# Key Stage 2/3 geography and mathematics resource: Refugees in 2015

## Activity summary

This activity explores some of the background to the 2015 refugee crisis. A wealth of educational and other resources is available to support investigations into the experience, numbers and movements of refugees: a few are suggested below.

- To get started you might use one of several Newsround clips or features on the background and impact of the crisis and refugees' stories.
- The British Red Cross Syrian refugee choices lesson in geography or citizenship focuses on living in a refugee camp; it may also be the basis for an assembly.
- Alternatively, the British Council short activity No Place Like Home focuses on the experience of displacement. The Living Together – Refugee Education Pack contains more in-depth activities on this theme suitable for older pupils.
- It is useful to develop an understanding of the geography of this migration, perhaps investigating graphics from the BBC or data from UNHCR to draw maps or graphics of refugee nationalities, movements and countries of refuge. You might use maps or other sources concerning world conflicts to investigate some of the reasons for these patterns. Base maps are available from sources like worldmap.com.

## Global learning opportunities

**GLP-E themes and outcomes:**
- Interdependence
- Enquiry and critical thinking.

## Curriculum links

**Aims:**
- develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

**Key Stage 2**
Locational knowledge: locate the world’s countries, including in Europe.

**Key Stage 3**
Locational knowledge: locate the world’s countries, including in the Middle East and Africa.
Human geography: population.

**Skills:**
- build on their knowledge of globes, maps and atlases and apply this knowledge routinely in the classroom
- use GIS to view, analyse and interpret places and data.
Development
You could:

- Develop work in **geography and mathematics** to investigate in more detail the numbers and countries involved in the Syrian migration; you might:
  - watch videos from [Gapminder](https://www.gapminder.org) or [AFP](https://www.afp.com), which demonstrate different approaches to mapping data, before asking pupils to select and draw graphics to show the distribution of refugees and asylum seekers on outline maps, e.g. using located bars, proportional circles or flow lines.
  - you might investigate proportion and ratio, for example the proportion of refugees globally compared with the world population, Syrian refugees compared with local populations in different host countries, and perhaps apply the idea of proportion to children’s class or school size.

- Use the [GA site](https://www.globallearningprogramme.org) for up-to-date data, more activity ideas and many useful links, including [free online CPD on migration](https://www.globallearningprogramme.org/resources/199)

- In **citizenship** or **English** consider different media reports and compare with other ‘official’ information sources, perhaps comparing the language used. This [BBC resource](https://www.bbc.com) may be helpful. You might use **Critical thinking** skills to reason and think about evidence; for example investigating sources to test arguments about how to manage the flow of refugees, or investigating attitudes amongst their peers/community. The [Global Dimensions](https://www.globaldimensions.org) website also includes suggestions for pupils’ active engagement.

- In **history** use the [Refugee Week](https://www.refugeeweek.org) information resource or [IB Times photo timeline](https://ibtimes.co.uk) to investigate the recent history of refugees in the UK, perhaps constructing a timeline-style column graph or adding data to a map of Europe, identifying the causes of the refugee movements and their contributions to the UK.

- In **RE** consider some of the moral and ethical dimensions of seeking refuge, for example using support from [CAFOD](https://www.cafod.org.uk), or consider justice and charitable approaches, perhaps by developing this GLP **RE Case Study**.

- Consider what it means to be a refugee from a human rights perspective, for example using Amnesty’s resource [They Came Because They Had To](https://www.amnesty.org.uk).

- Use the [Global Dimension](https://www.globaldimension.org) site ‘[Refugees welcome?](https://www.globaldimension.org)’ to develop further work based on its many useful links (some used in this resource).

**Key sites:**

- [IOM site](https://www.iom.int) has data and graphics including [Where We’re From](https://www.iom.int) interactive world map of migration.
- [UNHCR site](https://www.unhcr.org) includes background information, country studies, statistics and videos. The [maps](https://www.unhcr.org) page includes a country menu, showing numbers of refugees and the location of camps.
- [Red Cross](https://www.redcross.org) facts and figures.
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<thead>
<tr>
<th>English opportunities</th>
<th>Mathematics opportunities</th>
<th>Critical thinking opportunities</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Number</strong></td>
<td>• ask and respond to a range of questions,</td>
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<tr>
<td>• retrieve, record and present</td>
<td>• Fractions, decimals, percentages</td>
<td>as part of an investigation</td>
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<td>information from non-fiction;</td>
<td>and ratio.</td>
<td>• reason and think about evidence, e.g. the</td>
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<td>read critically referring to</td>
<td>• interpret and present data using</td>
<td>sources of data/evidence and the message they</td>
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<td>evidence in the text.</td>
<td>graphs and tables, using these to</td>
<td>convey</td>
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<td></td>
<td>solve problems.</td>
<td>• express a point of view, understand that</td>
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<td></td>
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<td>people have different points of view.</td>
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<td><strong>Spoken English</strong></td>
<td><strong>Statistics:</strong></td>
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<td>• participate in structured</td>
<td>• interpret and present data using</td>
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<td>discussions, summarising and/</td>
<td>graphs and tables, using these to</td>
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<td>or building on what has been</td>
<td>solve problems.</td>
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<td>said.</td>
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Adapted for GLP-E from a resource created for GLP-W, September 2015