

## Year 5 Geography Unit: Greece

In this unit children will build on their knowledge of Europe. They will use maps to locate Greece and the surrounding seas. They will focus on why Greece is a popular tourist destination and the impact this has on the country. Children will learn how Greece has developed and changed over time.

By the end of the unit children must:

- Locate Greece on a map.
- Name the seas surrounding Greece.
- Describe the climate of Greece.
- Identify physical features of a location and describe how this affects how an area develops.
- Compare land use, human, physical and climate features across the country.

They will be given the opportunity to:

- Use geographical knowledge to respond to simple questions about a location.
- With support reach plausible conclusions about a location and present findings graphically and in writing.
- Select maps for a specific purpose. (political, population, topography, land use etc.)
- Use scale to measure straight line distances. (between islands distance from mainland and other countries etc.)

**These are some suggested objectives to support the teaching of this unit**

### **Sense of Place**

- Identify climate zones around the world.
- Suggest areas on a world map that could have similar climates and justify reasoning.
- Identify how physical features can affect how an area develops (resources, coastlines, natural defences etc.)
- Identify the impact on trade of the human features of an area.
- Map and compare land use in different locations.
- Make detailed comparisons between places using land use, human, physical, climate features.

### **Map Skills**

- Use 8 compass points to describe locational relationships. (between islands mainland and other countries)
- Select maps for a specific purpose. (political, population, topography, land use etc.)
- Use scale to measure straight line distances. (between islands distance from mainland and other countries etc.)
- To use 4 figure grid references to locate places on a map.

### **Fieldwork**

#### **Geographical Enquiry/Using Sources**

- Use both primary and secondary sources when investigating a locality.
- Use geographical knowledge to respond to simple questions about a location.
- With support reach plausible conclusions about a location and present findings graphically and in writing.

#### **Environment**

- Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change.
- Suggest ways to help save the environment and possibly reverse climate change – turn lights off, electric cars renewable energy etc.)
- Suggest some different ways to make a location more sustainable

## Useful information for Teachers to support the children in learning more and remembering more

### **Builds on:**

Year 2 – Hot and cold places (continents)

Year 3 – mountains

Year 4 – Mountains, volcanoes, earthquakes and tsunamis

### **Future Learning:**

Year 6- biomes around the world