



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan Geography – Autumn term

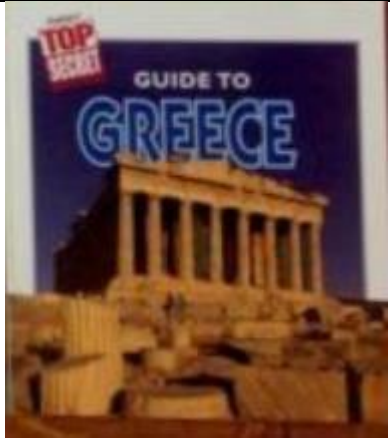


Year Group: 5		Term: Autumn 2021	Teacher: Jordyn Keelan	Subject lead: Amy Harris	Overview: European countries: The Mediterranean Locate and study European Countries (including Russia) and study environmental regions. Look at major cities with links to Ancient Greece.	Key endpoints: Collect and analyse 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 and understand how some of these aspects have changed over time.	
Links to other learning: Science: comparing contrasting habitats Maths: calculating and comparing population densities/comparing climate data		High Quality Text: Top secret Guide to Greece <i>Michael March</i>	Prior/Future learning: Year 1: World maps/seven continents Year 2: Mapping Skills of Local Area, Compare and Contrast to Non-European Year 6: World maps	National Curriculum links: 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. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		Common misconceptions: That Europe is a country rather than a continent thus inaccuracies are made about its size. It is often assumed to be located more Southern on a world map and therefore misconceptions are made about its climate e.g., all European countries are warm all year round.	
<u>Learning Intention</u>	<u>Real life links</u>	<u>Lesson Outline (key questions in colour)</u>			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1 I can locate key European countries of the world.	Google Earth	<p>Explain to the pupils that the skills we are going to learn today are to use atlases, globes, digimaps and maps at a range of scales to help us think like a geographer and locate key European countries.</p> <p>Recap prior learning of the 7 continents/hemispheres/poles/four countries of UK (memory flashpoint) by clicking link and ensure pupils are secure with this core knowledge: The World - BBC Teach Focus on Europe and our location of UK. Explain to pupils that this half term we will be looking at European countries and next term we shall study Non-European countries. Show pupils a world map and see if they can identify Europe. Share with pupils the unlabeled map of Europe (see resources). How do we understand Europe as a continent? What is a continent? (A large landmass made up of countries) Ask pupils to work in pairs, each pair coming up with one thing that they think they know about Europe. These are then marked up on the map (if you are using a wall-map, you may want to use post-it notes for this). How many countries do they know and can locate? Show the pupils where the Mediterranean is on the map. They may have visited it on holiday, or even have lived nearby. Correct any misconceptions at this point. Add any key findings to map and display on working wall. How can we remember where Europe is? (Use visual strategies such as identifying Italy as the shape of a boot.)</p> <p>Provide pupil with atlases/globes/i-pads. Model how to use to locate examples of different countries using these resources. Use google Earth Google Earth to locate Europe and zoom in. Using the maps, can each table find one way of describing where Europe is in the world? To do this, they might use the lines on the map, or use words such as 'North' and 'South' in relation to the land, or the sea nearby.</p>			Atlases Globes i-pads / Google Earth World maps Map of Europe Word of the week vocabulary slips	Continent Hemisphere Transcontinental Europe/European Northern Hemisphere Southern Hemisphere Mediterranean United Kingdom France Spain Germany Russia Asia Poland Norway Turkey Greece Atlas Globe	Additional adult to pre-teach skills needed to use an Atlas/globe

			<p>Pupils to use globes/atlasses to locate and label the following countries on their own map of Europe: Russia (NB/Explain that this country is transcontinental i.e., it spans two continents Asia and Europe), UK, Spain, France, Germany, Poland, Norway, Turkey, Greece, and then several more European countries of their choice and locate them. Record in books. Highlight the four corners of European countries on the map to show the boundaries of Europe including Russia, Portugal and Scandinavian countries such as Finland, Norway and Sweden. Provide pupils with a population density map of Europe (see resources). Which countries in Europe are the most/least populous? (Most – Russia, Germany, Turkey, France, UK. Least – Vatican City, Gibraltar, Monaco, Iceland etc.) Why do you think this is? Pupils to record ideas in books.</p>			
2	I can compare two contrasting countries in Europe.	Google Earth	<p>Explain to the pupils that the skills we are going to learn today are to use atlases, globes, maps at a range of scales and secondary sources to help us think like a geographer and compare two contrasting countries in Europe. Ensure the unlabelled map of Europe from the previous session is now marked up with the pupil's initial findings and visible to refer to. Briefly recap key findings about Europe from the previous lesson.</p> <p>Explain to the pupils that they are going to compare environmental regions of two European countries: Spain and Norway. Task pupils with locating these on a map of Europe. Provide environmental images from both countries (see resources) on tables and allow time for quality discussion for pupils to make inferences and discuss differences between the two countries environmental regions. Photograph for books and feedback as a class. Provide pupils with i-pads and challenge them to find out similarities and differences between the two countries such as comparing: climate, number of major cities, transport and road links, infrastructure. Pupils to record comparisons in books.</p> <p>Provide pupils with the map illustrating air pollution across Europe (see resources). In which countries in Europe is this the highest/lowest? Why do you think this is? (Highest – UK, Belgium, France, Italy. Lowest – Bulgaria, Morocco, Norway, Sweden. Factors that affect air pollution include the amount of waste produced, carbon dioxide pollution levels, levels of forest areas, amounts of roads etc.) Model answers and pupils record ideas in books.</p> <p>Word of the week – air pollution – pupils find out the meaning of this and record in books.</p> <p>Exit pass: Which country would you rather live in and why?</p>	<p>i-pads Non-fiction books Atlases Globes Google Earth Range of maps from resources Environmental Photographs</p>	<p>Europe Continent Sea Country Climate Capital Norway Spain Infrastructure transport Roads Culture Environment Environmental region Time zone Air pollution</p>	<p>Additional time provided/peer support to help locate boundaries on maps.</p>
3	I can locate and research capital cities within Europe		<p>Explain to the pupils that the skills we are going to learn today are to use primary and secondary resources to help us think like a geographer and research to find out about capital cities in Europe.</p> <p>What is a capital city? (the city or town that functions as the seat of government and administrative centre of a country or region.) Provide pupils with a countdown timer and challenge them in pairs to record as many capital cities as they know in Europe. Add to working wall European map and address any misconceptions.</p> <p>Provide pupils with a google map of Europe (see resources.) Pupils to locate and label 7 different capital cities using Atlases/i-pads to help them. Record in books.</p> <p>Pupils to work in pairs to choose a capital city within Europe of their choice to research further. Challenge them to research using i-pads and find out the following about their capital city and record in books:</p> <ul style="list-style-type: none"> • Country/name of capital city • Human and physical landmarks famous to this city e.g. Paris – Eiffel Tower • population • language • currency • bordering countries/seas <p>challenge - What are the advantages/disadvantages of living in your chosen capital city?</p>	<p>Atlases Globes i-pads photo cards Non-fiction books Post its Word of the week vocabulary slips Tourist brochures</p>	<p>Europe Continent Sea Country Climate Economy Physical Human Biome Culture Environment People Landmark Currency Language Population bordering</p>	<p>Pupils to provide peer support for each other when using technology to research.</p>

			Challenge pupils to find out why their cities became capital cities. Can they give reasons why and record in books?			
4	I can compare the physical and human characteristics of two European locations		<p>Explain to the pupils that the skills we are going to learn today are to use primary and secondary sources of information to help us think like a geographer and identify key aspects of Greece in comparison with Liverpool. (cross curricular link to Ancient Greece in History). We will be focussing on Greece over the next few lessons.</p> <p>Allow pupils time on tables and on sugar paper to write down everything they know, or think they know about Greece. Encourage them to think about the following questions as prompts:</p> <ul style="list-style-type: none"> • where in the world is it? Where within Europe? • What does the flag look like? • What currency do they use? • What's the weather/climate like? • What seas/countries surround it? • What's it famous for? • What's the capital city? <p>Share video link to familiarize pupils with physical geography of Greece: Visit Google Earth and slowly zoom in – how does it compare in size to the UK? As we get closer, what do you notice? (lots of islands). Choose a few places to visit so pupils get an idea of terrain – coast/country/mountains – visit Mount Olympus and Athens.</p> <p>Provide pupils with images on tables of Athens and Liverpool (see resources) What comparisons can they make between localities using google street view? Pupils to make notes and use photos to compare the following differences between the two localities: roads, signs, shops, vegetation, houses, transport, clothing, people, economy. What can they infer from analysing images? e.g., clothing is lighter in Athens which informs us of a warmer climate. Feedback through class discussion and model comparisons. Pupils to record differences between the two localities in books.</p> <p>Word of the week: infrastructure – pupils to find out the meaning of this and record in their books.</p>	Sugar paper Atlases Globes Post it notes Google Earth Maps/photos of Greece/Liverpool i-pads computers	Weather Climate terrain Mount Olympus Athens Physical features infrastructure Islands Coast Country Mountains Comparison Difference Roads Signs Shops Vegetation Houses Transport Clothing People Economy	
5	I can explore the climate in Greece and use data to compare this to Liverpool	Maths skills – comparing current climate temperatures	<p>Explain to the pupils that the skills we are going to learn today are to use secondary sources of information to help us think like a geographer and analyse key statistical information relating to the climate of Greece.</p> <p>We will use this to analyse, record and present statistical information through using graphing skills.</p> <p>Starter: How many key cities in Greece can the pupils find out and locate on a map of Greece? (see resources) Record in books.</p> <p>Enquiry question: How is climate in Greece different to that in Liverpool?</p> <p>Use the met office link Athens weather - Met Office to look at the temperature of Athens today. Do the same for Liverpool. Can you summarise the main differences between the climate in the two locations? (In Liverpool, the climate is warm and temperate. In Liverpool there is a lot of rain even in the driest month. In Athens, the climate is mild, moderately rainy winters and hot, dry sunny summers.)</p> <p>Give pupils a copy of average temperatures for each month for Athens – pupils draw a bar chart and plot the temperatures for each month. Encourage pupils to think about the scale – model first. Pupils then plot the average temperatures of Liverpool alongside using a different colour,</p> <p>provide questions for pupils to answer with maths links e.g. which month recorded the coldest temperature in...how much warmer was it in...than...record in books. Challenge pupils to write some of their own questions for their peers to answer about the data.</p>	Met office website Graph paper Greece maps Climate temperatures tables Question stems	Data Temperature Climate weather Average Celsius degrees Rainfall Coldest Warmest humid Population Population distribution Population density	Support adult to work 1:1 with children to analyse climate maps. Provide support with template bar chart with pre-labelled axes.

			<p>Extension: Pupils also compare average rainfall and sea temperatures and record findings. Exit pass: Why might climate affect population density? (Locations with favourable climates tend to be more densely populated as food can be produced, and it provides a more comfortable environment to live in.) Record in books.</p>			
6	I can explain how the geography of Greece is important for the development of trade		<p>Explain to the children that the skills we are going to learn today are to learn more about the cartography of maps linked to trade. Enquiry question: How did the geography of Greece play an integral part in the development of trade in Ancient Greece? Recap where in the world Greece is. Can pupils name the capital city and the seas that surrounds it? What countries does it border? Can they name any Greek islands? What do we mean by trade? What could improve or get in the way of trading? Using clues linked to the climate, can pupils predict what Greece might export? What do they have lots of? Challenge pupils to find out what Greece exports. (Olives, nuts and oils are popular.) Can they predict what Greece may have little of and thus import? (machinery and equipment.) Explain that Greece is in the top 5 most popular holiday destinations for British people. What does Greece have to offer? Look at brochures/print outs of different areas of Greece e.g. mountainous, city, country, coast, islands and look at www.visitgreece.gr to watch the video and look at the blog. Explain to the pupils that they will now observe a bit more closely what are the influential factors when it comes to trade and Greece. Access the Map of the Ancient World on the Map page of Ancient History Encyclopaedia. Map: https://www.ancient.eu/map/ First, enter 'Greece' in the Search Map field and select the first search result. Second, enter the date '0' BCE to create a physical map.</p> <p>Now, using the topography of the Map of the Ancient World, illustrate the map provided for you (see resources) with landforms like mountains and plains. Finally, on the map provided, plot the location of the following major trade cities: Aegina, Athens, Corinth, Corcyra, Knossos, and Olympia. What do the major trade cities you charted on your map all have in common?</p> <p>Pupils to record in books examples of both imported and exported goods of Greece to show understanding of earlier research.</p> <p>(NB/You might want to carry out food tasting of Greek foods with pupils to enhance their learning experience and develop their knowledge of key trade links to support the economy.) Word of the week: economy– pupils to record and explain the meaning of this in their books.</p>	<p>Word of the week vocabulary slips Brochures of Greece/photographs of Greek biomes Ancient Greek maps</p>	<p>Trade Cartography Topography Ancient Greece Exports Imports Mountainous Coast Islands Mountains Plains Aegina Athens Corinth Corcyra Knossos Olympia</p>	<p>Additional adults/peer support provided for children to help them locate information to produce findings.</p>



Book link: