

Geography: Passport to Europe

Student Handbook

Introduction:

In this module you will be learning all about the European Union (EU) and some of the geographical issues that countries within the EU face. You will also be introduced to key vocabulary from the countries being studied, some of which you might have come across in your MFL lessons.



The European Union flag consists of a 12 golden (yellow) stars in a circle on a blue background. The blue background represents the west, the number of stars represents completeness and their position in a circle represents solidarity, harmony and unity between the peoples of Europe. The number of stars has to do with the fact that the number twelve is traditionally the symbol of perfection, completeness and unity, and is nothing to do with the number of member states.

By the end of the first lesson in the module, you will understand what the EU is, its main aims and which countries make up the EU. How much do you know already?

Get a head start by reading the aims listed below, then have a look at some of the websites given in the 'research opportunities' section at the end of the booklet.

The aims of the EU:

1. To promote economic and social progress.
2. To speak for the EU on the international scene.
3. To introduce European citizenship.
4. To develop Europe as an area of freedom, security and justice.
5. To maintain and build an established EU law.

During the course of the module, you will find out about a variety of countries and the geographical issues that they face. The rest of this handbook gives you a brief introduction to each lesson.

Lesson 2: Polish migration to the UK

By the end of this lesson you will:

- * Understand why Polish people have been migrating to the UK, their impacts on UK society and culture, and why there is now a reversal to this migration trend.



The opening of Polish food shops is one of the effects of Polish migration on the UK high street.

Can you think of any other effects?

Try to think up an equal number of positive and negative effects.

Lesson 3: Crime in the EU

By the end of this lesson you will:

- * Know more about crime levels in different EU countries and understand why violent crime is so high in France - in an otherwise low crime country.

You will use Radar graphs to compare crime levels in some EU countries. These are thematic graphs used to show several different types of data on one graph. In this case, the radar graphs compare levels of crime in different countries with the average for the EU as a whole.

Why do you think levels of crime are higher in some countries than others?

What causes higher levels of crime?

Lesson 4: Windy Germany

Wind energy is a type of renewable resource.

A renewable energy resource is one that can be used continuously without running out. It is the opposite of finite - or non-renewable - resources which have a 'life span' and can run out, for example fossil fuels. Fossil fuels take so long to form that they are therefore non-renewable in time-scales relevant to human life and activity.

By the end of this lesson you will have:

- * Studied the Alpha-Ventus wind farm scheme off the coast of Germany, an example of a renewable wind energy project.



List as many different sources of non-renewable energy as you can.

Now do the same for renewable energy sources.

Which renewable energy sources are most suited to the UK?

Lesson 5: Spanish strawberries

What are 'food miles' and why should we be bothered about them?

The term '**food miles**' refers to the distance food is transported from its production until it reaches our homes. It is a method used more and more to assess the environmental impact or **footprint** of food production. Our modern lifestyles and patterns of consumption mean that we demand a wide range of different food products all year round, even if they are out of season in the UK. Some of them aren't grown in the UK at all.



Strawberry farming in the south-west Huelva region of Spain is big business, stocking our supermarket shelves with strawberries all year round.

By the end of this lesson you will have:

- * Found out exactly where strawberry farming takes place in Spain and why it is important to the region.
- * Learnt about the impacts of the industry on the environment.

Do you know where your food comes from? See if you can write a list of fruit and vegetables that are grown in the UK.

Do you know which seasons they are available in?

Lesson 6: Tourism in Bulgaria

Bulgaria has a very attractive and varied physical landscape and climate. The summer beaches around the Black Sea and mountain ski resorts are popular with tourists. In addition, the country has good communication links and a rich cultural and historical heritage.



What do you think is meant by the term 'alternative tourism'?

Can you think up some examples of alternative tourism experiences?

By the end of this lesson you will have:

- * Found out about the physical and human attractions of Bulgaria.
- * Researched and presented an 'alternative tourist trip' to Bulgaria.

Lesson 7: Deadly shadow of Vesuvius

Plate tectonics is the theme of the final lesson. This is the study of the structure of the Earth and how the plates which make up the **lithosphere** (the Earth's crust) move against one another. The place where plates meet is called a **plate boundary or margin**, and this is where you might find volcanoes such as Vesuvius in Italy, which is at the margin between the African and Eurasian tectonic plates.

What are the different types of plate margin?

What other processes might occur at plate margins?

By the end of this lesson you will have:

- * Learnt about the AD79 eruption of Mount Vesuvius which destroyed the Roman city of Pompeii.
- * Found out why so many people continue to live in the deadly shadow of the volcano today.



Research opportunities

- Get a head start and find out all about the EU at the Europa website... <http://europa.eu/>. The Newsround website also has some good info at: http://news.bbc.co.uk/cbbcnews/hi/newsid_2130000/newsid_2138900/2138993.stm.
- Find out about Poland at <http://en.wikipedia.org/wiki/Poland>.
- Familiarise yourself with using radar graphs at http://en.wikipedia.org/wiki/Radar_chart.
- You have to write a newspaper report about crime in France for lesson 3 of the unit. Learn how to do this by having a look at the following websites: www.zigzageducation.co.uk/synopses/1000-s.pdf, www.bbc.co.uk/schools/ks3bitesize/english/writing/structure_1.shtml, and there are some good resources here: www.brighton-hove.gov.uk/index.cfm?request=c1145864.
- Find out more about non-renewable energy resources here: www.bbc.co.uk/schools/gcsebitesize/geography/energy/energytypesrev3.shtml and renewable energy resources here: www.bbc.co.uk/schools/gcsebitesize/geography/energy/energytypesrev4.shtml.
- Information on the Alpha-Ventus wind farm project in Germany can be found at: www.alpha-ventus.de/index.php?id=80.
- Type 'strawberries Spain' into Google to come up with a variety of articles on the Spanish strawberry farming industry and its impacts.
- Find out about Bulgaria and its attractions at: <http://en.wikipedia.org/wiki/Bulgaria>.
- Alternative holiday ideas and information can be found at www.responsibletravel.com/.
- Research Mt. Vesuvius, where it is, how it was formed and its history of eruptions at: http://en.wikipedia.org/wiki/Mount_Vesuvius.