



GeoCapabilities 3

Powerful geographical knowledge: a teacher planning tool

<p><u>Key terms (exemplary significance)</u></p> <p>What powerful geographical concepts and ideas do you intend to teach to students in this unit of work?</p> <p>Definition of place as a location with a meaning; place and sense of place as being shaped by both endogenous and exogenous factors; migration as a key exogenous factor that has shaped places both locally (in Halifax) and globally (specifically in the context of the impacts of the refugee influx into southern Europe, taught through a focus on the island of Lesbos); migrants themselves shape places and become endogenous to the places they settle in..</p> <p>Why are these concepts relevant in this context?</p> <p>Relevant to understanding migration, and to appreciate the way that migrants themselves both develop their own sense of place, and shape the places they settle in to.</p>	<p><u>Specific geographical knowledge (exemplary significance)</u></p> <p>What powerful factual knowledge do you intend to teach to students in this unit of work?</p> <p>Local context of migration over time, especially focused on movement from Kashmir to Halifax in the 1950s and 60s. Impact on shaping modern-day Halifax</p> <p>Global flows of migration, and their changes – analysing data and in particular</p> <p>Why is this factual knowledge important in this context?</p> <p>Students may not be openly exposed to the issue of migration in a global and local context outside of school – this is ‘powerful knowledge’ in the sense that it will take students beyond their lived experiences.</p>
<p><u>Contemporary and future significance</u></p> <p>1. What level of prior knowledge and understanding do you think students will have of the knowledge being taught in this unit of work?</p> <p>Some knowledge of the word migration and associated terms, but limited understanding of both the local and global context. No prior knowledge of sense of place, or of how migration can shape it or be shaped by it.</p> <p>1. What significance might learning this content have for the children’s future?</p>	<p><u>Structuring and accessibility</u></p> <p>1. What enquiry questions will be used to frame and structure the content?</p> <p>The over-arching enquiry question is: How do migrants shape sense of place in different geographical contexts? This will be broken down into three lessons, with the following titles:</p> <ol style="list-style-type: none"> 1. What makes a place? 2. How has migration made Halifax? 3. What is the lived experience of refugees in Europe? <p>2. What examples, case studies and curriculum artefacts will be used to make the content more accessible?</p>



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Significantly adds to, and complicates, their understanding of their local area; improving their ability to understand and participate in debates over migration at both a global and local scale.

Curriculum artefacts – i) local area demographic maps
ii) Migrant stories – Suraj Uddin in Halifax
iii) Photo of a mill in Halifax