



Year 8 Geography: Migration

Learning Outcomes	Students will develop knowledge and understanding of the geographical processes and human experiences of migration. They will be able to define and apply key terms such as migration, push and pull factors, and displacement. Through case studies including the Windrush Generation, Central American migration, and migration into Europe, students will explain reasons for migration, analyse challenges and opportunities, and evaluate how migration is represented in the media. They will also consider contemporary issues such as Brexit and its links to migration. Skills developed include map interpretation, extended writing, source analysis, and critical discussion. Students will reflect on diversity, identity, and the global interconnectedness migration creates.
Key Questions	1. What is migration? 2. Where and why do people migrate? 3. What is the Windrush? 4. Why are people fleeing Honduras? 5. How does the media represent this migration? 6. Why are people flocking to Europe? 7. What did Brexit say? 8. How well do you know 'Migration'? (<i>MS Forms assessment</i>) 9. What does it feel like to be a migrant? 10. What opportunities can migration bring? 11. What is happening in USA and Mexico? 12. Why are people fleeing climate change?
Knowledge	Key Concepts • Definitions and types of migration (economic, voluntary, forced) • Push and pull factors influencing migration • Global migration patterns and case studies (Windrush, Central America, Europe) • Impacts of migration on host and source countries • Media representations of migration • Brexit and migration debates • Opportunities and challenges migration creates for societies • USA and Mexico Migration • Fleeing Climate Change Key Skills: • Map skills – plotting migration routes on world maps, using atlases to locate countries and regions.



- **Data analysis** – interpreting graphs, charts, and demographic data (e.g., Windrush statistics, Guardian articles, rainfall/flood data).
- **Source evaluation** – analysing photos, news articles, and videos for bias, reliability, and perspective.
- **Extended writing** – writing structured answers to discussion and exam-style questions.
- **Decision-making** – ranking challenges, evaluating opportunities, and assessing impacts of migration.
- **Asking questions** – e.g., “Why do people migrate?” “What are the impacts?”
- **Comparative analysis** – contrasting case studies (Windrush, Honduras, Europe, Brexit).
- **Debating & discussion** – evaluating different perspectives on migration.
- **Evaluating representations** – analysing how the media portrays migration.
- **Reflection & empathy** – activities such as the CAFOD game to consider lived experiences of migrants.
- **Collaboration** – working in groups on discussions, ranking tasks, and decision-making activities.
- **Cultural awareness** – recognising diversity of migration stories, challenging stereotypes and bias.
- **Empathy** – considering migrant experiences and the human impacts of migration.

Key Words:

Migration	Pull factors	Economic migrant	High-income country (HIC)
Emigration	Displacement	Citizenship	Remittances
Immigration	Refugee	Conflict	Integration
Push factors	Asylum seeker	Low-income country (LIC)	Globalisation

Ongoing Assessment

Students complete retrieval practice activities at the start of lessons to consolidate prior learning. Class discussions, true/false activities, and mini whiteboard tasks provide regular formative checks. Extended writing tasks, map activities, and data analysis also allow for teacher assessment of progress.

Formative assessment is an integral part of every lesson and includes a re-cap of prior knowledge, discussion of new concepts and terminology and modelling of successful writing. Students also prepare and complete a range of short and long exam-style questions throughout the course with the focus carefully chosen to reflect new learning in each lesson. Assessment is commonly done in class or at home using. There are opportunities to challenge misconceptions through Assessment for Learning (AfL) embedded within key lessons.

Key Assessment

Key Assessment 1: This consists of a mid-unit multiple-choice test on MS Forms designed to consolidate knowledge and understanding of key terms and also develop cartographic and statistical interpretation of key sources on the theme of migration. This is worth 35 marks in the 25 minute allotted time. Feedback is automatic and students can reflect on their answers on a green feedback sheet.

There are no further assessments at the end of this topic.

NHSG Key Stage 3 Year 8 Geography: Summer Overview



Sequencing	The unit begins with an introduction to migration and the reasons people migrate, before moving on to global patterns and significant case studies such as the Windrush and migration from Central America. Students then analyse media representations of migration and study migration into Europe. The course explores the links between Brexit and migration, before engaging students in reflective activities such as the CAFOD migration game. The unit ends with a focus on the opportunities migration brings and a revision and assessment sequence. This ensures that students progress from foundational knowledge through applied case study work to critical evaluation.
Links to Careers	The study of migration connects to careers in international relations, politics, law, journalism, social work, urban planning, humanitarian aid, and roles in NGOs and international organisations such as the UN. Skills developed in data analysis, critical thinking, and extended writing are transferable to a wide range of professions.
Diversity and Inclusion	The unit embeds diversity and inclusion by ensuring migration is studied through multiple perspectives, challenging stereotypes and encouraging sensitivity when discussing personal experiences. Case studies highlight migration stories from a range of cultural, historical, and economic contexts. Students are introduced to the concept of 'the danger of a single story' to promote a balanced and inclusive understanding.
Support	Key vocabulary glossaries, scaffolded writing frames, and structured discussion prompts are provided to support all learners. Visual resources, such as maps and videos, aid accessibility, while retrieval practice activities ensure regular reinforcement of knowledge.
Challenge	Higher-attaining students are challenged through evaluative extended writing tasks, critical analysis of media sources, and decision-making activities that require them to justify opinions and consider multiple perspectives on migration. The following links provide further challenge. • Seneca Learning – <i>The Impacts of Migration</i> • British Red Cross – Empathy-building resources on refugee experiences. • Migration - KS3 Humanities Geography - BBC Bitesize We also encourage all students to watch, read or listen to the news to bring real stories into class to add to their learning. Year 8 are invited to 'The Geographical Society' which is lead by the Year 12 Geography students where they have the opportunity to write articles for our magazine, the 'Nonsuch Geographic' and to take part in geography games and competitions.