**Immigration**

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| **AOLE: Humanities** | |
| **4 Purpose: ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past** | |
| **WM:** Human societies are complex and diverse, and shaped by human actions and beliefs. | **DL:** I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies. |
| **LO:** Understand why immigration was happening in Wales and the push and pull factors. | |
| **Intro:**   * Show the word to your pupils, do they know what the word 'immigration' means? * Explain to them what the word means (The movement of a person or people from one country, area, place of residence, etc., to settle in another country) * Show the pupils a map of Wales and the world - colour in countries where we see a lot of immigration. * Ask the pupils to note which countries have been coloured and why would they want to live in Wales? | |
| **Main:**   * Vocabulary Check: economic and social conditions, 'immigration', 'push factors', 'pull factors', 'economic opportunities', and 'political unrest' * Give a brief overview of the historical context of Wales in the 1920s/1930s, highlighting economic factors and social conditions that may have influenced immigration. * Divide the students into small groups and give them case studies of individual immigrants who came to Wales during this period. * Ask each group to discuss and identify the reasons (push and pull factors) why their assigned immigrant might have chosen to move to Wales. * Groups can present their findings to the class, encouraging discussion and comparisons between the experiences of different immigrants. | |
| **Plenary:**   * Bring the class back together for a full discussion. Summarize the main reasons for immigration to Wales during the 1920s/1930s based on the group presentations. * Encourage the students to reflect on how these historical events still affect Wales today. | |
| **Useful links:** | |