Teaching notes

Using this issue

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These notes are intended for use with GEOGRAPHY REVIEW Vol. 29, No. 1. They suggest ways in which you might develop further some of the articles in the magazine with your A-level and IB Diploma students.

EU migration to the UK (page 2)

This article provides A-level and IB diploma students with a useful overview of migration into the UK. A broad mix of quantitative and qualitative data support Dr Ferreira’s arguments. The article pays particular attention to the varying nature, time-scale and context of migration impacts.

Possible follow-up activities

Possible exam questions are shown below. Figure 2 on page 3 is a complex graphic which provides an excellent opportunity for students to practise data analysis and build quantitative skills.

Figure 2 Net migration to the UK by citizenship, 1992–2012

Source: Office for National Statistics licensed under the Open Government Licence v. 3.0.
(a) Suggest what Figure 2 shows about net migration into the UK from the EU. (4 marks)

Tip
This is not a simple task because a great amount of additional information is provided. Students need to identify the relevant blue and red shading. Having defined net migration, they next need to explore the shifting balance between in-migration from the EU and out-migration of British people. Some out-migration will be towards EU destinations like Spain. Some out-migration will be towards non-EU destinations like the USA or India. As a result, we cannot always be certain whether the net migration balance is positive or negative. There are some years, however, where in-migration from the EU exceeds all outward migration from the UK. We can therefore be certain there was a positive net migration balance during those years.

(b) Examine the trend shown for non-EU migration into the UK. (6 marks)

Tip
‘Examine’ is a command word that can combine elements of description (AO3), explanation (AO1) and evaluation (AO2). Figure 2 shows an upward trend from a very low starting point up until the mid-2000s. Recently there has been a slight decline. There are many possible reasons for this, including rising numbers of overseas students and London’s growing role as a global financial hub during the 1990s. Can you think of other reason for the rise? In recent years there has been a slight decline linked with the government’s attempt to limit non-EU migration through various means.

Students can analyse the article to find details of a wide range of impacts of eastern European migration into the UK as follows (a few clues have been added):

<table>
<thead>
<tr>
<th>Impact on</th>
<th>Analysis of the impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UK’s economy</td>
<td>The overall impact is disputed by different political parties and organisations. The author believes on balance the UK has benefited. Remember, however, that effects can vary at the local level and for different groups of people</td>
</tr>
<tr>
<td>The UK’s cultural landscape</td>
<td>This is a complex impact to explore. Diversity has increased, but to what extent has cultural mixing begun to take place?</td>
</tr>
<tr>
<td>Eastern European economies</td>
<td>Remember that there are several countries, including Poland and Hungary, to think about. Have they all been affected in the same ways? Positively and negatively?</td>
</tr>
<tr>
<td>Eastern European societies</td>
<td>Time-scale is an issue here. The article provides qualitative evidence of a Polish woman — Alex — who intends to return home eventually. Are the societal changes permanent?</td>
</tr>
<tr>
<td>International relations between the UK and eastern European countries</td>
<td>What is the effect of more population movement on relations between countries? How might the existence of groups like MigrationWatch UK affect the UK’s relations with Poland?</td>
</tr>
</tbody>
</table>
3 Spend a lesson allowing students to hold a ‘mock referendum’ on UK membership of the EU. This remains an important political issue. Will the real referendum be held in 2016 or 2017? What are the potential implications of a so-called ‘Brexit’?

Some useful websites for students to find out more about this important issue are:

- **Guardian** [http://www.theguardian.com/politics/2015/may/14/brexit-what-would-happen-if-britain-left-eu-european-union-referendum-uk](http://www.theguardian.com/politics/2015/may/14/brexit-what-would-happen-if-britain-left-eu-european-union-referendum-uk)

### Arctic climate change: what are the impacts? (page 10)

This very useful contemporary case study can help students of current Edexcel, WJEC and IB courses prepare for their climate-change component. It also has relevance for students of cold environments who are interested in how the mass balance of glaciers changes over time.

**Possible follow-up activities**

1 Like the Antarctic case study in the last issue of GEOGRAPHY REVIEW, Kathryn Adamson’s Arctic article shows how systems theory helps us to understand changes in the size and behaviour of Greenland’s ice sheet. To consolidate their reading, students could fill in the table below.

<table>
<thead>
<tr>
<th>What is changing?</th>
<th>Possible explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing snow fall</td>
<td></td>
</tr>
<tr>
<td>Increasing glacial flow velocity near margins</td>
<td></td>
</tr>
<tr>
<td>Increased surface melting (ablation)</td>
<td></td>
</tr>
<tr>
<td>Decreasing mass of ice sheet</td>
<td></td>
</tr>
<tr>
<td>Increased number of ‘calving’ icebergs</td>
<td></td>
</tr>
</tbody>
</table>

2 The Royal Geographic Society website has an interactive graphic that allows students to think systematically about how changing inputs and outputs affect the size of ice stores. Although it is aimed primarily at younger age groups, this could provide a fun starter or plenary for an A-level lesson.


3 The impact analysis of climate change on Greenland in the article (Table 1 on page 14) contains some very interesting themes. Ask each student to choose the impact they find most interesting and to explain why.

4 Figure 2 (below) provides students with a good opportunity to practise their graphical skills. Ask them to describe the changing pattern of ice cover.
Figure 2 Map of the ice cap and outlet glacier limits on Disko Island
Why is Nepal a poor country? A development case study (page 32)

This case study has plenty of relevance for studies of economic development and globalisation.

Possible follow-up activities

1. Find out more about land-locked countries in order to help assess the importance of a coastline on a country’s ability to develop economically. An article in The Economist argued recently that:

   With a few exceptions the world’s 45 landlocked countries are poor. Their GDP per person is 40% lower than that of their maritime neighbours.

   Their most obvious handicap is in moving goods to and from ports. International treaties promise access to the oceans, but responsibility for implementing them lies with the governments of the “transit states”. They have little incentive to build infrastructure that would mainly help their neighbours.


2. Ask students to carry out a parallel case study of Ethiopia. This is another landlocked country that is often been used as an example of a nation with development challenges. Recently, however, Ethiopia has begun to benefit from foreign direct investment (FDI) from China. Despite its lack of a coastline for trade, the World Bank forecasts it will be the world’s fastest-growing country in the four years to 2017, at 10% a year. Factories from Vietnam, Turkey and India are all relocating there; Chinese firm Huajian plans to grow its Ethiopian factory workforce to 40,000.

IB Geography examination tip

This is a useful article for students to support their P3 studies. With an eye on meeting the AO3 criteria for essay writing, ask students to examine the relative importance of different factors in limiting Nepal’s global interactions with other places.

Engineering the Earth’s climate. Can we? Should we? (page 38)

For students who have a climate-change component in their course, this article should be seen as essential reading. There are also many other interesting topic areas in geography that link with Professor Hulme’s analysis.

Possible follow-up activities

1. There are interesting connections to be made between this article and areas of human geography. As a follow-up exercise, try to find out which players have the most important role in developing the technologies that the article discusses. Questions to ask could include:

   • Are these projects government-led, or are large corporations driving the research?
   • Are oil and gas companies helping to develop new technologies or do they prefer to promote ‘business as usual’?
   • Is research led by developed countries like the USA?
• Or do emerging economies like China have an impotent role to play?

2 For further reading about the UK’s role in all of this:

The possible re-use of Shell north sea oil platforms for carbon capture and storage:

The UK government's position on carbon capture and storage:

3 Figure 1 provides a challenging graphic that students can describe and attempt to explain. To test their analytical skills (AO3) and ability to apply knowledge to unfamiliar contexts (AO2), set the following question:

(a) Suggest possible reasons why the strategies shown vary so much in their potential affordability and effectiveness.

Figure 1 Effectiveness and affordability of the geotechnology options described in this article

This resource is part of GEOGRAPHY REVIEW, a magazine written for A-level students by subject experts. To subscribe to the full magazine go to: http://www.hoddereducation.co.uk/geographyreview