

Guidelines for the use of 'HL1.2 - Mapping Journeys to Gloucester'

Activity title:	Mapping Journeys to Gloucester
Curriculum area:	Geography
NC objectives:	Geography 2c, 2f, 3b, 3c, 3g
Main learning objective:	Pupils will be able to identify and describe the countries of origin of people who now live in Gloucester using maps and atlases

Timing	Lesson plan ideas, activities and resource sheets
INTRODUCTION 20 minutes	<ul style="list-style-type: none"> Ask the class where they are from - were they born in Gloucester or somewhere else? Were their parents born in Gloucester or did they move from this country - were their parents? What nationality are they? Can people have more than one nationality? Introduce the concepts of migration and immigration. Ask the class why people might move to a different area of the country or even to a different country? Where might they move from and to, and why? (from the north to the south or from the country to the city for work; or from countries experiencing famine, war or drought to more stable countries for safety etc.)
MAIN ACTIVITY 30 minutes	<ul style="list-style-type: none"> Explain that many of the people living and working in Barton and Tredworth have moved to the areas from elsewhere. Ask the class to work in pairs and use the Hidden Lives website to find and record the locations from around the world from which they have come. Find an appropriate atlas for pupils to use to help their research. Students should record: the name of the person; their country (and/or city) of origin; the country's capital city; which continent the country is on; how far the journey between their town/city of origin and Gloucester is; what mode of transport they would have taken.
PLENARY 10 minutes	<ul style="list-style-type: none"> Ask pairs to report back on their findings. Where does most immigration to Gloucester occur from? What are the reasons for this? How far is the longest journey taken?

