

Year 5 Migration Medium Term Plan

<p>National Curriculum</p> <p>Children should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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 	<p align="center">Knowledge</p> <p>Migration</p> <p>Real migration stories in people’s own words, from Northern Ireland to Liverpool and from Turkey to London.</p> <p>Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts.</p> <p>Refugees, persecution, asylum, asylum seekers; challenges for refugees</p> <p>How does migration change places? London, Shetland Islands, Cambridgeshire</p> <p>Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity.</p> <p>Understanding place in relation to scale.</p> <p>Geographical skills: Asking questions, eight-point compass</p> <p>Disciplinary focus: change</p> <p><i>Why do people migrate?</i></p>
<p align="center">Lesson Focus</p>	<p align="center">Vocabulary</p>
<p>1. Danielle’s migration story</p>	<p>populated, descended, migrants, inlet, Mourne Mountains, Newry, remote</p>
<p>2. Why do people migrate?</p>	<p>enquiry, internal migration, international migration, border controls, pull factors, push factors, voluntary, commute, involuntary, forced, abandon</p>
<p>3. Semra’s migration story</p>	<p>enquiries, check in, passport control, adjust, self-reliant, emigrated, immigrant</p>
<p>4. Refugees</p>	<p>engulfing, temporary, United Nations High Commission for Refugees (UNHCR), displaced, permanent, flee, persecution, refugees, official, officially, asylum-seekers</p>
<p>5. How does migration change places?</p>	<p>mechanisation, expansion, demand, Fens, family tree, depopulation</p>
<p>6. Does it matter where we live</p>	<p>identity, scale, neighbourhood, dual nationality, belonging</p>
<p>Synoptic task</p> <p><i>How do people and oceans affect each other?</i></p>	