Geography
Medium Term Plan
Y4 – Europe Autumn 1

Unique   **Grateful**   **Honest**   **Kind**   **Brave**

Y4 – Europe	
Class Text	: A World of Cities by James Brown , Gabriella's Song by Candace Fleming, This Is . . . series by Miroslav Sasek.
Hook	Complete a class jigsaw of Europe
Topic Reflection	Tour of Italy.
Key Enquiry Questions	Is the weather the same across Europe? Is the landscape the same across Europe? What makes each country special?

Year Group	Learning
EYFS + KS1	Place Space Environment Human and physical processes
KS2	Place Space Environment Physical and human processes Scale (local, regional or global) Interconnections

Tier	Vocabulary
Tier 1	country, city, map, world, globe, travel, river, mountain, lake.
Tier 2	trade rights, citizens, currency, language, religion, democracy, democratic, culture, symbol, local, national, global.
Tier 3	Italy, major city, Europe, Rome, European Union, Mediterranean 8-point compass, coordinates, north-west, north-east, south-west, south east

Previous Skills	Previous Knowledge	Previous Understanding
Locate some of the world's most famous volcanoes. Locate places on larger scale maps e.g. Europe and map of world. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Identify features on aerial/oblique photographs. Use a topographical map to identify physical features in an area. Make a map of a place visited. Use standard symbols. Follow a route on a range of maps. Use alpha-numerical co-ordinates. Use the 4 compass points.	The 7 continents and 5 oceans. The difference between aerial and oblique photographs. That a topography map shows the physical features of an area. The difference between a topography map and an OS map. That mountains are areas of land that are much higher than the land surrounding them. They are generally over 600 metres high. They are often found together in a group called a mountain range. Know that where a river starts is called a source and that this is usually high up. Name the key features of river: source, confluence, tributary, meander, flood plain, mouth. The need for standardised symbols.	The difference between aerial and oblique photographs. That a topography map shows the physical features of an area. The difference between a topography map and an OS map. The need for standardised symbols. Explain why Mount Etna a significant volcano. Understand the impact of live volcanoes and earthquakes on the local area

	Cross-curricular links	English: Write a non-chronological report on a capital city. Reading Skills: Read non-fiction texts on European rivers, mountains, capital cities and in particular the geography and culture of Italy.

Lesson	Concept	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 1	Place Scale Interconnections	Identify the continent of Europe and the countries it contains. Use 8 compass points to locate a country.	Begin the session by providing the children with a jigsaw piece for a map of Europe for children to complete as a class and display. They will then use this alongside atlases to identify and name the countries of Europe.	I can locate the UK in the continent of Europe.I can say how many countries are in Europe.I can locate the following countries: France, Spain, Germany, Italy and Norway.I can give the location of a country using the 8 compass points.	I can find out what is meant by the European Union and if the UK is part of it.	See IEP / My Plan / Birmingham Toolkit
Lesson 2	Place Space Environment	To investigate the rivers and mountains of Europe and share findings. To give the location of a feature using alpha-numeric co ordinates.	The children will investigate the key European rivers (countries it flows through, source, what are its uses) and mountain ranges of Europe (countries they are in, highest peak, other information), sharing findings using the 'jigsaw' learning technique	I can locate and identify significant mountain ranges in Europe. I can give the location of a feature using alpha-numeric co ordinates	I can design a game to represent and apply my knowledge.	See IEP / My Plan / Birmingham Toolkit

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Lesson 3	Place Space Environment Physical and human processes	Identify and locate capital cities. Identify significant human and physical features.	Using an atlas, the children will work in pairs to identify and locate the capital cities of five European countries. They will find out significant human and physical features. Finally, they will present this information to the rest of the class and add the information to a class map of Europe.	I can give the location of a capital city using alpha-numeric co-ordinates.I can identify significant human and physical features on maps and aerial and oblique photographs.	I can enhance my presentation with my own reading or experience.	See IEP / My Plan / Birmingham Toolkit
Lesson 4	Place Environment	Identify and investigate the climate zones of a continent	Children will use Weatherbase to research the climate of the capital cities of 5 countries (from different climate zones, e.g. tundra, semi-arid, humid, oceanic etc.) for the same month of the year. Pack a suitcase with the appropriate clothes for each city.	I can find out about Europe's climate zones by interpreting data in web-based tables. I can suggest suitable clothing to wear in each zone.	I can send a postcard from a city saying what the weather is like and what I have seen.	See IEP / My Plan / Birmingham Toolkit
Lesson 5	Place Environment	Identify the significant physical and human features and cities of a country.	Children will locate the country of Italy, they will identify the significant physical and human features and cities	I can locate and label the significant physical and human features and cities on my map of Italy.	Create a quiz on Italy.	See IEP/ My Plan/Birmingham Toolkit
Lesson 6	Place Environment Physical and human processes	Design a tour of a country.	Children will design a tour of Italy – what are the must see places? What would be the best route? Best form of travel? Suitable time of year? Kit list?	I can choose the best places to visit in Italy. I can draw an efficient travel route on a map of Italy. I can suggest what tourists should bring with them.	I can compare and contrast the UK and Italy.	See IEP/ My Plan/Birmingham Toolkit

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Knowledge:	Skills:	Understanding:
That the UK is in the continent of Europe. Europe is the second smallest continent in the world after Australasia. There are 52 countries in Europe. Name significant rivers and mountain ranges in Europe. The significant physical and human features and cities of Italy.	Use the 8 compass points. Use an atlas to locate places and gather further information, e.g. capital cities. I can use alpha-numeric co-ordinates confidently. I can interpret data in web-based tables. Follow a route on a map.	Understand what a climate is and describe those experienced in Europe. Understand and appreciate the range of different cultures within Europe

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