

Learning journey	Geography	Migration	Year 4 Spring	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>Before the start of the unit the children...</p> <p><b>The pupils know</b> how to use an atlas and find key countries on a map.</p> <p><b>The pupils can use</b> positional and directional vocabulary while using a variety of maps.</p> <p><b>The pupils have studied</b> how natural disasters can affect people's lives.</p> <p><b>The pupils have studied</b> OS maps and discuss what different map symbols mean.</p> <p><b>The pupils have identified</b> the different countries, cities, mountains and rivers of the UK.</p> <p><b>The pupils have compared</b> the advantages and disadvantages of living in different locations around Europe.</p>	<p><b>The pupils will learn</b> what migration is</p> <p><b>The pupils will identify</b> how migrants can vary</p> <p><b>The pupils will evaluate</b> how migration affects people and places.</p> <p><b>The pupils will study</b> what economic migration is</p> <p><b>The pupils will study</b> the life of a refugee</p> <p><b>The pupils will identify</b> how climate change affects migration.</p>	<p><b>In Spring 2</b> the pupils will go on to study <b>Water, Weather and Climate</b> where they will need to use their migration knowledge to help them identify why people may or may not live in certain areas due to the weather/climate.</p> <p><b>They will learn about</b> the different types of weather in the UK.</p> <p><b>The pupils will</b> identify why people may need to migrate due to climate change.</p>	<p>migration</p> <p>migrant</p> <p>source country</p> <p>host country</p> <p>international</p> <p>regional</p> <p>push factor</p> <p>pull factor</p> <p>UN (United Nations)</p> <p>positive</p> <p>negative</p> <p>source country</p> <p>host country</p>	<p>war</p> <p>natural disaster</p> <p>refugee</p> <p>asylum seeker</p> <p>climate change</p> <p>drought</p> <p>climate refugees</p> <p>employment</p> <p>economy</p> <p>refugee</p> <p>asylum seeker</p> <p>persecution</p>

## NC coverage and HWJS skills development

### National curriculum coverage for Geography

- locate the world's countries, using maps to focus on Europe
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country
- describe and understand key aspects of 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

### HWJS skills development

- Identify the journey of a refugee
- Describe where migrants go and how they vary
- Explain the push and pull factors
- Evaluate the advantages and disadvantages of migrating to the UK

### Connections / deepening understanding

English – Meerkat mail, Stories from other cultures, No ballet shoes in Syria

### RADE

**Article 6** - (life, survival and development)  
**Article 12** - (respect for the views of the child)

## Knowledge organisers

Migration | Year 4 | Spring 2

### Global migration

Between 2010 and 2015, Northern America, Europe and Oceania had a net inflow of over two million immigrants a year. The UN believes international migration is a positive force for the economic and social development of the world.

**Push Factors**

- few services
- lack of job opportunities
- unhappy life
- poor transport links
- natural disasters
- wars
- shortage of food

**Pull Factors**

- access to services
- better job opportunities
- more entertainment facilities
- better transport links
- improved living conditions
- hope for a better way of life
- family links

Migration Examples			
Economic	Poland → UK	Poland joined the EU in 2004. Over 200,000 Polish people have moved to the UK to work and live.	
Refugee	Syria → Europe	Approximately 4 million Syrian refugees sought safety and a better life in Europe since 2011.	

#### Migration Facts (United Nations)

- 250 million international migrants in 2017
- Over 90% of international migrants live in Asia or Europe
- In 2017, 67% of all international migrants lived in just 120 countries, including the USA, Saudi Arabia and Germany.
- In 2016, there were 27.9 million refugees and asylum seekers.

Keywords	
Migration	The movement of people (or animals) from one place to another place.
Migrant	A person who moves from one place to another place.
Demographic	The structure of a population.
Source country	The country that a migrant comes from.
Host country	The country that a migrant goes to.
Push factor	A factor that causes someone to leave a place.
Pull factor	A factor that attracts someone to a place.
Economic migrant	A person who moves from one place to another place for economic reasons, for example: employment.
International migrant	A person who moves from one country to another country.
Employment	A job.
Refugee	A person who has been forced to leave their home due to war, persecution or a natural disaster.
Asylum seeker	In the UK, a person is officially a refugee when they have their claim to refugee status accepted by the government. A person who has left their country of origin and formally applied for asylum (protection) in another country, but whose application has not yet been granted.
Persecution	When someone is treated negatively due to their race, identity, religion or political beliefs.
Refugee camp	A temporary settlement built to house refugees. Refugee camps are often very crowded.
Climate change	Long-term changes in the weather. Climate change causes different weather changes in different places and is also causing sea levels to rise.

### Assessment

The pupils will be assessed through ongoing assessment using the ‘Where am I?’ starter and retrieval practice activities at the start of each session.

<p><b>Guided Reading</b> – ET, Moving to Marchton, Islandborn  <b>French</b> – “Where do you live?”, “In my town”</p>	<p><b>Article 13</b> - (freedom of expression)  <b>Article 17</b> - (access to information from the media)  <b>Article 22</b> - (refugee children)  <b>Article 27</b> - (adequate standard of living)  <b>Article 28</b> - (right to education)  <b>Article 29</b> - (goals of education)</p>	<p><b>By the end of the unit</b> most pupils will be able to explain what migration is and the different reasons why people may migrate (economic, climate change, war).</p>
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**Assessment recording for the unit - checking the level of pitch of the work**

<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p><b>Key skills:</b>  Describe what migration is</p>	<p><b>The pupils can</b> describe the process of migration</p>	<p><b>The pupils can</b> describe the process of migration using some push or pull factors</p>	<p><b>The pupils can</b> describe the process of migration using varying push or pull factors</p>
<p><b>Key knowledge :</b>  <b>Know</b> the difference between push and pull factors</p>	<p><b>The pupils can</b> identify a push or a pull factor</p>	<p><b>The pupils can</b> describe the difference between a push and a pull factor</p>	<p><b>The pupils can</b> describe the difference between a push and a pull factor with reference to economic or climate reasons</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports