



Wider Curriculum Unit Plan for Home learning

Subject: Geography/History

Unit: Migration

Year: 6

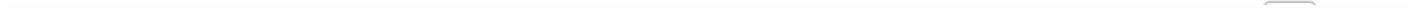
Session

Session 1	<p>What is migration?</p> <ul style="list-style-type: none"> • Watch the lesson video about migration. • Complete the activities as you watch. Note down the types of migration in the video. • Find out where you, your parents and your grandparents were born • Label a map (in session 1 resources) with this information and if you can do share this with your teacher so we can collect a class or year group picture. If any of you no longer live in your original place of birth, find out the reasons for moving (this could be a move to a different town/area within the same country).
Session 2	<p>Why do people migrate? What are push and pull factors?</p> <ul style="list-style-type: none"> • Watch the video lesson. • Complete the activities as you watch • Write your own definitions of a 'push factor' and a 'pull factor'. • Read Julia's story in Session 2 resources. • Identify the push and pull factors involved in her migration story.
Session 3	<p>Why do people migrate? What are push and pull factors?</p> <ul style="list-style-type: none"> • Read the poem by Benjamin Zephaniah in Session 3 resources. • Research to clarify any words or places that are new to you. Make a list of these. sg Bajan - People from Barbados (Barbadians) locally refer to themselves as "Bajans" • Summarise in your own words the message of this poem? • Read some possible reasons for coming to Britain in the resource in Session 3. • Add 3 more reasons you think should be on this list. • Put in order from most to least important in your view. <p>Challenge: What would affect your opinion about the importance of these reasons?</p>
Session 4	<p>Why have people come to Britain in the past?</p> <ul style="list-style-type: none"> • Romans, Anglo Saxons, Vikings are among the people who have migrated to Britain in the past who you might have heard of. 1066 is a key date in history and a migration which changed the country. • Watch this video about the Norman Conquest – how did this affect Britain? • Research one of these questions and create a summary of your learning. <ul style="list-style-type: none"> - How did the Norman Conquest change how England was ruled? - How did the Norman Conquest change England's language? - How did the Norman Conquest change England's laws? - What are the most famous things the Normans did in England? <p>Challenge: What influences are there of Norman life in 2021?</p>
Session 5	<p>How does migration affect people and places?</p> <ul style="list-style-type: none"> • Watch the video lesson • Complete the activities throughout the lesson. • Record your key learning to share. <p>Challenge: Are there some push and pull factors which would not happen now which have happened in the past?</p>
Session 6	<p>What are some reasons for migration to Britain?</p> <p>We will be studying migration post world war 2 in more depth after the holiday.</p> <ul style="list-style-type: none"> • Read Michael Rosen's story – see resource pages for Session 6. • Write the 5 most interesting facts about his family story. • Read some examples of migration in history in Session 6 resources. • Decide whether the reasons on the cards are push or pull factors. • Use the table to sort the reasons into the grids.

Session 1

Show on a map the following for your family:

1. Where I was born: Town, country, year
2. Where my parents were born: Town, country, year
3. Where my grandparents were born: Town, country, year
4. Has there been any movement of anyone in your family to a new area or country?



Session 2

Julia's profile

I live in South London in the United Kingdom. Back home in Poland, it was really difficult to find a job after leaving college and the jobs that were available were very poorly paid. After coming to the UK, I started my own business and have enough money to pay my bills and save a little bit of money. There was nothing much to do for young people in my home town, but now I love having the choice of lots of things to do at the weekend – like going to the cinema or meeting friends for a meal.

Session 3 Resources

The British by Benjamin Zephaniah



Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

Session 3

Migration to Britain?

- 1. The United Kingdom has gentle weather, with plentiful rainfall all year round. The temperature rarely drops below -11°C or rising above 35°C .**
- 2. Public healthcare is provided to all UK permanent residents and is free of charge. The World Health Organisation, in 2000, ranked the provision of healthcare in the United Kingdom as 19th in the world.**
- 3. From the mid-1700s until at least 1947 (and longer in many areas) the British Empire covered a large area of the globe and at its peak over one third of the world's people lived under British rule.**
- 4. The UK has a relatively low crime rate compared to many countries.**
- 5. The English language has spread across the world and has become the international language of business as well as the most widely taught second language.**
- 6. All children from the ages of 5-16 must be educated and education is free in Britain.**
- 7. The UK is the 22nd richest country in the world (2019)**
- 8. Citizens of the European Union have the right to live and work in any member state, including the UK.**
- 9. The life expectancy in the UK is 80 years. This is 20th in the world (out of 191 countries). In 45 countries the life expectancy is less than 60 years.**
- 10. The Human Development Index compares with a measure of life expectancy, literacy, education and standards of living. The UK was ranked as 16th out of 187 countries.**
- 11. The last time there was a war fought on British soil was 1746 Battle of Culloden.**
- 12. Freedom of movement across the EU was established in 1992 which meant EU citizens can move to Britain or any EU country to work and live (Brexit will affect this)**

Michael Rosen Story

MY EXPERIENCE

**Michael
ROSEN**



I was born in London and I've lived in different parts of London all my life, but many of my older relatives were refugees and migrants. Some left their homes because they were being persecuted. When I look at their stories I can see that, like a lot of families, it's quite complicated, with people travelling to and from the USA and parts of Europe.

My family across the world

My father was born in Massachusetts in the United States of America. He came to England when he was three years old. His father, Morris, travelled from Poland to London when he was a teenager. He met my father's mother, Rose, in London, then together with two boys born in London, they moved to the USA. When things didn't work out between Rose and Morris, Rose came back to England with my father, his sister and baby brother, who were all born in the USA. Morris stayed in the USA with the two boys who had been born in England!

One family, moving between Poland, England and the USA.

Rose was born in Newcastle and her parents were born in Poland. She had a brother and an uncle who moved to South Africa.

On my mother's side, her mother, Annie, was born in what is now Bukovina in Romania. Her father, Frank, was born in England but both his parents were born in Poland.

How I felt

As a boy I always felt special that my dad was American. When my parents talked about Poland, that felt mysterious. But it was also something I didn't tell my friends about because I thought it would make me sound 'foreign', and in the suburbs in the 1950s, that didn't feel safe.

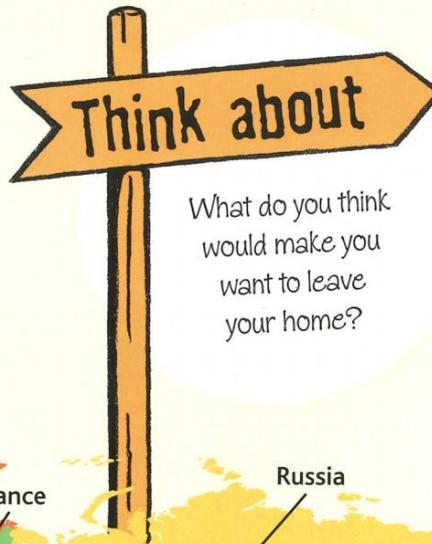
Why all this movement?

All my eight great-grandparents were refugees. They moved from where they lived because of what are called 'pogroms' – a word meaning violent attacks on groups of people. They were attacked because they were Jews.

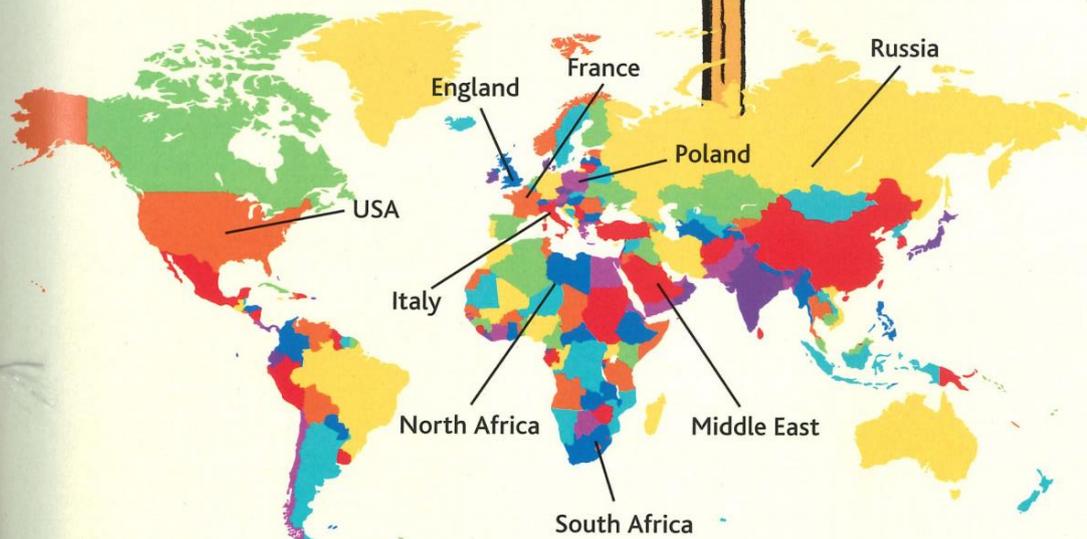
Back with Morris, my father's father: all his brothers and sisters were born in Poland. One brother went to the USA, two brothers moved to France but were transported to Poland

during World War II and were killed in Auschwitz concentration camp. One sister stayed in Poland, and we think she died during the war but we don't know how. Her son, Michael, fled from the invading army into Russia, where he was put in prison. Then he joined the Polish Free Army, travelled with that army through the Middle East, across North Africa into Italy and he ended up in London in the house of my father's sister. He lives in London today.

“ When I look at all this migration, it makes me think that we are citizens of the world, and things can happen that might make us migrate at any time. ”



What do you think would make you want to leave your home?



Session 6 Resource

Decide where the cards are push or pull reasons for migration.

Use these examples and link to the reasons OR sort on the grid into 4 sections.

<u>2000BCE</u> I am Isaac. I was a slave in Egypt. I walked across the desert to settle in the land of Israel.	<u>55</u> I am Claudius. I came here as a soldier, and now live in Londinium. We are pleased this country is now part of the Roman Empire.	<u>1973</u> I'm Henry. I think the war in Vietnam is wrong, and have come secretly to Canada, so that I won't have to be a soldier.	<u>1987</u> I am Conchita. I paid money to be shown the way from Mexico through tunnels. I am trying to earn money to send back to my family.	<u>1620</u> I am James. I came with my family on a ship from Plymouth. The people here are helping us and we are free to pray.	<u>1983</u> I am Nelson. I was not allowed to go to university in South Africa. I had to come away in secret to study in Britain.
<u>1842</u> I am Edward. I stole bread to feed my children and am being transported to Australia	<u>1998</u> I am Suleyah. We had to leave some of our family in Somalia. The war means it is not safe to go back and see them.	<u>1938</u> I am Eric. My family left Germany. My grandmother stayed and our old neighbour saw her being taken away.	<u>1973</u> I am Rama. We had to leave our houses and money behind in Uganda. We have come to find our friends in Leicester.	<u>1846</u> I am Marie. We came on a ship from Ireland. The crossing was hard, but at least there is food here.	<u>2006</u> I am Marika. I was a teacher in Poland, but I earn more money packing vegetables for Sainsbury's.
<u>1974</u> I am Costas. I have lost my land and home in Cyprus and have come to London with many of my family and friends.	<u>1998</u> I am Koseta. We have come from Kosovo We have come to Britain because Serbian soldiers attacked our village.	<u>1950</u> I am Esther. I have come to London from Jamaica. I saw an advert saying they needed nurses and I am a good nurse.	<u>1997</u> I am Jennifer. Mount Soufriere erupted on our island and we have all had to come to England to be safe from the lava and gases.	<u>1996</u> I am Faisa. My mother brought me out of Kabul at the time of the Taliban, because I was not allowed to go to school.	<u>1977</u> I am Emilio. Our family left Chile when Pinochet became dictator, because my parents might have been put in prison.
<u>1993</u> I am Armanc. My country, Kurdistan, is half in Turkey and half in Iraq. Soldiers make life difficult for us to live, study and work.	<u>2006</u> We are Jon and Maggie. We retired last year, and have moved to France. Life is cheaper and the weather is much better.	<u>1947</u> I am Shabir. Now India is being divided many of our friends have been killed. My family is moving from Delhi to Bangladesh.	<u>1947</u> I am Neha. I am on a train moving from Lahore to the Gujerat in India. Hindus cannot stay in Pakistan	<u>2007</u> I am David. I am a doctor in the UK and have decided to work in the U.S.A. The money is much better.	<u>2007</u> I am Ahmed. I trained to be a doctor in Egypt and have come to work in a hospital in London.
<u>1863</u> I am Ali. I joined a ship as a deck hand in Calcutta. Now they have taken away my job and I am left in London.	<u>1950</u> I am Cheung. I joined a ship as a cook in Hong Kong. Now they have taken away my job and I am left in London. I would like to own a restaurant.	<u>1981</u> I am Ho. I am Chinese. Now Vietnam has become independent we cannot stay. We have escaped in a boat and are trying to get to London.	<u>1685</u> I am Emile. I am a silk weaver in London. I have left France, because Protestants are not allowed to worship.	<u>1914</u> I am Hercule. When Belgium was invaded the British invited us to come to the UK to be safe.	

Migration Connect Four Board

to have a better future	as a punishment	to escape from a war	to have a better future	because there was no choice	to find a safe place
because there was no choice	to find a safe place	to take over another country	to build a new country	to be able to speak freely and hold any religious belief	because there was no choice
to have a better future	to be able to speak freely and hold any religious belief	to avoid having to fight in an army	to be able to feed their family	to have a better future	to escape from a war
to avoid going to prison for their beliefs	to have a better future	to find a home	to get away from someone who was trying to hurt or kill	to find a safe place	to be able to speak freely and hold any religious belief
to get away from someone who was trying to hurt or kill	because there was no choice	to find a safe place	to escape from a war	as a punishment	to have a better future

Chose to leave		
Did not choose to leave		
	Knew they had a safe place to go	Did not know they had a safe place to go