**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. | | |
| **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 | | |
| |  |  | | --- | --- | | **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. | | | |
| **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** | | |