

## Lesson 1: Introducing the EU

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Place</b> <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p><b>Space</b> <i>Knowing where places and landscapes are located, and why they are there. Understanding the interactions between places</i></p> <p><b>Scale</b> <i>Appreciating different scales, and making links between scales</i></p> <p><b>Interdependence</b> <i>Exploring connections between places</i></p> <p><b>Cultural understanding and diversity</b> <i>Appreciating differences and similarities between cultures</i></p>	<ul style="list-style-type: none"> <li>A variety of scales</li> <li>The location of places</li> <li>Different parts of the world, including the EU</li> <li>Human geography – the managed environment of the EU</li> </ul>	<p><b>Pupils should learn:</b></p> <ol style="list-style-type: none"> <li>Which countries are currently members of the EU.</li> <li>What the main aims of the EU are.</li> </ol> <p><b>Learning outcomes:</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Identify the member countries of the EU.</li> <li>Match up the aims of the EU with their corresponding explanations.</li> <li>Produce a colour-coded map to show the EU member countries and the year / time period in which they joined.</li> </ul>	<p><b>STARTER:</b> <i>Guess the country</i></p> <ul style="list-style-type: none"> <li>An interactive activity where students use clues such as flag, outline of country, etc. to work out the 27 member countries of the EU.</li> </ul> <p><b>MAIN ACTIVITY:</b> <i>What's the EU all about?</i></p> <ul style="list-style-type: none"> <li><b>Part 1:</b> A card-sort activity gets students to match up the 5 main aims of the EU with the correct corresponding explanation.</li> <li><b>Part 2:</b> A mapping activity where students must locate EU member countries and colour-code them according to when they joined.</li> </ul> <p><b>PLENARY:</b> <i>Raise the flag!</i> Class brain-storming exercise and discussion about the cultural characteristics of the different member countries, identifying what makes them distinguishable from one another. Students' ideas from this session can be used to help them to design an EU flag for homework.</p>	<p><b>Interactive:</b></p> <ul style="list-style-type: none"> <li>Starter activity: <i>Guess the Country</i></li> </ul> <p><b>Downloads:</b></p> <ul style="list-style-type: none"> <li><i>Top 5 aims</i>: card sort activity resource (Word)</li> <li><i>Member countries table</i> resource (Word)</li> <li><i>Mapping the EU</i> activity resource (Word)</li> </ul> <p><b>Links:</b> <a href="#">Europa: Gateway to the European Union website</a> <a href="#">CBBC Newsround website</a></p>
				<b>Assessment opportunities</b>
				Self-assessment opportunity during starter activity. Completed maps can be assessed by teacher during main activity.
				<b>Notes</b>
				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?
Key processes	Curriculum opportunities			
<p><b>Geographical enquiry</b> <i>Thinking critically, displaying information, solving problems</i></p> <p><b>Geographical and visual literacy</b> <i>Use maps and atlases</i></p> <p><b>Geographical communication</b> <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> <li>Build on and expand personal experiences of geography</li> <li>Exploring real and relevant contemporary contexts</li> <li>Using varied resources – maps, images, atlases</li> <li>Making links between geography and MFL</li> </ul>			

# Geography: the language of Europe

## Lesson 2: Migracja zarobkowa w Polsce (Economic migration in Poland)

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> <i>Understanding the human and physical characteristics of real places.</i></p> <p><b>Space</b> <i>Knowing where places are located, and interactions between places</i></p> <p><b>Scale</b> <i>Appreciating and making links between different scales</i></p> <p><b>Interdependence</b> <i>Exploring connections between places</i></p> <p><b>Physical and human processes</b> <i>Understanding change caused by human processes</i></p> <p><b>Cultural understanding and diversity</b> <i>Appreciating differences and similarities between cultures, and how values and attitudes differ</i></p>	<ul style="list-style-type: none"> <li>An investigation focusing on a place</li> <li>A variety of scales</li> <li>The location of places</li> <li>Different parts of the world, including the EU</li> <li>Human geography – the managed environment of the EU</li> </ul>	<p><b>Pupils should learn:</b></p> <ol style="list-style-type: none"> <li>Where migrants to the UK have come from, and the numbers involved.</li> <li>The positive and negative impacts of Polish migrant workers on the UK economy, and their influence on British culture and society.</li> <li>The reasons why there is now a 'flow-reversal', and Polish people are being enticed back home.</li> </ol> <p><b>Learning outcomes:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>Produce a map to show recent flows of migrants into the UK.</li> <li>Understand the range of positive and negative opinions about migrant workers in the UK.</li> <li>Identify some of the influences of Polish migrants on the High Street.</li> <li>Consider the reasons why some Polish workers are being enticed back home.</li> </ul>	<p><b>STARTER:</b> <i>Into the UK</i></p> <ul style="list-style-type: none"> <li>Students are provided with a graph showing the origin and volumes of migrants into the UK 2004-06.</li> <li>They represent this information on a Europe map using proportional flow arrows.</li> <li>An MFL based starter activity is also available (see teacher notes for more details).</li> </ul> <p><b>MAIN ACTIVITY:</b> <i>Home or away?</i></p> <ul style="list-style-type: none"> <li>Students complete 4 activities as a circus activity, in groups or individually.</li> </ul> <ol style="list-style-type: none"> <li><i>Divided opinion</i> examines different opinions about migrant workers.</li> <li><i>Hitting the headlines</i> is a newspaper article interpretation exercise.</li> <li><i>Poland hits the high street</i> is a cartoon and caption matching exercise.</li> <li><i>Reversing the trend</i> is a diamond-9 decision making exercise.</li> </ol> <p><b>PLENARY:</b> <i>Class contributions</i> Students / groups feed back to the teacher on each of the main activities they've just completed. The lesson finishes with a discussion and conclusion on students' views about migrant workers</p>	<p><b>Downloads:</b></p> <ul style="list-style-type: none"> <li><i>Into the UK</i> starter activity resource (Word)</li> <li><i>Home or away?</i> main activity worksheet (Word)</li> <li><i>Divided opinion</i> resource (Word)</li> <li><i>Poland hits the high street</i> resource (Word)</li> <li><i>Reversing the trend</i> resource (Word)</li> </ul> <p><b>Links:</b> Various articles from the BBC News, Guardian, Financial Times and Daily Mail websites. See fact sheet for further details.</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b> <i>Thinking critically, collecting and recording information, analyzing and evaluating evidence. Identify opinions. Using and applying geographical skills creatively</i></p> <p><b>Geographical and visual literacy</b> <i>Using maps and graphs and other sources of data</i></p> <p><b>Geographical communication</b> <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> <li>Build on and expand personal experiences of geography</li> <li>Exploring real and relevant contemporary contexts</li> <li>Using a range of approaches to enquiries</li> <li>Using varied resources</li> <li>Making links between geography and MFL</li> </ul>			<p>The completed maps can be teacher-assessed. The main activity can be self or peer-assessed during the plenary.</p>
				<b>Notes</b>
				<p>Less able students could be provided with the arrow scales for the starter activity. Groupings are important during the main activity.</p>

## Lesson 3: Le crime en France (Crime in France)

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> <i>Understanding the human and physical characteristics of real places.</i></p> <p><b>Space</b> <i>Knowing where places are located, and interactions between places</i></p> <p><b>Scale</b> <i>Appreciating different scales</i></p> <p><b>Interdependence</b> <i>Exploring connections between places</i></p> <p><b>Physical and human processes</b> <i>Understanding change caused by human processes</i></p>	<ul style="list-style-type: none"> <li>• A variety of scales</li> <li>• A range of investigations</li> <li>• The location of places</li> <li>• Different parts of the world, including the EU</li> <li>• Human geography – the managed environment of the EU</li> </ul>	<p><b>Pupils should learn:</b></p> <ol style="list-style-type: none"> <li>1. To use radar graphs to compare crime levels in selected EU countries</li> <li>2. Why levels of hate crime are higher in France than in other EU member states.</li> <li>3. How the EU is tackling crime, with an example.</li> </ol> <p><b>Learning outcomes:</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Complete sentence starters to compare hate crime levels in different countries.</li> <li>• Research incidents of hate crime in France during 2008.</li> <li>• Write a news report about these incidents.</li> <li>• Produce a labeled map of France showing where these crimes occurred and identify key human and physical features.</li> <li>• Understand how the EU is tackling crime.</li> </ul>	<p><b>STARTER:</b> <i>Comparing countries</i></p> <ul style="list-style-type: none"> <li>• The starter resource provides students with radar graphs showing levels of crime in different countries.</li> <li>• They must compare the graphs and complete sentence starters.</li> <li>• An MFL based starter activity is also available (see teacher notes for more details).</li> </ul> <p><b>MAIN ACTIVITY:</b> <i>Crime reporters</i></p> <ul style="list-style-type: none"> <li>• Students focus on hate crime in France and imagine they are reporters for <i>France Soir</i> newspaper.</li> <li>• The main activity resource provides them with web links to several hate crime incidents in 2008.</li> <li>• They are given guidance on how to write a report on these incidents and produce a map showing where they occurred.</li> </ul> <p><b>PLENARY:</b> <i>Fighting crime</i> 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.</p>	<p><b>Downloads:</b></p> <ul style="list-style-type: none"> <li>• <i>Comparing countries</i> starter resource (Word)</li> <li>• <i>Crime reporters</i> main activity resource (Word)</li> </ul> <p><b>Links:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">European Crime Prevention Network website</a></li> <li>• Various articles from sources including the BBC News and New York Times websites – see fact sheet for further details.</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2008 Hate Crime Survey video clip</a></li> </ul> <p><b>Assessment opportunities</b></p> <p>Sentences can be marked during starter activity as a class. News reports assessed more formally – assessment grid could be provided for this.</p> <p><b>Notes</b></p> <p>Flexibility for more able / less able pupils in main activity – level of support given, and level of detail expected in articles / maps.</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			
<p><b>Geographical enquiry</b> <i>Thinking critically, collecting, recording, and displaying information, analyzing and evaluating evidence, creative ways of applying geographical skills</i></p> <p><b>Geographical and visual literacy</b> <i>Use a range of maps and other geographical data</i></p> <p><b>Geographical communication</b> <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> <li>• Expand personal experiences of geography</li> <li>• Exploring real and relevant contemporary contexts</li> <li>• Range of approaches to enquiries</li> <li>• Using varied resources – maps and visual media</li> <li>• Examine geographical issues in the news</li> <li>• Making links between geography, MFL and ICT</li> </ul>			

# Geography: the language of Europe

## Lesson 4: Windenergie in Deutschland (Wind energy in Germany)

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p><b>Space</b> <i>Knowing where places are located</i></p> <p><b>Physical and human processes</b> <i>Understanding how sequences of events lead to changes</i></p> <p><b>Environmental interaction and sustainable development</b> <i>Understanding the physical and human dimensions which lead to change, and exploring sustainable development</i></p> <p><b>Cultural understanding and diversity</b> <i>Understanding different values and attitudes</i></p>	<ul style="list-style-type: none"> <li>Range of investigations focusing on themes and issues</li> <li>The location of places</li> <li>The EU</li> <li>The physical and human geography of a place</li> <li>Interactions between people and their environments; the consequences of these, and how to manage future impacts</li> </ul>	<p><b>Pupils should learn:</b></p> <ol style="list-style-type: none"> <li>The key terms associated with sustainable energy and renewable sources.</li> <li>How to use an atlas to locate and plot features.</li> <li>About an example of a renewable energy project within an EU country.</li> </ol> <p><b>Learning outcomes:</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Correctly match key terms with their statements and pictures.</li> <li>Label key locations and features onto their outline map.</li> <li>Show understanding of the Alpha-Ventus project in Germany by accurately annotating their maps with correct facts.</li> </ul>	<p><b>STARTER:</b> <i>Key terms 'Snap!' game</i></p> <ul style="list-style-type: none"> <li>The starter resource provides students with a set of key terms, definitions and pictures which they cut out and use to play three way snap.</li> <li>An MFL based starter activity is also available (see teacher notes for more details).</li> </ul> <p><b>MAIN ACTIVITY:</b> <i>Alpha-Ventus Project</i></p> <ul style="list-style-type: none"> <li>Students are provided with a worksheet containing instructions and an outline map.</li> <li>There are 4 tasks as follows: <ol style="list-style-type: none"> <li>Label key features onto their map.</li> <li>Locate and label the wind farm site.</li> <li>Find the true statements, and correct the false ones.</li> <li>Display the correct facts on their maps.</li> </ol> </li> </ul> <p><b>PLENARY:</b> <i>Class map</i></p> <ul style="list-style-type: none"> <li>A large version of the map is projected at the front of the class and individual students contribute to labeling it correctly.</li> <li>Discussion on the arguments for and against wind farms.</li> </ul>	<p><b>Downloads:</b></p> <ul style="list-style-type: none"> <li><i>Key terms Snap!</i> starter activity (Word)</li> <li><i>Alpha-Ventus</i> main activity worksheet (Word)</li> </ul> <p><b>Links:</b>  <a href="#">Global Development Center website</a>  <a href="#">Deutsche Energie-Agentur website</a>  <a href="#">Alpha Ventus website</a></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b> <i>Thinking critically and creatively, displaying information, solving problems and making decisions</i></p> <p><b>Geographical and visual literacy</b> <i>Using atlases, maps and geographical data</i></p> <p><b>Geographical communication</b> <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> <li>Expand personal experiences of geography</li> <li>Exploring real and relevant contemporary contexts</li> <li>Range of approaches to enquiries</li> <li>Using varied resources</li> <li>Making links between geography, citizenship and MFL</li> </ul>			<p>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.</p>
				<b>Notes</b>
				<p>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.</p>

# Geography: the language of Europe

## Lesson 5: La Producción de Fresa en España (Strawberry production in Spain)

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</p> <p><b>Space</b> - Where places and landscapes are located; understanding interactions between places</p> <p><b>Scale</b> - Making links between scales to understand geographical ideas</p> <p><b>Interdependence</b> - Exploring connections between places</p> <p><b>Physical and human processes</b> - Understanding how activities lead to changes</p> <p><b>Envt. interaction &amp; Sustainable development</b> – Interaction and change</p> <p><b>Cultural understanding and diversity</b> – Different values and attitudes</p>	<ul style="list-style-type: none"> <li>A variety of scales</li> <li>The location of places</li> <li>Key aspects of the EU</li> <li>Physical geography – the natural landscape of a place</li> <li>Human geography – the built environment of a place</li> <li>Interactions between people and the environment, causes and consequences and impacts</li> </ul>	<p><b>Pupils should learn:</b></p> <ol style="list-style-type: none"> <li>Where the main production area is, why it's here and how EU trade and citizenship policies help the industry</li> <li>What some of the potential consequences are, with specific reference to impacts on the Coto Donana National Park</li> </ol> <p><b>Learning outcomes:</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Describe the location of strawberry growing industries in Spain and the reasons why they are so successful.</li> <li>Link aspects of the industry with their potential consequences.</li> <li>Be able to describe the location, features and importance of the Coto Donana National Park and the potential impacts of the strawberry industry here.</li> <li>Write persuasively in the form of a speech to highlight issues surrounding the strawberry industry.</li> </ul>	<p><b>STARTER:</b> <i>Fancy a strawberry?</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>An MFL based starter activity is also available (see teacher notes for more details).</li> </ul> <p><b>MAIN ACTIVITY:</b> <i>Causes and consequences</i></p> <ul style="list-style-type: none"> <li>On the main activity resource, students first complete a causes and consequences matching activity looking at the effects of the strawberry growing industry.</li> <li>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.</li> </ul> <p><b>PLENARY:</b> <i>Strawberry fields forever?</i></p> <ul style="list-style-type: none"> <li>Selected students are asked to read their speeches to the class.</li> <li>A class vote can be held as to whether strawberry farming should be allowed to continue here.</li> <li>Students can write and justify their own opinions.</li> </ul>	<p><b>Interactive:</b> Interactive quiz element to starter activity.</p> <p><b>Downloads:</b></p> <ul style="list-style-type: none"> <li><i>Fancy a strawberry?</i> starter resource (PPT)</li> <li><i>Causes and consequences</i> main activity resource (Word)</li> </ul> <p><b>Links:</b>  <a href="#">Migration Dialogue website</a>  <a href="#">BBC News website</a>  <a href="#">UNESCO World Heritage website</a>  <a href="#">Independent website</a>  <a href="#">WWF website</a></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b> <i>Thinking critically, collecting and recording information, analyzing and evaluating evidence. Solve problems and make decisions</i></p> <p><b>Geographical and visual literacy</b> <i>Using maps and photographs</i></p> <p><b>Geographical communication</b> <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> <li>Exploring real and relevant contemporary contexts</li> <li>Using a range of approaches to enquiries</li> <li>Using varied resources – maps and images</li> <li>Geographical issues in the news</li> <li>Making links between geography, MFL, Citizenship and ICT</li> </ul>			<p>The interactive quiz allows for some assessment. The matching activity can be self-assessed. The speeches can be teacher / peer assessed.</p>
				<b>Notes</b>
				<p>More able pupils could be encouraged to write a paragraph following the starter presentation to summarize what they've learnt.</p> <p>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.</p>

# Geography: the language of Europe

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

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p><b>Space</b> <i>Knowing where places and landscapes are located</i></p> <p><b>Environmental interaction and sustainable development</b> <i>Exploring sustainable development</i></p> <p><b>Cultural understanding and diversity</b> <i>Developing their own values and attitudes about issues</i></p>	<ul style="list-style-type: none"> <li>• A variety of scales</li> <li>• Range of investigations focusing on places and themes</li> <li>• The location of places</li> <li>• Human geography – the built environment of a place</li> <li>• Physical geography – the natural landscape of a place</li> <li>• Different parts of the world</li> <li>• Interactions between people and their environments; the consequences of these, and how to manage future impacts</li> </ul>	<p><b>Pupils should learn:</b></p> <ol style="list-style-type: none"> <li>1. To identify the physical and human attractions of Bulgaria.</li> <li>2. About the different types of alternative holiday on offer in Bulgaria.</li> </ol> <p><b>Learning outcomes:</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Match images with captions correctly</li> <li>• Accurately locate places on a map</li> <li>• Work in groups to research, develop and present an alternative holiday 'pitch' to their teacher</li> </ul>	<p><b>STARTER:</b> <i>Images of Bulgaria</i></p> <ul style="list-style-type: none"> <li>• The <i>Images of Bulgaria</i> 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</li> <li>• They must then locate their image and caption on a map using the longitude and latitude references given and an atlas.</li> <li>• An MFL based starter activity is also available (see teacher notes for more details).</li> </ul> <p><b>MAIN ACTIVITY:</b> <i>Alternative holidays</i></p> <ol style="list-style-type: none"> <li>1. In groups, students research an alternative holiday to Bulgaria.</li> <li>2. They plan and present an itinerary to convince the customer (teacher) to take that holiday.</li> </ol> <p><b>PLENARY:</b> <i>Which holiday?</i></p> <ul style="list-style-type: none"> <li>• Each group presents their holiday to the teacher who then chooses the holiday he or she would go for.</li> </ul>	<p><b>Downloads:</b></p> <ul style="list-style-type: none"> <li>• <i>Images of Bulgaria</i> starter resource (Word)</li> <li>• <i>Role cards</i> - main activity resource (Word)</li> </ul> <p><b>Links:</b> <a href="#">Bulgaria Hotels website</a> <a href="#">Balkan Insight website</a> <a href="#">Responsible Travel website</a></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b> <i>Thinking critically, constructively and creatively, collecting information, analyzing and evaluating evidence, presenting findings to draw and justify conclusions.</i></p> <p><b>Geographical and visual literacy</b> <i>Using maps at a range of scales, atlases and geographical data.</i></p> <p><b>Geographical communication</b> <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</i></p>	<ul style="list-style-type: none"> <li>• Expand personal experiences of geography</li> <li>• Exploring real and relevant contemporary contexts</li> <li>• Range of approaches to enquiries</li> <li>• Investigate important issues</li> <li>• Using varied resources</li> <li>• Making links between geography, citizenship, MFL and ICT</li> </ul>			<p>Teacher circulation to assess starter activity. Opportunity for peer assessment of each group's presentations during plenary.</p>
				<b>Notes</b>
				<p>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.</p>

## Lesson 7: Attività vulcanica in Italia (Volcanic activity in Italy)

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p><b>Space</b> <i>Knowing where places and landscapes are located</i></p> <p><b>Physical and Human processes</b> <i>How sequences of events in the physical world lead to changes</i></p> <p><b>Cultural understanding and diversity</b> <i>Appreciating different values and attitudes, and developing their own values and attitudes about issues</i></p>	<ul style="list-style-type: none"> <li>Range of investigations focusing on places and themes</li> <li>The location of places</li> <li>Different parts of the EU</li> <li>Human geography – the built environment of a place</li> <li>Physical geography – the natural landscape of a place</li> <li>Interactions between people and their environments; the consequences of these, and how to manage future impacts</li> </ul>	<p><b>Pupils should learn:</b></p> <ol style="list-style-type: none"> <li>What happened during the AD 79 eruption of Vesuvius.</li> <li>How the 'Vesuvia' Relocation Programme is aiming to reduce hazard impacts.</li> <li>The reasons for staying in the Red Zone versus leaving.</li> </ol> <p><b>Learning outcomes:</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Watch a video extract and describe sights, sounds and feelings.</li> <li>Be able to explain how the Vesuvia relocation programme aims to reduce hazard impacts.</li> <li>Sort statements into given categories.</li> <li>Evaluate evidence and reach reasoned decisions.</li> <li>Be able to write a letter explaining choices and justifying them.</li> </ul>	<p><b>STARTER:</b> <i>The final hours</i></p> <ul style="list-style-type: none"> <li>The video (link provided) shows events in AD 79 unfolding in the House of Julius Polybius.</li> <li>Students should write down what they see, hear and feel during the video clip.</li> <li>Class discussion to follow.</li> <li>An MFL based starter activity is also available (see teacher notes for more details).</li> </ul> <p><b>MAIN ACTIVITY:</b> <i>Should I stay or should I go?</i></p> <ul style="list-style-type: none"> <li>Individually or in pairs, students work through the main activity resource.</li> <li>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.</li> </ul> <p><b>PLENARY:</b> <i>Decisions</i></p> <ul style="list-style-type: none"> <li>Individuals / pairs are asked to read their letters of response</li> <li>A class vote is held</li> <li>Students are asked to give their main reason for staying or going.</li> </ul>	<p><b>Downloads:</b></p> <ul style="list-style-type: none"> <li><i>Stay or go?</i> main activity resource (Word)</li> </ul> <p><b>Video:</b> <a href="#">The House of Julius Polybius</a></p> <p><b>Links:</b> <a href="#">NOVA Online website</a></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b> <i>Thinking critically, constructively and creatively, analyzing and evaluating evidence, presenting findings to draw and justify conclusions, solve problems and make decisions.</i></p> <p><b>Geographical and visual literacy</b> <i>Using geographical data.</i></p> <p><b>Geographical communication</b> <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</i></p>	<ul style="list-style-type: none"> <li>Expand personal experiences of geography</li> <li>Exploring real and relevant contemporary contexts</li> <li>Range of approaches to enquiries</li> <li>Using varied resources</li> <li>Examine geographical issues in the news</li> <li>Making links between geography and MFL</li> </ul>			<p>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.</p>
				<b>Notes</b>
				<p>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.</p>

# Geography: the language of Europe