Syllabus ref.	Learning objectives	Suggested teaching activities
1.2 Migration	Explain and give reasons for population migration	Recap key words 'migration', 'emigration', 'immigration' and 'net migration balance' (see: **www.s-cool.co.uk/gcse/geography/populations/revise-it/migration**). Learners describe a key word and the other learner has to define it. Learners define 'international migration'. Introduce a classification of migration and complete appropriate definitions with examples to illustrate.
	Demonstrate an understanding of the impacts of migration	Learners describe a world flow line map of recent migrations – describe what the map shows and categorise into those that are forced and those that are voluntary. Show a photograph that might prompt a forced migration such as a scene following a natural disaster and discuss. You could watch the video about migration trends: **www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_video.shtml**

Introduce a simple example of an international migration (not a case study) and ask learners to think of reasons for leaving a destination and reasons for wanting to go to a destination. Use this to reinforce voluntary migration and define 'push and pull factors' with some simple examples. Define 'internal migration' and give examples with push and pull factors. Update key word glossary. **(I)** Link to Case Study for 1.7 to describe the impacts of the migration on the destination and origin of the migrants as well as the migrants themselves. |
| 1.2 Case study | Know a case study of an international migration | Learners should know a case study of an international migration.

Further information on migration: **www.geography.learnontheinternet.co.uk/topics/migration.html**

Learners produce a sketch map and locate the migration. Provide some background information/statistics/photographs to highlight/annotate to identify the push and pull factors – show as a table.

Learners work in pairs to research and note-take the positive and negative impacts of the migration on the receiving and losing country and the migrants themselves. Present ideas as a table. Ensure appropriate reference to population structure. **(I)**

Learners imagine they are an international migrant and write a letter home to include their reasons for the migration (push and pull) and what conditions are like for them in the host country. Another learner then writes the reply to the letter explaining what benefits/problems migrations such as these are causing back at home – opportunity for peer assessment. **(I)**

Extension activity: Read letters and replies out and discuss at whole class level. Ensure appropriate place-specific reference for case study. |
| 1.3 Population structure | Identify and give reasons for and implications of different | Learners define 'infant mortality' and 'life expectancy' and add to key word glossary. Learners draw and annotate a population pyramid for a typical MEDC – describe what the pyramid shows and answer questions to interpret the pyramid. Define 'population structure'. |