

## Villages de France...a rural side of things!

### Overview and rationale:

Living in the suburbs gives many of our children the chance to see city life and, being relatively close to the Lakes and Peak District, rural living. But our final of four KS2 geography topics on France focuses on rural life in a way that we Brits perhaps don't experience. The children will learn about how transport links, economies and trade differ quite significantly out in the villages of rural France, much like they do in many UK countryside locations. They'll take a look how people who live the 'quieter life' live day-to-day, how many might commute, again much like in the UK, and how the land is used, taking a little look at the famous vineyards and wine regions of France, as well as French agriculture (and how the climate lends itself to production). It provides another chance to look at how humans adapt to the environment, and how we might change the physical landscape we live in. Finally, they'll create some landscape art to illustrate the beauty of the French countryside.



### KEY GEOGRAPHICAL VOCABULARY AND CONCEPTS

<b>Human Geography</b>	region, Europe, urban, rural, town, village, country, economy, trade, population, population, food and farming, natural resources, trade, travel and transport, agriculture, export, gross domestic product (GDP)
<b>Physical Geography</b>	rivers, biomes, vegetation, natural resources
<b>Map-based vocabulary</b>	atlas, map, globe, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Greenwich Meantime
<b>Place and locational vocabulary</b>	Europe, France, villages (as appropriate/necessary)
<b>Geographical concepts and tier 2 vocabulary</b>	Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, relationships, patterns, connections Environment (physical and human processes): topography, changes over time, natural resources, settlement Interconnections: significance, connections, links, interdependent, economic, trade, social Cultural awareness, diversity: lives, communities, disparity, inequality, cultural interests, similarities and differences, environmental resources

### GEOGRAPHY LEARNING STATEMENTS

<b>Using globes, maps and plans</b>	I can use 1:10.000 and 1:25.000 Ordnance Survey maps.
	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	I can show the position and significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.
<b>Map work skills</b>	I can understand and use 6 figure grid references to interpret OS maps.
	I can use the 8 points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.
<b>Human and physical geography enquiry skills and communication</b>	I can describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
	I can describe in detail types of settlement, land use and economic activity, including trade links.
	I can describe the distribution of natural resources including energy, food, minerals and water in the continents and countries I have studied.
<b>Locational knowledge and Place knowledge</b>	I can explain how aspects have changed over time.
	I can identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle & time zones (incl. day and night).
	I can understand key aspects of physical geography (e.g. climate zones, biomes and vegetation belts) of the area.

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
1) I can name and locate some villages in France and comment on their direction and proximity to nearest towns and cities.	<p>a) I know that about 20% of people in France live in rural areas compared to 17% in the UK.</p> <p>b) I know that France is the second most rural population in Europe, behind Poland at 45%.</p> <p>c) I know that a rural area is a place with low density and very sparse population.</p>
2) I can explain why people want to live in rural areas of France.	<p>a) I know some of the advantages and disadvantages of living in a village in France...and the UK.</p> <p>b) I know that public transport in rural areas is sparse, mainly because it is not profitable.</p> <p>c) I know that sometimes the closest supermarket can be miles away. I know the alternatives.</p> <p>d) I can discuss what life is like in a village in France.</p>
3) I know that over 50% of land in France is agricultural.	<p>a) I know that human beings shape the way land is used and that this is particularly the case with agriculture and farming, not only across France but across the world. I can comment on this land use by looking at digital mapping and Google Earth!</p> <p>b) I know that despite 50% of land being agricultural, only 1.6% of France's gross domestic product (GDP) is from agriculture!</p> <p>c) I know that France's major products are wheat, barley and corn, beef, pork, milk and cheese, and potatoes and sugar beet.</p> <p>d) I know France is the World's biggest producer of wine.</p>

Possible Enrichment activities	French/ Bastille Day activities
--------------------------------	------------------------------------

