

Lesson Plan for WJEC Metacognition Resources Project

Group: Year 9 (Mixed Ability)	Time: 12:15pm
Lesson objectives: <ul style="list-style-type: none"> • Understand the variety of reasons why people ‘migrate’ from one place (or country) to another • Understand what is meant by ‘push’ and ‘pull’ factors • Be able to explain what motivates individual people to take the decision to migrate 	
Link to prior learning: Learners had been studying population and had previously considered the factors that affect population distribution across the planet. Pupils had developed an understanding that population density varied widely across the planet and were able to explain why. In this lesson learners were applying this understanding to support an explanation of both the human and physical (natural) factors that might influence population movements.	Resources: <ul style="list-style-type: none"> • PowerPoint Presentation ‘Why do people migrate?’ • 10 Images of ‘factors affecting migration) • Labels sheet (Political, Social, Economic and Environmental) • Worksheet:- Year 9 Geography • Articles:- How I was smuggled to Europe and Gassama’s story
Learning activities: Stimulus:- A cartoon image of two migrating birds is shown as learners enter the room. Learners are asked to consider what the cartoon is showing, but nothing further at this stage. Learners are given the 10 cards showing different locations around the work and then sort them into two piles and justify their reasons (without further instruction). Prediction:- At this point learners are asked to predict from all of the information, what they think they will be learning about in the lesson. Re-thinking:- Once the lesson objectives have been revealed, learners are asked to re-sort cards into two piles and in groups complete the written task (as per instructions on PowerPoint, slide 6). Learners are now asked to define what they think push and pull factors are. Classifying:- Learners are now asked to sort the cards in terms of Economic, Social, Political and Environmental push and pull factors (learners could be encouraged to make links between the factors, although this may happen as a consequence of discussion). Reading:- Learners are now asked to work in pairs to consider the stories of the two migrants from Syria and Libya. Complete tasks as per the slide. Tweet:- To summarise and help them reflect upon their learning, students are asked to summarise the causes of migration as a Tweet (of no more than 140 characters)	

Reflection:- As a final activity learners are asked to reflect upon the thinking strategies that they have used in the lesson and where else they may be able to utilise these skills.

Differentiation:

- Lesson objectives could be tiered (all, most, some)
- Key terms provided via support
- Mixed ability grouping and pairings to encourage high quality discussion
- Questioning learners to appropriately move learning forward

Opportunities for developing metacognition:

- 1) Encourage students to think about how they have sorted information before prior to completing card-sort.
- 2) Prediction:- Using the migrating bird cartoon as a hook and linking this to the information provided in the card sort to attempt to predict the learning objective, linked to prior knowledge.
- 3) During the card-sort encourage learners to reflect on (and verbalise if appropriate) their approach to the task rather than doing the thinking for them e.g. what should you do next?
- 4) To support classification activity:- Reflecting on the meaning of words e.g. political to help understand how to classify the push and pull factors presented within the photographs.
- 5) Reflecting on what literacy strategies may help to support them with the learning task