


Learning Plan 2A (3- Spring 1)	Subject/Pwnc: Geography: Migration	Year/Blwyddyn: 10	 <p data-bbox="1955 316 2085 347">CHRIST THE WORD CATHOLIC SCHOOL CRIST Y GAIR</p>
<p><b>The Four Purposes in Humanities:</b>  <b>Ambitious, capable learners</b>, who:            have high standards; seek and enjoy challenges; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p><b>Enterprising, creative contributors</b>, who:            research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p><b>Ethical, informed citizens</b>, who:            find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p><b>Healthy, confident individuals</b>, who:            are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenges; develop skills and knowledge to manage everyday life.</p>			
<p><b>Knowledge focus/what matters:</b>            The focus of this scheme of work is to develop students' understanding of river systems, processes, and management strategies. Students will explore how rivers shape the landscape through erosion, transportation, and deposition, and how humans interact with these environments through flood management and planning for future change.</p> <p><b>Keywords:</b>            Drainage basin, watershed, source, mouth, tributary, confluence, erosion, hydraulic action, abrasion, attrition, solution, transportation, deposition, meander, oxbow lake, floodplain, levee, delta, hydrograph, flood management, hard engineering, soft engineering, sustainability, afforestation, deforestation, infiltration, interception.</p>			
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress
<p><b>Week 1</b></p> <p><b>Learning Intentions:</b>            To understand what migration is, how it is classified, and why people move within and between countries.</p> <p>To explain social, economic, environmental and political push and pull factors that influence migration decisions.</p>	<p>Define migration and identify different types (forced/voluntary, international/national, regular/irregular). Classify migrants using real examples. Explain why some people have a choice to move and others do not. Identify and categorise push and pull factors. Explain why some places encourage or discourage migration. Recognise barriers to migration.</p>	<ul style="list-style-type: none"> <li>I can recall prior learning including geographical processes and apply this to new discoveries.</li> <li>I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements.</li> <li>I can investigate complex problems and find solutions.</li> <li>I can construct and critique a range of viewpoints before making well supported evaluations</li> </ul>	<p><b>"Migration Key Terms Revision Sheet"</b>            Create a one-page revision sheet defining all key migration classifications with examples.  <b>Set:</b> 05.01.26  <b>Due:</b> 12.01.26</p>
<p><b>Week 2</b></p> <p><b>Learning Intentions:</b>            To analyse physical and human push factors from a named source country.</p> <p>To explain the pull factors attracting migrants to Qatar and how migration supports development.</p>	<p>Describe Nepal's challenges (poverty, hazards, low wages, limited services). Explain why these push people to migrate. Categorise push factors into social, economic, environmental and political. Describe opportunities in Qatar (jobs, wages, infrastructure growth). Explain pull factors that attract migrants. Evaluate positive impacts of migration on Qatar and Nepal.</p>	<ul style="list-style-type: none"> <li>I can recall prior learning including geographical processes and apply this to new discoveries.</li> <li>I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements.</li> <li>I can investigate complex problems and find solutions.</li> <li>I can construct and critique a range of viewpoints before making well supported evaluations</li> </ul>	<p>Create a <b>Source Country Summary Sheet</b> on Nepal's push factors.  <b>Set:</b> 12.01.26  <b>Due:</b> 19.01.26</p>
<p><b>Week 3</b></p> <p><b>Learning Intentions:</b>            To investigate the lived experiences of migrants and evaluate ethical issues.</p> <p>To assess the wider impacts of migration on source and host countries.</p>	<p>Describe working and living conditions for migrants in Qatar. Identify human rights issues affecting migrant workers. Explain why some migrants' face exploitation. Explain remittances and their benefits. Describe brain drain and its consequences. Explain impacts on host countries (cohesion, multiculturalism, integration).</p>	<ul style="list-style-type: none"> <li>I can recall prior learning including geographical processes and apply this to new discoveries.</li> <li>I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements.</li> <li>I can investigate complex problems and find solutions.</li> <li>I can construct and critique a range of viewpoints before making well supported evaluations</li> </ul>	<p>Complete <b>Impacts of Migration on the UK</b> exam-style questions.  <b>Set:</b> 19.01.26  <b>Due:</b> 26.01.26</p>

<p><b>Week 4</b> <b>Learning Intention:</b></p> <p>To evaluate the social, economic and cultural impacts of migration in the UK.</p> <p>To understand how media influences public perception and how migration raises ethical considerations.</p>	<p>Describe why people migrate to the UK. Explain positive and negative impacts on services, economy and society. Examine issues of integration and cohesion. Identify how migrants are portrayed in the media. Explain how public perception shapes political responses. Understand ethical issues linked to migration.</p>	<ul style="list-style-type: none"> <li>I can recall prior learning including geographical processes and apply this to new discoveries.</li> <li>I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements.</li> <li>I can investigate complex problems and find solutions.</li> <li>I can construct and critique a range of viewpoints before making well supported evaluations</li> </ul>	<p>Analyse a <b>migration-related headline</b> and explain how it could influence public opinion. <b>Set:</b> 26.01.26 <b>Due:</b> 02.02.26</p>
<p><b>Week 5</b> <b>Learning Intentions:</b></p> <p>To plan a high-quality extended response using the success criteria. SYL BIG Question: “Assess the impacts of international migration on both a named source country and a named host country.”</p>	<p>Knowledge &amp; Understanding</p> <p>Describe a range of <b>social, economic and environmental impacts</b> of migration. Explain impacts on a <b>source country (Nepal)</b> and a <b>host country (Qatar or the UK)</b>. Refer to <b>migrant experiences</b>, including challenges and contributions</p> <p>Use of Evidence</p> <p>Support points with <b>specific facts</b>, data and examples from the case studies. Refer to remittances, brain drain, multiculturalism, employment opportunities and human rights where relevant</p> <p><b>Geographical Skills</b></p> <p>Use key vocabulary accurately (remittances, brain drain, exploitation, integration, cohesion, opportunity, etc.). Make <b>comparisons</b> between countries and groups</p> <p>Evaluation &amp; Conclusion</p> <p>Explain which impacts are <b>most significant</b> and why. Use evaluative language (e.g., “to a greater extent”, “however”, “overall...”)</p> <ul style="list-style-type: none"> <li>Write a clear, justified conclusion that answers the Big Question.</li> </ul>	<p><b>SYL:</b> Using your planning sheet and the lessons on Nepal, Qatar and the UK, write a well-structured extended response that:</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Explains <b>impacts on a source country</b>, such as remittances, brain drain and changes to development</li> <li>Explains <b>impacts on a host country</b>, such as labour supply, cultural change and pressure on services</li> <li>Includes <b>impacts on migrants themselves</b>, using evidence from case studies</li> <li>Uses <b>data</b>, examples and geographical vocabulary</li> <li>Reaches a <b>balanced and justified conclusion</b> about which impacts are most significant and why</li> </ul>	<p>Answer <b>Brain Drain vs Remittances</b> evaluation questions. <b>Set:</b> 02.02.26 <b>Due:</b> 09.02.26</p>
<p><b>Week 6</b> <b>Learning Intentions:</b></p> <p>To write a well-structured extended response assessing impacts of migration.</p> <p>To reflect on and improve my assessment using feedback and success criteria.</p>	<p>Write a balanced assessment using case study evidence. Explain impacts on both source and host countries. Reach a justified conclusion. Recall key knowledge from across the unit. Apply knowledge to new exam-style questions. Review case study details confidently. Identify strengths and areas for improvement. Rewrite a paragraph to improve evidence and explanation. Strengthen evaluation in my conclusion.</p>	<ul style="list-style-type: none"> <li>I can recall prior learning including geographical processes and apply this to new discoveries.</li> <li>I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements.</li> <li>I can investigate complex problems and find solutions.</li> <li>I can construct and critique a range of viewpoints before making well supported evaluations</li> </ul>	<p>Analyse a <b>migration-related headline</b> and explain how it could influence public opinion <b>Set:</b> 09.02.26 <b>Due:</b> 16.02.26</p>