**Expedition Europe**

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| **Main Subject Focus**Geography**Key Concepts Taught**Space and Movement | **Intent: Why?**To develop understanding and appreciation of diverse communities within our world. To draw comparisons between our local and national area and a contrasting country. To gain knowledge of the geographical location and physical geography of countries in Europe.  | **Links to prior and wider learning**Builds upon knowledge of settlements studied on a UK and wider scale as well as their local environment.Links to further topics locating rivers and mountain regions.*Voyagers, Life Through a Lincolnshire Lens, Phileas Fogg, Raging Rivers and Majestic Mountains, Asian Discovery* |
| **Knowledge** **Locational knowledge*** locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.

**Place knowledge*** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

**Human and physical geography*** describe and understand key aspects of:
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

**Geographical skills and fieldwork*** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
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| **By the end of this unit, pupils will learn:** * Identify Europe on a world map
* Explore countries in Europe
* Identify the environmental regions of Europe
* Explore the physical features of two contrasting European regions and compare this with the UK
* Identify Europe's major cities
* Explore where people in Europe live
* Identify where Europe's natural resources are located
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| **Year 3** | **Year 4** |
| · Begin to ask/initiate geographical questions. · Use NF books, stories, atlases, pictures/photos and internet as sources of information. · Investigate places and themes at more than one scale · Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | · Ask and respond to questions and offer their own ideas. · Extend to satellite images, aerial photographs.· Investigate places and themes at more than one scale. · Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. |
| · Use 4 compass points to follow/give directions: · Use letter/no. co-ordinates to locate features on a map. | · Use 4 compass points well· Begin to use 8 compass points · Use letter/no. co-ordinates to locate features on a map confidently. |
| · Begin to identify points on maps A, B and C. | · Begin to identify significant places and environments. |
| · Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) | · Locate places on large scale maps, (e.g. Find UK or India on globe) · Follow a route on a large- scale map. |
| · Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)· Begin to draw a sketch map from a high view point. | · Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)· Draw a sketch map from a high view point. |
| · Use large scale OS maps. · Begin to use map sites on internet. · Begin to use junior atlases. · Begin to identify features on aerial/oblique photographs. | · Use large and medium scale OS maps. · Use junior atlases. · Use map sites on internet. · Identify features on aerial/oblique photographs. |
| · Try to make a map of a short route experienced, with features in correct order. · Try to make a simple scale drawing. | · Make a map of a short route experienced, with features in correct order. · Make a simple scale drawing. |

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| **Wider curriculum links:**Art – Colours of the World (Europe focus) |
| **Key Texts:**Europe Geography Activity Book: Maps, Facts, Flags, Activities - Learn About the Countries of Europe (Dylanna Press), All countries, capitals and flags of the world: A guide to flags from around the world (Smart Kids), The Travel Book: A journey through every country in the world (Lonely Planet)  |
| **Key Vocabulary/ Etymology**Locate, Region, Position, Latitude, Longitude, Equator, Hemisphere, Tropic, Circle, Day, Night, Time zone, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian Time, Localities, Settlement, Land use, Landscape, Population, Climate, Migration, North-east, South-east, South-west, North-west  |
| **Wow moment- European Food tasting, European Exhibition to showcase learning for parents, Expedition through Europe using green screen/iMovie for school website**  |
| **School Values- Determination- travellers throughout history, how has their determination developed our understanding of the world****British Values- Democracy- different countries and how they are governed- the importance of democracy** |