

## **Geocaps 3 planning template, London & SE associate teachers – March – May 2019**

**Title of sequence: 'Can we solve the migration crisis?'**

**Age group: 12-13 year old (Year 8s)**

Summary of geographical content (refer to PDK, geog. conceptual, contextual & procedural knowledge) (c. 200 words):

Students should will begin by learning what Migration is (and isn't); this will address preconceptions; and give them the language they need to describe the world (type 2). They will be through a number of pictures, both current and historic (to set current migration trends in a historical context), and graphs / infographics. Students will then look at the language of migration being described as a crisis and possibly attempt to unpick that term and consider why some might call it a crisis.

The conceptual knowledge used in the topic is the understanding of migration; and it is powerful in the fact it gives the students' knowledge to interpret the world. Academic definitions are to be used as it gives a clear understanding of the topic and provides students with the language they need to describe the case studies used later on in the sequence of lessons.

Key data source/s of the geographical PDK (how and why these data sources chosen) (c. 75 words)

*Books:*

Hanlon, B. and Vincino, T.(2014) Global Migration: the Basics. New York: Routledge

Bhabha, J. (2018) Can we solve the Migration Crisis? Cambridge: Polity Press

*Website:*

Global Migration Trends: <https://www.iom.int/global-migration-trends>

Migration Stories: <https://www.iom.int/press-room/migrant-stories>

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/articles/whataremigrationlevelslikeinyourarea/2015-08-28>

These were chosen based on the idea that to provide powerful knowledge there needs to be a balance between 'academic' knowledge and 'real stories'. The academic knowledge comes from definitions in the books, and up to date facts from websites, primarily the UN. The real stories are important, based on the idea by Margaret Roberts that as geographers we should be using real stories rather than 'fictional' migration stories.

Summary of teaching strategies/ approach – please refer to any key 'artefact' on which the lesson/sequence is based – and include the artefact as an appendix (c. 200 words)

The lesson sequence begins with an introduction to migration; this is through the use of key infographics and a generic image presenting migration as a global phenomenon. The lesson sequence is summarised in the table on the next page.

Summary of how the learners' prior experience (their lives outside school) are considered (c. 150 words)

Before the sequence was planned the pupils were asked to participate in a brief survey – this was paper based as to stop pupils influencing each other. This was done quickly but provided information when planning on what information they knew (very little) and how they viewed migration (narrowly). This is despite living in Newham a borough of London which is impacted by migration more than most. Additionally, a high proportion of students in the school are students with parents who were born outside the United Kingdom, and therefore children of migrants.

Summary table to describe the sequence

Parts of sequence (e.g. Lesson)	Geographical content & key Qs	Intended outcomes (esp. in terms of PDK)	Learning activity	Assessment opportunities
1	What is migration and why might it be called a crisis?	To give students the language and understanding of the concept of migration so that they can set it in	What do you already know?  Students to look at key Facts and Definitions. Students to annotate facts on map. Students to use information in a paragraph.	Initial knowledge – annotating picture.  Using definitions and facts in a short paragraph.
2	What is driving migration?	To allow students to understand the cause of migration.	To look at push and pull factors.  To read through the personal stories of migration and pick out key reasons.  To plot out using lee's model as a template.	Students will produce annotated diagrams showing the key information from the stories they have looked at.
3	What is the impact of migration?	To give students an ability to look at the impacts of migration in a balanced and structured way.	To look at what benefits migration brings and impacts of migration. To consider why some people might consider	Students will produce a balanced answer considering the impacts of migration.

			migration a 'crisis'	
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Infographics for L1 - <https://refugeesmigrants.un.org/infographics>

You can use: a) Maude's typology, b) Klafki's 'Bildung' questions for selecting content as an aid.

It will be really helpful if you can annotate Maude's table (column added for your comment, below) in relation to your sequence and if you can also answer Klafki's questions, below (brief bullet points is fine) too.

See over for a) Maude and b) Klafki

THANK YOU!

a) Maude's typology

<b>A typology of geography's powerful knowledge</b>		<b>Comments – in relation to your sequence</b>
<b>TYPE</b>	<b>CHARACTERISTICS</b>	
<b>1.</b> Knowledge that provides students with 'new ways of thinking about the world.'	Using 'big ideas' such as: <ul style="list-style-type: none"> <li>• Place</li> <li>• Space</li> <li>• Environment</li> <li>• Interconnection</li> </ul> <p>These are meta-concepts that are distinguished from substantive concepts, like 'city' or 'climate'.</p>	The first lesson will give students ways to describe migration; this is type two knowledge as it is giving them the language that they need to explain the world. There is also a degree of type 1 knowledge as it will help students think about migration.
<b>2.</b> Knowledge that provides students with powerful ways of analysing, explaining and understanding.	Using ideas to: <ul style="list-style-type: none"> <li>• <i>Analyse</i> E.g. place; spatial distribution ...</li> <li>• <i>Explain</i> E.g. hierarchy; agglomeration ...</li> <li>• <i>Generalise</i> E.g. models (push-pull models of migration; demographic transition ...</li> </ul>	The case studies and examples used in the second lesson; the migrants' stories, will be type 5 knowledge. This gives them knowledge about the world and takes them beyond their own experience.
<b>3.</b> Knowledge that gives students some power over their own knowledge.	To do this, students need to know something about the ways knowledge has been, and continues to be developed and tested in the discipline. <p>This is about having an answer to the question: 'how do you know?' This is an underdeveloped area of geographical education, but is a crucial aspect of 'epistemic quality' (Hudson, 2016).</p>	The third lesson will get students to analyse the impacts of migration – this is linked to type two, powerful ways of explaining.
<b>4.</b> Knowledge that enables young people to follow and participate in debates on significant local, national and global issues.	School geography has a good record in teaching this knowledge, partly because it combines the natural and social sciences, and the humanities. It also examines significant 'nexus' issues such as: food, water and energy security; climate change; development.	Throughout all the lessons in the sequence there is type 4 knowledge -as migration is a politicised issue it allows students to understand and participate in the debate in an informed way.
<b>5.</b> Knowledge of the World	This takes students beyond their own experience – the world's diversity of environments, cultures societies and economies. In a sense, this knowledge is closest to how geography is perceived in the popular imagination. It contributes strongly to a student's 'general knowledge'.	

Source: adapted from Maude, 2016

**b) Subject didactics** – Nordic-Germanic tradition, similar to curriculum making

Klafki's categorical *Bildung* as a strategy for selecting teaching content (Klafki, 2000) useful Qs about what is **significant** about content selected.

1. What general sense, basic phenomena or fundamental principal does this content exemplify and open up to the learner? (**exemplary significance**)

This sequence gives learners a general sense of migration; and gives them some content that exemplifies migration and gives them clear examples.

2. What significance does the content in question already have in the minds of the children in my class? (**contemporary significance**)

Students have some knowledge of migration – however that is often factually incorrect or lacking specific details – this was tested prior to the planning when a short survey was carried out.

3. What constitutes the topic's significance for the children's future? (**future significance**)

Global migration is increasing; it is also a politically charged issue; therefore accurate knowledge and understanding is important and significant.

4. How is the content structured (which has been placed in a specific pedagogical perspective by questions 1, 2 and 3)? (**the structure of the content**)

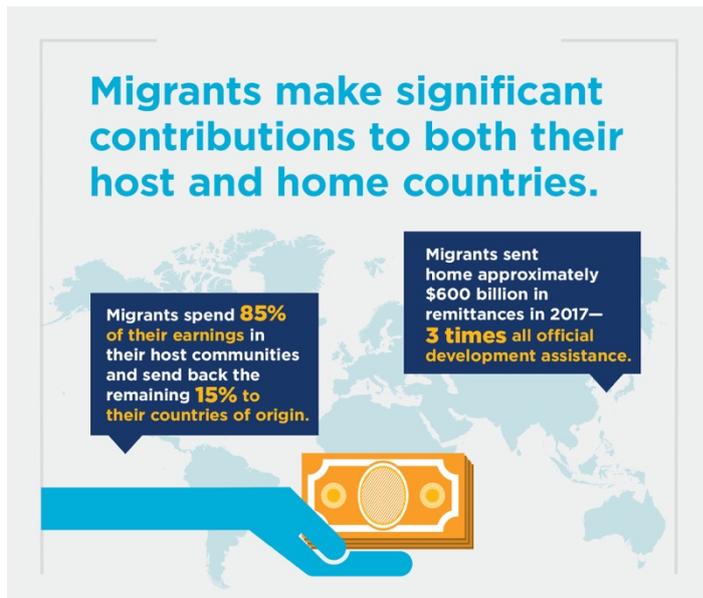
The structure is to give the knowledge that builds on itself; the first lesson looks at the issue as a whole and language needed; the second looks at the causes and the final through impact.

5. What are the special cases, phenomena, situations, experiments, persons, elements of aesthetic experience, and so forth, in terms of which the structure of the content in question can become interesting, stimulating, approachable, conceivable or vivid for children of the stage of development of this class? (**accessibility**) (Klafki, 2000: 152–5)

The personal stories will become interesting and vivid; the use of facts and statistics can be distance and remote – the personal will make it accessible to students as it is much more relatable.

Source *Curriculum principles, didactic practice and social issues* London Review of Education 16 (3) 2018

## Appendix 1 – Examples of Artefacts – Infographics of Migration



Find out more:  
<http://refugeesmigrants.un.org/migration-compact>

Source: Report of the Secretary-General,  
*Making Migration Work for All*, 12 December 2017

