learning opportunities

Ideas for discussion at home:

Extended learning opportunities

Students could use these ideas to explore different features of the theme.

Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons

[Migration Museum](#)

[Windrush stories \(museumoflondon.org.uk\)](http://museumoflondon.org.uk)

Cultural capital suggestions

Read: *The Missing: The True Story of My Family in World War II* by Michael Rosen

[Penguins | Brian Bilston's Poetry Laboetry](#)

Look: *Paddington (2014)*

Listen: Neil Diamond *America*, The Pogues *Thousands are Sailing*, the Dubliners *McAlpine's Fusiliers*.

Songs that celebrate immigration into America and Britain.

Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
01 Case Study - Syria	History	Identify how problems have developed in Syria Describe the causes of the conflict in Syria Explain the impact of the conflict on people in Syria	SE.HS.02: Making historical connections (change and continuity, cause and consequence, significance / importance, similarity and difference)	History: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
02 What is it like to be a refugee	Geography	Define the term refugee and put it into context Explain how and why people become refugees – push and pull factors Evaluate the reasons why people in developed countries are able to support refugees.	SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes	Geography Human geography relating to population and urbanisation 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
03 Extreme Write – Refugee Boy	English	Define the term refugee and put it into context Explain how and why people become refugees Apply the conventions of report writing	CL.WP.02: Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice).	KS3 English NC: write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: stories.
04 History of Migration	History	Identify and order several events in chronological order. Compare and contrast motivations for migration from different historical periods. Apply knowledge gained from sources to create an informative leaflet.	SE.HS.02: Making historical connections (change and continuity, cause and consequence, significance / importance, similarity and difference) RL.ID.01c: Cite specific textual evidence to support conclusions drawn from the text.	KS3 History NC: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends.

05	Big Read: David Lammy speech	English	Identify language techniques in the set text. Explain and analyse the purpose and overall effectiveness behind these features.	Identify and interpret language devices, sentence forms, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.	English NC Students should: <ul style="list-style-type: none"> acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage
06	International Migration	Geography	Define the term migration. Identify Push and Pull factors Investigate migration between USA and Mexico	SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes	KS3 Geography Human geography relating to: population and urbanisation
07	Compass points and bearings	Maths	Measure and draw angles accurately. Describe how compass points and bearings work. Apply knowledge of compass points and bearings to describe a journey.		Maths All pupils solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
08	Map Skills revisit and review	Geography	Review knowledge of to use an 8-point and 16-point compass to give directions Apply knowledge of 4-point and 6-point grid references Identify and summarise key Map Skills	SE.GE.04 Demonstrate map skills	Geography Students are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
09	Country Project – Research	Geography	Collaboratively identify and outline key information on a given country.	PL.IE.01: Undertake a self-directed research project: planning, researching and collating information around a chosen topic or concept.	Geography Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
10	Country Project – preparation and presentation	Geography	Apply knowledge and features of persuasive language to devise a presentation about a given country.	CL.SL.03: Develop and adapt speaking skills and strategies in formal and informal contexts (speeches and presentations).	English Spoken language continues to underpin the development of pupils’ reading and writing during key stage 3 and teachers should therefore ensure pupils’ confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions

			Evaluate each other's presentations.	PL.RL.03: Evaluate the performance of others in order to improve	for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.
11	Careers to help you move	Careers	Identify reasons why people benefit from working abroad Describe the careers within different job industries or sectors Investigate the qualities needed to work within these sectors	PD.CA.02: Experiencing the world of work	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.
12	Big Debate	English/ Geography	Investigate and formulate an opinion to support and challenge the debate.	CL.SL.05: Develop and adapt discussion skills and strategies in formal and informal contexts (Group Discussion and Interaction).	



Whose Earth
is it Anyway?

