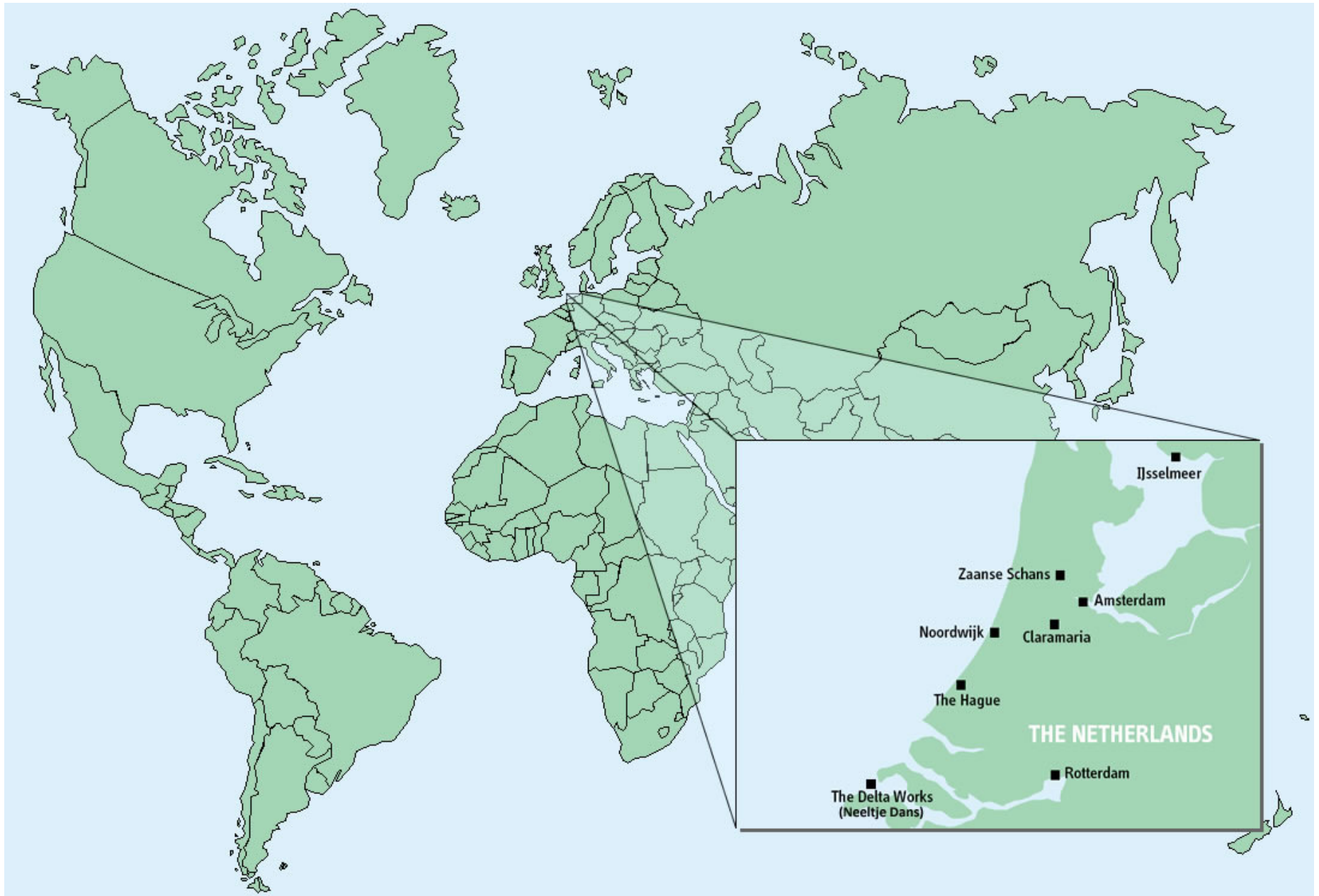


# The Netherlands Maps



# The Netherlands Activities Overview

## Programme Benefits

Suitable for combined year groups with visits and activities relevant to both KS3 and KS4  
Educational resources directly linked to “new look” Geography programmes of study, attainment levels 4-8.  
Activity sheets are provided for pre-visit preparation and follow up, as well as for each visit option.  
Visit options are excellent for the study of physical, human and environmental geography, as well as offering cross curricular opportunities.  
Proximity of the locations maximises study potential and minimises the time spent travelling.

## Key stage 3 relevance: (The study of geography should include)

a variety of scales, from personal, local, regional, national, international and continental, to global  
a range of investigations, focusing on places, themes or issues  
the location of places and environments  
key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today  
different parts of the world in their wider settings and contexts, including the EU and regions or countries in different states of development  
physical geography, physical processes and natural landscapes  
human geography, built and managed environments and human processes  
interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future

impact.

## Key stage 4 relevance: (The pilot GCSE contains the following topics)

1. Coastal management
2. Geographical information systems
3. Geography in the news
4. Travel and tourism destinations
5. Planning where we live
6. Urban transport for sustainability
7. Geography through fieldwork
8. Living with floods
9. Introducing Cultural Geography

Therefore the selection of a tour to the Netherlands is very propitious as it is a destination directly relevant to all the above 9 themes.

# The Netherlands The Accompanying Booklet



You are advised to download and use the pupil booklet which accompanies this resource.

It is recommended that you download the booklet, and allow pupils to write notes/ ideas in this booklet before you go on your visit.

Just prior to your visit, you should print off each booklet for your group, and allow them to continue writing and sketching on the hardcopy during your visit.

Once back in the classroom your pupils should type up their notes from their visit, and add any digital images/video clips to their booklets and keep as an electronic copy as evidence.

Alternatively, print off individual hardcopies at the start of the project, and allow pupils to use these as their evidence throughout their learning experience.

This block contains a collage of the booklet's content. The central element is the 'Activity 1 - Amsterdam' page, which includes the following text:

**Activity 1 - Amsterdam**

Turn right at Rembrandts Huis Museum and walk alongside the canal to Waterloo Bridge. Again note the different size of the street (with an open air market safe enough) to allow students to progress at their own pace. The end of the street opens out onto a square overlooking the River Amstel. Behind are some of the new buildings such as the Huis de Kunst, theatre and concert hall. (Notes if needed). Good area for a refreshment stop and regrouping / discussion of observations to date. The River Amstel offers an opportunity to pose another enquiry question to resolve.

**TASK**

The waterways of Amsterdam are overcrowded and the City Council is looking at ways of solving this problem. From your observations here and at other points on the canal system think about ways in which this could be resolved.

Who is over crowding such a problem - what/who does it impact on?  
Who would benefit and who would lose out from your potential solutions?  
What impact would each solution have on the place itself?

Suggestions you might provide if and when needed could include:

- Removing the houseboats so they cut down the width of the canal/ river
- Create a one way system.
- Ban delivery/ industrial traffic during the day time hours.
- Reducing the size of the boats especially the tour boats.

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Other pages in the collage include smaller images of windmills and text such as 'Continue onto Visser Plein (Square) and alongside the Herengracht towards the Entrepotdok.', 'Near the main gate is the *loftstads* which provided alcohol-free coffee-houses for working men to keep them from what was seen by the temperance societies as the demon drink! Once inside the Entrepot's gate, turn left onto the quay of the former Entrepot's dock basin, an early industrial extension of the Amsterdam port (1627-1648).', '© copyright 2009: The NST Group Ltd Ltd', and '© copyright 2009: The NST Group Ltd Ltd'.

# The Netherlands The Delta Expo – Neeltje Dans



## Storm surge barrier

Most of Zeeland is at or under sea level. In 1953 the dikes were in poor condition and too low. In those days the chance of flooding was once in eighty years. Thanks to the storm surge barrier, this risk has now been reduced to less than once in 4000 years. Take the opportunity to visit this construction inside and outside. You will be surrounded by concrete with a 200-year guarantee; 45 metre wide steel doors are raised to let the tides rush through below them. A must to visit – a must to have seen! Open: the entire year

## Boat trip

During this trip you will see the natural world of the Eastern Scheldt. Sometimes seals and harbour porpoises are spotted.

## New Aquapolis

The biggest salt water aquarium in Zeeland with interactive presentations. See the amazing underwater world of the Eastern Scheldt unfold. Colourful sea anemones, shrimps, lobsters, rays and other fish - all protected by the permeable storm surge barrier.

## Delta Finale Film

Delta Expo and the Delta Finale film are a step by step record of the history and construction of the storm surge barrier. The storm surge barrier of the Eastern Scheldt tested the limits of contemporary engineering. New techniques were tested in laboratories. Ships were designed and built especially for the construction of the barrier. The techniques used set new benchmarks and attracted national and international interest. This storm surge barrier was and is absolutely unique.

## Seals

Seals are masters in the art of playing with water. In the first half of the 20th century, an abundance of seals lived in the Delta. Pollution and the upheaval of the Delta Works drove most of them away. Now that the work has been completed in the Delta, and care for the environment is steadily gaining in importance, their numbers are slowly increasing again. At the beginning of the 21st century, over a 150 seals could be seen swimming in the Delta.

In late June and early July, the seal pups are born. During this time, the mothers seek out the quieter spots. Once the pups have been born, they all return to their familiar haunts. They can then regularly often be seen lying on the sandbars near Neeltje Jans. You can also see them at close range in the seal pool.

## Notes:

Starting at the Central Station walk up the Damrak for a short way to experience the main features of the street, numbers of pedestrians, types of building and shops

### TASK 1:

- Describe your general feeling about this street?
- Who are the services aimed at?
- How busy is the area? What type of transport services are available?
- Is this area important for local people or visitors?
- Are there any sustainable issues here? How are these resolved?

### Noordwijk Town – Shops & services.

**TASK 2: Are the shops and services available in this area primarily for locals or tourists?**

**TASK 3: To what extent has this part of Noordwijk retained a local and individual character and to what extent has it become a typical seaside resort?**

**TASK 4: How would you make this part of Noordwijk “greener”?**

**TASK 3. Human Processes – traditional crafts, sustainability, globalisation, tourism.**

Visit as many of these craft locations as you can.

Gather as much information as you can for the follow up project: leaflets, photo's, interviews, video etc.

Try to record all aspects of the crafts: raw materials, finished products and the manufacturing processes.

Consider which follow up option you will take, as this will guide you in your selection of information.

**Inputs:**

What raw materials are involved in this manufacture or craft? Describe or record them.

Where do they come from? Are they local or distant?

If they are imported, was this always the case?

Can a “traditional craft” be based upon imported raw materials? Explain.

What other “inputs” are required? (e.g. power)

How skilled must the labour force be?

Are the inputs for this craft renewable resources? Explain

**Processes:**

Describe and/or record the processes involved in turning the raw materials into finished goods.

Are these processes really traditional or have they been modified in recent times? If so then say why.

Are the processes labour intensive or capital intensive? Explain

Are the processes hazardous in any way? Explain

Does the use of traditional or craft-based manufacturing processes mean that the processes are more expensive than “factory” or mass production in bulk?

**Outputs:**

Describe and/or record the finished goods.

Are these products for general consumer consumption or are they for a specialised market?

Are they marketed locally, nationally or internationally? Give examples.

Would you describe the products as “iconic” or “heritage” based? Explain.

Would you consider the products to be expensive? Value for money? Competitively priced?

If similar items are available more cheaply through mass production and supermarkets or on-line shopping then how can these crafts continue to exist? If they are profitable then how is that profitability achieved?

**Follow Up options:**

Create a PowerPoint or a multimedia display (an illustrated talk or a wall display) using your answers, photo's, recordings and videos.

**Choose one of the following themes:**

It would be possible to reinstate the traditional windmill as a source of energy for small scale industry in the developed or the developing world.

There is a direct lineage between the windmill and the modern wind turbine.

Windmills should only be preserved as historical curiosities: they serve no economic purpose other than attracting tourists.