# Geography: the language of Europe

## Lesson 1: Introducing the EU

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<th>Range and content</th>
<th>Key questions and ideas</th>
<th>Teaching and learning activities</th>
<th>Resources</th>
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</table>
| **Place**    | A variety of scales | Pupils should learn: 1. Which countries are currently members of the EU. 2. What the main aims of the EU are. | STARTER: Guess the country | Interactive:  
- Starter activity: Guess the Country |
|              | The location of places | Learning outcomes: Pupils should be able to:  
- Identify the member countries of the EU.  
- Match up the aims of the EU with their corresponding explanations.  
- Produce a colour-coded map to show the EU member countries and the year/time period in which they joined. | Downloads:  
- Top 5 aims: card sort activity resource (Word)  
- Member countries table resource (Word)  
- Mapping the EU activity resource (Word) |
|              | Different parts of the world, including the EU | | Links:  
- Europa: Gateway to the European Union website  
- CBBC Newsround website |
|              | Human geography – the managed environment of the EU | | Assessment opportunities  
Self-assessment opportunity during starter activity. Completed maps can be assessed by teacher during main activity. |
| **Space**    |                         |                          |                                 | Notes |
|              |                         |                          |                                 | The card-sort activity can be omitted if time is short. |
|              |                         |                          |                                 | Less able pupils could be given maps of Europe to help them to locate the countries more easily. |
|              |                         |                          |                                 | More able pupils could start to think about the pros and cons of being part of a multi-lateral Union like the EU. Why might some countries be reluctant to join? |
| **Scale**    |                         |                          |                                 | |
|              |                         |                          |                                 | |
| **Interdependence** |                         |                          |                                 | |
|              |                         |                          |                                 | |
| **Cultural understanding and diversity** |                         |                          |                                 | |
|              |                         |                          |                                 | |

**Key processes**

- Geographical enquiry  
  Thinking critically, displaying information, solving problems
- Geographical and visual literacy  
  Use maps and atlases
- Geographical communication  
  Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing

**Curriculum opportunities**

- Build on and expand personal experiences of geography
- Exploring real and relevant contemporary contexts
- Using varied resources – maps, images, atlases
- Making links between geography and MFL

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- A variety of scales
- The location of places
- Different parts of the world, including the EU
- Human geography – the managed environment of the EU
- A range of scales
- The location of places
- Different parts of the world, including the EU
- Human geography – the managed environment of the EU

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- Understanding the human and physical characteristics of real places.
- Developing 'geographical imaginations' of places.
- Knowing where places and landscapes are located, and why they are there.
- Understanding the interactions between places.
- Appreciating different scales, and making links between scales.
- Exploring connections between places.
- Appreciating differences and similarities between cultures.
- Appreciating differences and similarities between cultures.
- A variety of scales
- The location of places
- Different parts of the world, including the EU
- Human geography – the managed environment of the EU
- Understanding the interactions between places.
- Appreciating different scales, and making links between scales.
- Exploring connections between places.
- Appreciating differences and similarities between cultures.

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- Which countries are currently members of the EU.
- What the main aims of the EU are.
- Identify the member countries of the EU.
- Match up the aims of the EU with their corresponding explanations.
- Produce a colour-coded map to show the EU member countries and the year/time period in which they joined.
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## Lesson 2: Migracja zarobkowa w Polsce (Economic migration in Poland)

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<th>Resources</th>
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<tbody>
<tr>
<td><strong>Place</strong></td>
<td>Understanding the human and physical characteristics of real places.</td>
<td>Pupils should learn:</td>
<td>STARTER: Into the UK</td>
<td><strong>Downloads:</strong></td>
</tr>
<tr>
<td><strong>Space</strong></td>
<td>Knowing where places are located, and interactions between places</td>
<td>1. Where migrants to the UK have come from, and the numbers involved.</td>
<td>Students are provided with a graph showing the origin and volumes of migrants into the UK 2004-06.</td>
<td>• Into the UK starter activity resource (Word)</td>
</tr>
<tr>
<td><strong>Scale</strong></td>
<td>Appreciating and making links between different scales</td>
<td>2. The positive and negative impacts of Polish migrant workers on the UK economy, and their influence on British culture and society.</td>
<td>They represent this information on a Europe map using proportional flow arrows.</td>
<td>• Home or away? main activity worksheet (Word)</td>
</tr>
<tr>
<td><strong>Interdependence</strong></td>
<td>Exploring connections between places</td>
<td>3. The reasons why there is now a ‘flow-reversal’, and Polish people are being enticed back home.</td>
<td>An MFL based starter activity is also available (see teacher notes for more details).</td>
<td>• Divided opinion resource (Word)</td>
</tr>
<tr>
<td><strong>Physical and human processes</strong></td>
<td>Understanding change caused by human processes</td>
<td>Learning outcomes: Students should be able to:</td>
<td><strong>MAIN ACTIVITY:</strong> Home or away?</td>
<td>• Poland hits the high street resource (Word)</td>
</tr>
<tr>
<td><strong>Cultural understanding and diversity</strong></td>
<td>Appreciating differences and similarities between cultures, and how values and attitudes differ</td>
<td>• Produce a map to show recent flows of migrants into the UK.</td>
<td>Students complete 4 activities as a circus activity, in groups or individually.</td>
<td>• Reversing the trend resource (Word)</td>
</tr>
</tbody>
</table>

## Key processes

<table>
<thead>
<tr>
<th>Curriculum opportunities</th>
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<tbody>
<tr>
<td><strong>Geographical enquiry</strong></td>
</tr>
<tr>
<td><strong>Geographical and visual literacy</strong></td>
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<tr>
<td><strong>Geographical communication</strong></td>
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<td></td>
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</tr>
</tbody>
</table>

## Assessment opportunities

- The completed maps can be teacher-assessed. The main activity can be self or peer-assessed during the plenary.

## Notes

- Less able students could be provided with the arrow scales for the starter activity. Groupings are important during the main activity.
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<tbody>
<tr>
<td>Place</td>
<td>Understanding the human and physical characteristics of real places.</td>
<td>Pupils should learn:</td>
<td></td>
<td>Downloads:</td>
</tr>
<tr>
<td>Space</td>
<td>Knowing where places are located, and interactions between places</td>
<td>1. To use radar graphs to compare crime levels in selected EU countries</td>
<td></td>
<td>• Comparing countries starter resource (Word)</td>
</tr>
<tr>
<td>Scale</td>
<td>Appreciating different scales</td>
<td>2. Why levels of hate crime are higher in France than in other EU member states.</td>
<td></td>
<td>• Crime reporters main activity resource (Word)</td>
</tr>
<tr>
<td>Interdependence</td>
<td>Exploring connections between places</td>
<td>3. How the EU is tackling crime, with an example.</td>
<td></td>
<td>Links:</td>
</tr>
<tr>
<td>Physical and human processes</td>
<td>Understanding change caused by human processes</td>
<td>Learning outcomes:</td>
<td></td>
<td>• European Crime Prevention Network website</td>
</tr>
</tbody>
</table>
<pre><code>                                                             |                                                                                     | Pupils should be able to:                                                              |                                                                                                 | • Various articles from sources including the BBC News and New York Times websites – see fact sheet for further details.|
</code></pre>

**Curriculum opportunities**

- Expand personal experiences of geography
- Exploring real and relevant contemporary contexts
- Range of approaches to enquiries
- Using varied resources – maps and visual media
- Examine geographical issues in the news
- Making links between geography, MFL and ICT

**STARTER:**

**Comparing countries**

- The starter resource provides students with radar graphs showing levels of crime in different countries.
- They must compare the graphs and complete sentence starters.
- An MFL based starter activity is also available (see teacher notes for more details).

**MAIN ACTIVITY:**

**Crime reporters**

- Students focus on hate crime in France and imagine they are reporters for *France Soir* newspaper.
- Write a news report about these incidents.
- Produce a labeled map of France showing where these crimes occurred and identify key human and physical features.
- Understand how the EU is tackling crime.

**PLENARY:**

**Fighting crime**

Class discussion on why crime is an issue in the EU, and ideas of how it might be tackled.

Students look at the EUCPN website and the crime prevention award – won in 2008 by the UK.

**Assessment opportunities**

Sentences can be marked during starter activity as a class. News reports assessed more formally – assessment grid could be provided for this.

**Notes**

Flexibility for more able / less able pupils in main activity – level of support given, and level of detail expected in articles / maps.
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## Lesson 4: Windenergie in Deutschland (Wind energy in Germany)

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<th>Key question and ideas</th>
<th>Teaching and learning activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Range of investigations focusing on themes and issues</td>
<td>Pupils should learn: Key terms 'Snap' game</td>
<td>STARTER:</td>
<td>Downloads:</td>
</tr>
<tr>
<td>Understanding the human and physical characteristics of real places. Developing ‘geographical imaginations’ of places</td>
<td>1. The key terms associated with sustainable energy and renewable sources.</td>
<td>Key terms Snap! starter activity (Word)</td>
<td>Key terms Snap! starter activity (Word)</td>
<td></td>
</tr>
<tr>
<td>Space</td>
<td>The location of places</td>
<td>2. How to use an atlas to locate and plot features.</td>
<td>Alpha-Ventus main activity worksheet (Word)</td>
<td>Alpha-Ventus main activity worksheet (Word)</td>
</tr>
<tr>
<td>Physical and human processes</td>
<td>The physical and human geography of a place</td>
<td>3. About an example of a renewable energy project within an EU country.</td>
<td>Links:</td>
<td>Global Development Center website</td>
</tr>
<tr>
<td>Understanding how sequences of events lead to changes</td>
<td>Interactions between people and their environments; the consequences of these, and how to manage future impacts</td>
<td><strong>Learning outcomes:</strong></td>
<td>Deutsche Energie-Agentur website</td>
<td>Alpha Ventus website</td>
</tr>
<tr>
<td>Cultural understanding and diversity</td>
<td>Understanding different values and attitudes</td>
<td>Pupils should be able to:</td>
<td><strong>Assessment opportunities</strong></td>
<td>Students self-assess during starter activity. The main activity can be teacher-assessed during both the activity and the plenary. The maps could also be marked and displayed.</td>
</tr>
<tr>
<td><strong>Key processes</strong></td>
<td></td>
<td>1. Correctly match key terms with their statements and pictures.</td>
<td><strong>Notes</strong></td>
<td>Less able students could be provided with maps containing some information already written on for them. More able pupils could be encouraged to conduct their own research and add further facts of their own to their maps.</td>
</tr>
<tr>
<td>Geographical enquiry</td>
<td>Expand personal experiences of geography</td>
<td>2. Label key locations and features onto their outline map.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking critically and creatively, displaying information, solving problems and making decisions</td>
<td>Exploring real and relevant contemporary contexts</td>
<td>3. Show understanding of the Alpha-Ventus project in Germany by accurately annotating their maps with correct facts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical and visual literacy</td>
<td>Range of approaches to enquiries</td>
<td><strong>PLENARY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using atlases, maps and geographical data</td>
<td>Using varied resources</td>
<td><strong>Class map</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical communication</td>
<td>Making links between geography, citizenship and MFL</td>
<td>A large version of the map is projected at the front of the class and individual students contribute to labeling it correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</td>
<td></td>
<td>Discussion on the arguments for and against wind farms.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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## Lesson 5: La Producción de Fresa en España (Strawberry production in Spain)

<table>
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<tr>
<th><strong>Key concepts</strong></th>
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<th><strong>Key question and ideas</strong></th>
<th><strong>Teaching and learning activities</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place</strong> - Understanding the human and physical characteristics of real places. Developing ‘geographical imaginations’ of places</td>
<td>• A variety of scales&lt;br&gt;• The location of places&lt;br&gt;• Key aspects of the EU&lt;br&gt;• Physical geography – the natural landscape of a place&lt;br&gt;• Human geography – the built environment of a place&lt;br&gt;• Interactions between people and the environment, causes and consequences and impacts</td>
<td>Pupils should learn:</td>
<td>STARTER: Fancy a strawberry?&lt;br&gt;• The starter presentation introduces students to the strawberry industry in Spain: why it’s here, how it works and the importance of migrant workers. There is an interactive quiz at the end.&lt;br&gt;• An MFL based starter activity is also available (see teacher notes for more details).</td>
<td>Interactive: Interactive quiz element to starter activity.</td>
</tr>
<tr>
<td><strong>Space</strong> - Where places and landscapes are located; understanding interactions between places</td>
<td></td>
<td></td>
<td>Downloads:&lt;br&gt;• Fancy a strawberry? starter resource (PPT)&lt;br&gt;• Causes and consequences main activity resource (Word)</td>
<td></td>
</tr>
<tr>
<td><strong>Scale</strong> - Making links between scales to understand geographical ideas</td>
<td></td>
<td></td>
<td>Links:&lt;br&gt;Migration Dialogue website&lt;br&gt;BBC News website&lt;br&gt;UNESCO World Heritage website&lt;br&gt;Independent website&lt;br&gt;WWF website</td>
<td></td>
</tr>
<tr>
<td><strong>Interdependence</strong> - Exploring connections between places</td>
<td></td>
<td></td>
<td>Assessment opportunities</td>
<td></td>
</tr>
<tr>
<td><strong>Physical and human processes</strong> - Understanding how activities lead to changes</td>
<td></td>
<td></td>
<td>The interactive quiz allows for some assessment. The matching activity can be self-assessed. The speeches can be teacher / peer assessed.</td>
<td></td>
</tr>
<tr>
<td><strong>Envt. interaction &amp; Sustainable development – Interaction and change</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural understanding and diversity</strong> – Different values and attitudes</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key processes

| **Geographical enquiry**<br>Thinking critically, collecting and recording information, analyzing and evaluating evidence. Solve problems and make decisions | **Curriculum opportunities**<br>• Exploring real and relevant contemporary contexts<br>• Using a range of approaches to enquiries<br>• Using varied resources – maps and images<br>• Geographical issues in the news<br>• Making links between geography, MFL, Citizenship and ICT | | |
| **Geographical and visual literacy**<br>Using maps and photographs | | | |
| **Geographical communication**<br>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing | | | |

### Learning outcomes:
Pupils should be able to:

- Describe the location of strawberry growing industries in Spain and the reasons why they are so successful.
- Link aspects of the industry with their potential consequences.
- Be able to describe the location, features and importance of the Coto Donana National Park and the potential impacts of the strawberry industry here.
- Write persuasively in the form of a speech to highlight issues surrounding the strawberry industry.

###-start starter activity-

- **STarter:**
  - Fancy a strawberry?
- **Main activity:**
  - Causes and consequences
    - On the main activity resource, students first complete a causes and consequences matching activity looking at the effects of the strawberry growing industry.
    - They then conduct research into the Coto Donana National Park and the potential impacts of strawberry growing here. They write a speech to persuade others of the issues.
- **Plenary:**
  - Strawberry fields forever?
    - Selected students are asked to read their speeches to the class.
    - A class vote can be held as to whether strawberry farming should be allowed to continue here.
    - Students can write and justify their own opinions.

### Notes

More able pupils could be encouraged to write a paragraph following the starter presentation to summarize what they’ve learnt.

Less able pupils will need more guidance or a writing frame or example to help them to write their speech.

This element of the main activity need not be tackled with some students / groups.
# Geography: the language of Europe

## Lesson 6: Tourism v Bulgaria (Tourism in Bulgaria)

### Key concepts

**Place**  
Understanding the human and physical characteristics of real places. Developing ‘geographical imaginations’ of places.

**Space**  
Knowing where places and landscapes are located.

**Environmental interaction and sustainable development**  
Exploring sustainable development.

**Cultural understanding and diversity**  
Developing their own values and attitudes about issues.

### Range and content

- A variety of scales
- Range of investigations focusing on places and themes
- The location of places
- Human geography – the built environment of a place
- Physical geography – the natural landscape of a place
- Different parts of the world
- Interactions between people and their environments; the consequences of these, and how to manage future impacts

### Key question and ideas

**Pupils should learn:**

1. To identify the physical and human attractions of Bulgaria.
2. About the different types of alternative holiday on offer in Bulgaria.

**Learning outcomes:**  
Pupils should be able to:

- Match images with captions correctly
- Accurately locate places on a map
- Work in groups to research, develop and present an alternative holiday ‘pitch’ to their teacher

### Teaching and learning activities

**STARTER:**  
Images of Bulgaria  
The Images of Bulgaria starter resource provides students with images of Bulgaria and a set of captions which they can match to the photos to highlight some of the physical and human attractions of the country.  
They must then locate their image and caption on a map using the longitude and latitude references given and an atlas.  
An MFL based starter activity is also available (see teacher notes for more details).

**MAIN ACTIVITY:**  
Alternative holidays  
1. In groups, students research an alternative holiday to Bulgaria.  
2. They plan and present an itinerary to convince the customer (teacher) to take that holiday.

**PLENARY:**  
Which holiday?  
Each group presents their holiday to the teacher who then chooses the holiday he or she would go for.

### Resources

**Downloads:**

- Images of Bulgaria starter resource (Word)
- Role cards - main activity resource (Word)

**Links:**

Bulgaria Hotels website  
Balkan Insight website  
Responsible Travel website

### Assessment opportunities

Teacher circulation to assess starter activity. Opportunity for peer assessment of each group’s presentations during plenary.

### Key processes

**Geographical enquiry**  
Thinking critically, constructively and creatively, collecting information, analyzing and evaluating evidence, presenting findings to draw and justify conclusions.

**Geographical and visual literacy**  
Using maps at a range of scales, atlases and geographical data.

**Geographical communication**  
Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

### Curriculum opportunities

- Expand personal experiences of geography
- Exploring real and relevant contemporary contexts
- Range of approaches to enquiries
- Investigate important issues
- Using varied resources
- Making links between geography, citizenship, MFL and ICT

### Notes

More able students should be encouraged to complete more detail on the map in the starter activity. In the main activity, groupings can be organized according to ability. A writing frame could be provided for less able students.
Lesson 7: Attivitá vulcanica in Italia (Volcanic activity in Italy)

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</thead>
</table>
| **Place**    | Range of investigations focusing on places and themes | Pupils should learn:  
1. What happened during the AD 79 eruption of Vesuvius.  
2. How the ‘Vesuvia’ Relocation Programme is aiming to reduce hazard impacts.  
3. The reasons for staying in the Red Zone versus leaving. | STARTER:  
The final hours  
- The video (link provided) shows events in AD 79 unfolding in the House of Julius Polybius.  
- Students should write down what they see, hear and feel during the video clip.  
- Class discussion to follow.  
- An MFL based starter activity is also available (see teacher notes for more details). | Downloads:  
- Stay or go? main activity resource (Word) |
| **Space**    | The location of places | Learning outcomes:  
Pupils should be able to:  
- Watch a video extract and describe sights, sounds and feelings.  
- Be able to explain how the Vesuvia relocation programme aims to reduce hazard impacts.  
- Sort statements into given categories.  
- Evaluate evidence and reach reasoned decisions.  
- Be able to write a letter explaining choices and justifying them. | MAIN ACTIVITY:  
Should I stay or should I go?  
- Individually or in pairs, students work through the main activity resource.  
- They consider whether they should stay in the red zone or take up the relocation offer by sorting statements, reaching a decision and writing a reply letter. | Video:  
The House of Julius Polybius |
| **Physical and Human processes** | Different parts of the EU | | | Links:  
NOVA Online website |
| **Cultural understanding and diversity** | Human geography – the built environment of a place | | | Assessment opportunities |
|                | Physical geography – the natural landscape of a place | | | Students’ thoughts and progress during starter and first part of main activity can be assessed through class circulation and discussion. Letters could be more formally assessed. |
|                | Interactions between people and their environments; the consequences of these, and how to manage future impacts | | | Notes |
|                | Curriculum opportunities | | | In the starter activity, more able students could be encouraged to turn their notes into a commentary to go with the video. Less able pupils may require a writing frame for the letter in the main activity. More able pupils could also be encouraged to do the extension tasks suggested in the teacher notes. They could also consider how the evacuation / relocation plans could be improved – some ideas for this are detailed on the fact sheet. |

**Key processes**

- Geographical enquiry: Thinking critically, constructively and creatively, analyzing and evaluating evidence, presenting findings to draw and justify conclusions, solve problems and make decisions.
- Geographical and visual literacy: Using geographical data.
- Geographical communication: Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.
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