

## Paper 1 Human Core

### UNIT 2 Migration

**Recommended Prior Knowledge** Not essential but, of course, like population concepts, may be familiar from IGSCCE.

**Context** Population movement, both internal and international is fundamental to any understanding of population change so this unit follows on naturally from Unit 1. Migration is part of the population change equation: natural increase/decrease +/- migration. There are close connections between this unit and Units 1 and 3 of the Human Core.

**Outline** An understanding of migration introduces the unit and is the starting point for the idea of movement as integral to population change. The distinction between internal migration (including intra-urban) and international migration becomes the focus for 2.2 and 2.3, with extensive development of ideas. Finally this unit focuses on a freely chosen case study of *international* migration of which there are many well-documented examples.

**Recommended Text** Witherick M; Population and Migration; 2006; Philip Allan Updates. Easily accessible to students.

Content	Objectives	Terminology	Teaching Strategies (TS) and Activities (A)	Resources
<b>2.1 Migration as a component of population change</b>	Knowledge of the meaning of migration	<b>Migration</b> <b>Push factors</b> <b>Pull factors</b> <b>Constraints</b> <b>Intervening obstacles</b> <b>Barriers</b>	<b>Definition of migration</b> to exclude all movements of less than one year, e.g. holidays and commuting (correctly termed circulation, rather than migration). Migration should involve a more or less permanent change of residence.  <b>TS Patterns of migration</b> global, continental, national scales. Good introduction by using a world map.  <b>A</b> Describe the patterns and then attempt to explain them.  <b>Causes</b> Physical (environmental), social, economic, political and historical factors influencing migration. Out of	Carr p.50 Bowen and Pallister p.156 Chrispin p.60 Waugh p.361 Bowen and Pallister p.166 Fig. 1  Chrispin pp.66-7 and pp.76-7 Bowen and Pallister p.159  Prosser pp.165-177 Hart pp.142-144 Waugh p.368

<p><b>2.2 Internal migration</b></p>	<p>Appreciation of movement <b>within</b>, as opposed to between, countries</p>	<p><b>Rural-urban Urban-rural Intra-urban Inter-urban Stepped migration</b></p>	<p>that discussion a need for classification may evolve. Challenge the students to think of reasons for the global patterns of migration and then see if they can suggest some reasons. Often it is a good idea to set some preparatory reading so that they have the foundations on which to build in the lesson.</p> <p><b>Causes:</b> Economic, social, environmental and political reasons. <b>Impacts</b> on both receiving and source regions. <b>Emphasise links with population structure and Unit 1 Population.</b></p> <p><b>Processes of migration</b> Different ways in which people migrate. Theories and models: stepped or stepwise-migration, gravity model, Lee's migration model. Can be related to types of migration. Rural-urban migration in LEDCs (and MEDCs) Urban-rural/counter-urbanisation in MEDCs (and LEDCs) Causes/impacts of intra-urban migration. e.g. Harare – rural-urban migration</p> <p>Make links to settlement hierarchy with <b>Settlement dynamics</b> in mind.</p>	<p><b>Nov 2006 Q. 10 Fig. 6</b> Very useful teaching tool. It is a model of the immigration pathways. Highly recommended.</p> <p>Witherick p.287 Ross pp.128-9 <b>Nov 2005 Q. 10</b> pull factors <b>June 2004 Q. 9 Fig. 4</b> Useful choropleth map</p> <p><b>June 2006 Q. 4 Fig. 4</b> stepped migration, useful question for discussion</p> <p>Chrispin pp.61-3 Nagle p.236 Witherick p.285 Ross pp.128-9 Chrispin p.73 Prosser p.174. Hart pp.148-9 Nagle p.238 Witherick pp.292-3 Prosser p.171 <b>Nov 2005 Fig. 3</b> covers the topic - useful question <b>June 2006 Q. 4 Fig. 4</b></p>
<p><b>2.3 International migration</b></p>	<p>Knowledge of types of migration leading to classification</p>	<p><b>Voluntary Forced (involuntary)</b></p> <p><b>Source area</b></p>	<p>Classification of migration <b>forced and voluntary</b> with examples. <b>A</b> This lends itself to a sorting exercise, where students discuss and classify a number of examples of international migration. This could include causes, push factors, pull factors and consequences and/or specific examples of</p>	<p>Carr p.51 very good comprehensive table</p>

<p><b>2.4 A case study of international migration</b></p>	<p>Understanding of reasons for migration in relation to an individual and mass migration</p> <p>Knowledge and understanding of a case study of <b>ONE</b> international migration stream</p>	<p><b>Receiving area</b>  <b>International migration</b>  <b>Refugee</b>  <b>Asylum seeker</b>  <b>Economic migrant</b></p> <p><b>Migrability</b></p> <p><b>Mobility</b></p> <p><b>International migration</b>  <b>Migration stream</b>  <b>Mass migration</b></p> <p><b>Causes</b>  <b>Characteristics</b>  <b>Scale</b></p>	<p>migration. In sorting the different elements, useful discussion usually occurs and may generate further enquiries.  <b>A</b> Distinguish carefully between refugees and economic migrants</p> <p><b>TS Who migrates?</b>  Consider the <b>characteristics</b> of the individuals who migrate. Behavioural model of migration.  <b>Definition of migrability</b> i.e. the likelihood of an individual to migrate from one area to another. Reflects his/her socio-economic status, physical and psychological make-up, etc.  <b>Mobility</b> usually expresses the ability to move e.g. access to transport.</p> <p>Possible examples include:  Natural disasters e.g. Montserrat  Voluntary economic migration e.g. Mexico to USA  Emigration culture e.g. Ireland  Cultural diversification e.g. immigration to Australia  Refugees e.g. Iraq, African states, Afghanistan, the Vietnamese boat people, Jewish people to Israel  Malaysia  North Africa to Europe</p> <p>Causes: economic, social, environmental, political.  Character  Scale  Pattern (spatial)  Impacts on source area and receiving area. Should consider economic, social, environmental and political impacts. Use facts and statistics to support the arguments.</p>	<p>Nagle p.237  Witherick p.283  Bowen and Pallister p.169  Guinness and Nagle p.189</p> <p>Geofile Sept 2007 Migration From Poland to the UK</p> <p>Chrispin pp.78-9  Witherick pp.290-1  Waugh p.239  Ross pp.137-8</p> <p>Chrispin pp.64-5 and pp.69-70  Ross pp.134-6  Bowen and Pallister pp.161-2  Bowen and Pallister p.167  Ross pp.139-142  Carr pp.60-3 and pp.65-7</p> <p><b>Useful websites</b>  <a href="http://www.refugeecouncil.org.uk">www.refugeecouncil.org.uk</a>  <a href="http://www.spareroomsforrefugees.com">www.spareroomsforrefugees.com</a>  <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>  <a href="http://www.unhcr.ch">www.unhcr.ch</a>  <a href="http://www.sln.org.uk/geography">www.sln.org.uk/geography</a></p>
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		<b>Pattern</b> <b>Impacts</b> <b>Source area</b> <b>Receiving area</b>	<p><b>The case study</b> can be related to different aspects of migration e.g. forced/ voluntary, long/short term, long/short distance. Teachers may choose a local example which may be particularly accessible to students.</p> <p><b>Note</b> that the syllabus does not insist on management of the population movement/resultant change, but it may be included.</p>	
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