St Mary's Catholic Primary Academy

Reflecting the love and faith of Mary in all that we do.

The Blessed Peter Snow Catholic Academy Trust

Subject and Topic Title			
Geography - Exploring Europe Threads: Where in the world? Settlements			
Year Group	Year 5/6	**Term**	Year B Autumn 1

EYFS Knowledge Statements linking to learning in Geography					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I know that people live in different types of buildings – **house, flat, apartment.** I know everyone's **home** is different to my own. I know of a **home** in …..,	I know that it gets **cold** in the **winter**.	I know that the **south pole** is the coldest place on earth I know that a **thermometer** records **temperature.**. I know that **Africa** is a **continent** I know that a **world map** is a drawing of the earth. **.**	I know that the **temperature** begins to get **warmer** in spring.	I know that I live in a **town** called **Halifax.** I know that I live in a **country** called **England**. I know that **England** is in **Europe**. I know that **Africa** is a **continent**. I know that **India** is a **country**. I know that **England** and **India** have their own flags. I know that **Wainhouse Tower** is a **landmark** in Halifax. I know that **Big Ben** is a **landmark** in London. I know that **Stonehenge** is a Landmark in **England.** I know that a **country** is a place where lots of towns and cities come together. I know that the **United Kingdom** is made up of **England**, **Scotland**, **Wales** and **Northern Ireland**. I know that a **continent** is a large area of the world. I know that the **equator** is an imaginary line around the world. I know that a **compass** is a tool to find direction.	

National Curriculum Objectives	Prior Learning	Future Learning	Topic Vocabulary
Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	**EYFS** I know that I live in a town called Halifax. I know that I live in a country called England. I know that England is in Europe. I know that a country is a place where lots of towns and cities come together. I know that a continent is a large area of the world. **KS1** Kingdom United All around me – local area On Safari **LKS2** Mapping Counties **UKS2 (Y6 only)** Ice Life Save the Rainforest	**UKS2** Africa Around the world in 80 days	**Climate** - the average weather conditions in a place over 30 years or more. **Land borders** - a physical or political line that separates geographic areas. **Terrain** - the natural characteristics of its surface. **River Seine –** the second longest rover in France. **Bois du Boulonge – a** large park in Western France which was formerly a forest. **The Louvre** - the national museum and art gallery of France. **Notre Dame** - a Roman Catholic cathedral in Paris. **Import –** goods coming in to the country. **Export –** goods going out of the country. **Supply –** the amount of goods available. **Demand –** how badly people want a good or service.

	Substantive Knowledge	Key Vocabulary	Task Design and Disciplinary Knowledge	Task Design Adaptations/Access Strategies (EAL/SEND/lowest 20%)
Session 1	**I know that Europe has five parts including northern, western, eastern, southern and central.** I know that these can be located on a map. I know that France is a country in western Europe. I know that the UK is part of Northern Europe.	**Northern** – North direction. **Western** – West direction **Eastern** – East direction **Southern** – South Direction **Central** – in the centre	Use Digimaps for schools to identify Europe on a map of the world as a class during input Children to split a separate map of Europe into the 5 parts and label. Label Russia on the map of Europe. Research which parts of Europe the UK and France are in and label these countries on the map of Europe. Disciplinary Knowledge Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topological features and	Children given map that is already separated and label this.

	I know that Russia is part of Europe and spans Eastern Europe and some of Asia.		land-use patterns, and understand how some of these aspects have changed over time.	
Session 2	**I know that there are geographical similarities and differences between the UK and France.** I know that the climates in the UK and France are similar. I know that the UK and France both have cold areas in the North and warmer areas in the South. I know that the UK is surrounded by oceans and France shares land borders with other countries. I know that the UK is made up of 4 countries and France is one country.	**Climate -** the average weather conditions in a place over 30 years or more. **Land borders -** a physical or political line that separates geographic areas. **Terrain -** the natural characteristics of its surface.	Introduce the UK and France. Remind children that they are in different parts of Europe and that the UK is made up of 4 countries and France is one. Children to complete their own enquiry which answers the question 'What are the main geographical similarities and differences between the UK and France?' Children to complete Fieldwork Enquiry template https://www.twinkl.co.uk/resource/ks2-fieldwork-enquiry-template-t-g-1646238436 In planning section, children to focus on climate, terrain, location (what is it surrounded by) and physical features. Children to present their findings as a table with an analysis underneath to answer the question. Disciplinary Knowledge Collect and analyse statistics and other information in order to draw clear conclusions about locations. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topological features and land-use patterns, and understand how some of these aspects have changed over time.	Children to collect data about climate and location of the countries. Children to be given sources of information. Children to write a sentence about how the UK and France are similar and a sentence about how they are different.
Session 3	**I know that Paris is a capital city and has key physical and human features.** I know that Paris is the capital of France. I know that the River Seine runs through Paris. I know that the Bois du Boulonge is known as 'the lungs of Paris'. I know that the Eiffel Tower is the tallest structure in Paris.	**River Seine –** the second longest rover in France. **Bois du Boulonge – a** large park in Western France which was formerly a forest. **The Louvre -** the national museum and art gallery of France. **Notre Dame -** a Roman Catholic cathedral in Paris.	Locate Paris on a map of France and explain that it is the capital city. Ask children if they know of any famous landmarks in Paris and whether the children have any prior knowledge of the area, Show children virtual tour of Paris. https://www.youtube.com/watch?v=eBWoA4laVg8&t=99s Show children images of the River Seine, Bois du Boulonge, The Louvre and Notre Dame. Children to have access to the internet and research information about the four above places and write notes in their book on key information focusing specifically on why they are significant landmarks, whether they are human or physical features and why they think they are in Paris.	Children to be given a writing frame to complete. Children to be given a range of sources to support their finding the information. Children write about one physical and one human feature of Paris.

	I know that The Louvre is the biggest museum on Earth. I know that Notre Dame is a famous Catholic Cathedral.		Children to create a tourist leaflet for Paris, outlining the four landmarks they have researched. Disciplinary Knowledge Identify and describe how the physical features affect the human activity within a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topological features and land-use patterns, and understand how some of these aspects have changed over time.	
Session 4	**I know that other European countries have geographical similarities and differences to the UK and France.**	**Climate -** the average weather conditions in a place over 30 years or more.	Enquiry lesson - children to choose a country from either Southern, Central or Eastern Europe to research. Children to research: Human and physical features and Climate Notes should be made in their books of their findings so they have information on a a double page spread for their chosen country. Children to then answer: Would you rather live in the UK, France or your chosen country and why? They can use their research to write a paragraph on their views using evidence to support their answers. Disciplinary Knowledge Identify and describe how the physical features affect the human activity within a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topological features and land-use patterns, and understand how some of these aspects have changed over time.	Children to research Spain as a Southern European country. Children to be given template to complete, focusing on climate, one physical feature, one human feature and. Children to answer the question 'How is Spain different to the UK?'
Session 5	**I know that the UK is linked to other European countries through trade.** I know that the UK imports and exports goods across Europe. I know that supply and demand impacts trade. I know why the UK imports and exports goods.	**Import –** goods coming in to the country. **Export –** goods going out of the country. **Supply –** the amount of goods available. **Demand –** how badly people want a good or service.	Explain to children that the UK trades goods with many European countries and explore the different reasons for this. **Teacher Knowledge** One of the ways that the UK has access to products from all over the world is to trade with other countries. This means that we buy things that they have (import) or we sell them things that we have (export). For example, it is very difficult to grow fruit such as oranges and bananas in the UK but we all enjoy eating them so the UK buys these fruits from other countries such as Spain and Brazil.	Children to draw pictures of some goods that are imported and exported. Children to complete stem sentences about why trade is important. Word bank to support.

			https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr#z8v9dp32 There are lots of reasons why countries import and export their goods. 1) It might be because they can't make the goods themselves. They might not have the right machinery, resources or weather to produce what they want. 2) It might be because the goods are cheaper from other countries that they would be to make. 3) Goods from other countries might be better quality. 4) Countries generally export good to make money or to improve relationships between them and the country they are exporting to. The UK imports a huge number of products from different European countries. These include: Machinery and transport equipment which includes cars, trains and aeroplanes Fruit, Fish, Cheese, Gas, Oil, Medicine The UK exports a huge number of products to different European countries. These include: Gold and platinum, Machinery including computers, Medicine, Car parts and cars, Aircrafts and space crafts, Plastics Children to colour map of Europe to show which countries the UK imports and exports goods to and from. Children to answer the question 'Why do we import and export goods'. (Resources on system) Disciplinary Knowledge Identify and describe how the physical features affect the human activity within a location.	
Assessment	Teachers will use the spare time in Session 6 or 7 to act upon their assessment. This can be structured however the teacher sees fit – a debate, a mini quiz, some key questions etc. The assessment and following lesson should be planned by individual class teachers, based on the needs of their class. It may be that the lesson is used to recap or assess half way through the unit based on formative assessment of the progress and understanding that the children have made.			