

Action Plan for Geography KS3 CPD Tutorial – Geography: Passport to Europe – PPT Script

Slide 1: Introduction. Welcome to the Action Plan for Geography KS3 tutorial to accompany the cross-curricular geography and MFL module 'Geography: Passport to Europe'. The aim of this module is to provide a range of teaching ideas, information and resources that can support planning for and teaching about the European Union, while at the same time introducing key terms for a range of MFL subjects and scenarios. The module aims to make learning enjoyable as well as linking with the Key Stage 3 geography programme of study. As students work through this module, the activities and resources will help them to develop their knowledge, understanding and skills in both geography and key MFL subjects.

Slide 2: Overview. This module has been designed as a cross-curricular unit between geography and MFL and has a focus on learning about the European Union, or EU. The countries studied are all members of the EU; some longstanding members, others more recent.

Within each case study, countries are examined through a particular geographical theme or issue:

- For **Poland** and the **UK**, the geographical issue is economic migration
- For **France** it is crime
- For **Germany**, sustainable energy production
- For **Spain**, food miles, globalization and consumerism:
- For **Bulgaria**, tourism
- And finally for **Italy**, plate tectonics.

Each of the issues raised also link to the main aims of the EU, which students learn about in the first lesson of the module.

Slide 3: An introduction to the EU. Lesson one introduces the EU, its member countries and its main aims. An interactive activity gives students clues to individual member countries such as flags and map outlines. Working out the member countries in this way facilitates learning and recall. Students then examine the 5 main aims of the EU. These are:

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

A mapping exercise then enables students to visually represent the component countries of the EU on a map, colour coding them according to when they joined.

Slide 4: Poles apart. The second lesson of the unit links Poland and the UK through the case study of economic migration to the UK. This lesson links to the EU aim to promote economic progress. A Home Office immigration report published in August 2006 notes that 447,000 applications were made to the Workers Registration Scheme between 1st May 2004 and 30th June 2006. 62% of these applications were made by workers of Polish origin. The issue of immigration has resulted in much recent controversy within the UK. Students are encouraged to examine the impacts of Polish economic migration on the UK high street, society and culture – and also on Poland itself. They hear views from both sides of the argument in order to gain a balanced view of the different opinions.

Since the economic downturn in the UK, there has been some reversal in the trend. The Polish government is preparing itself for up to 400,000 of its economic migrants to return home in the next 12 months. The declining value of the pound and the growth in the Polish construction industry are two reasons for this, and are examined during the lesson plenary.

Slide 5: Crime challenge. One of the top 5 aims of the EU which students will have learnt about in lesson 1 is to develop Europe as an area of freedom, security and justice. This lesson focuses on this aim by examining crime levels in the EU. The starter activity introduces the radar graph as a means of comparison between crime levels in different countries, helping to widen student's geographical skills bases. The main focus of the lesson, however, is France, which in general is a country with low crime levels, below EU averages. The exception to this rule is hate crimes. These are crimes which are motivated by hatred of people from a certain social group, for example a racial, religious, ethnic or sexual group.

France stands out from the rest of the EU with the highest prevalence of such crimes amongst the member states. Students use internet resources to investigate examples of hate crime incidents, using their research to write their own newspaper report on the topic. This task is one which students may find challenging. The fact-sheet and student handbook which accompany the module therefore include references which can be used to provide guidance and support. In the lesson plenary, students examine an EU initiative aimed at reducing crime levels. There is much scope for extending and developing this task, and further ideas have been given in the teacher notes.

Slide 6: Windy Germany. Under the key concept of Environmental Interaction and Sustainable Development, the KS3 Programme of Study requires students to 'explore sustainable development and its impact on environmental interaction and climate change'. The EU has set out clear targets for its 'energy future' and is thus an excellent example through which to approach the concept. In this lesson, students examine the issue of sustainable energy resources in Germany, through the case study of the Alpha-Ventus off-shore wind farm project. The project is remarkable in that no other wind farm at such comparable depths and at such a distance from the coast has yet been built in the world. It therefore makes for a very contemporary case-study. Students' atlas skills are developed through a mapping exercise, which also involves independent research into the project aims. The lesson can be developed further by examining and possibly debating the pros and cons of wind energy projects, specifically those off-shore, and of other renewable energy sources.

Slide 7: Spanish strawberries. The term 'food miles' refers to the distance food is transported from the location of its production, through manufacturing, packaging and sales, until it reaches its final destination with the consumer. Food miles are often used to assess the environmental impact or 'footprint' of food production and of our patterns of consumption, and this lesson thus touches on the EU's environmental as well as economic policies. Our modern lifestyles demand a wide range of food products all year round, even when they are out of season in the UK. The production of strawberries for the winter stocking of supermarkets in the EU has become big business for Spain since the 1980s. Over 90% of this production takes place in the SW corner of the country, in the Huelva region. This lesson looks at the impacts of large scale strawberry production in Spain, focusing on the Coto Doñana National Park. Through independent research, students examine the impacts of strawberry farming on this fragile ecosystem.

Slide 8: Bulgaria tourism. This lesson has taken one of the newest EU members as its focus, and aims to examine the emerging trend towards alternative, sustainable holidays, which are becoming more and more popular with 'ethically-minded' tourists. Bulgaria is attempting to green-up its act, having received much criticism from the European Commission for not fulfilling orders for preserving its natural environment and native animal species. The Bulgarian Association for Alternative Tourism and European Centre for Ecological and Agricultural Tourism standards recognise establishments which operate in a way that respects the

surrounding natural environment. In the course of the lesson, students identify some of the main physical and human attractions of Bulgaria through a photo-interpretation and mapping exercise. They then research alternative holiday opportunities, taking a look at how the country is attempting to take advantage of the freedom of movement of EU citizens to attract tourists and the associated economic benefits.

Slide 9: A deadly shadow. A physical geography focus is applied to the final lesson of the module, which investigates Mount Vesuvius in Italy. The slopes of this volcano form the most densely populated volcanic region in the world, with 3 million people living on them. Although the volcano is currently in an inactive phase, this is the longest inactive phase in nearly 500 years of its history, prompting concern amongst scientists. The volcano is also prone to sudden, explosive eruptions. Today, Vesuvius is regarded as one of the most dangerous volcanoes in the world. It is best known for its eruption in AD79 which led to extensive destruction throughout the region. The cities of Pompeii, Herculaneum, Oplontis, and Stabiae were engulfed.

Students begin the lesson by learning about what this eruption was like, in order to appreciate just how dangerous the volcano can be. In 2003, the Civil protection Agency launched the 'Vesuvia' programme, which aims to relocate 20% of the population in the '*Zona Rossa*' or 'Red Zone' on the flanks of Vesuvius. 30,000 Euros are offered as a relocation incentive to families living in the 'red zone'. However, there has been limited uptake of the offer. In this lesson, students learn why people choose to live in such dangerous hazard-prone areas and complete a short Decision-Making Exercise to decide whether, if they lived on the slopes of Vesuvius, they would leave if offered the money.

Slide 10: Pulling the threads together. The existing lessons in the module all have potential for further development and extension, especially for Gifted and Talented students. Some suggestions for possible activities are provided in the teacher notes that accompany the module. An additional lesson could be added to the unit, in which students choose their own EU country and geographical theme to investigate. Ideas for this are provided in the teacher booklet that accompanies this online tutorial.