



## DOWN AMPNEY PRIMARY SCHOOL

### Term 2

### Unit Overview: UKS2 Geography

#### European Region

<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"><li>Locate Europe’s countries, their environmental regions, key physical and human characteristics, countries, and major cities - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li><li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li></ul> <p><b>By the end of this topic: Children should know:</b> The location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local. Ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens. Ways in which the landscape of the region is used by people and affected by human activity (e.g. tourism on the Mediterranean coast).</p> <p><b>Children should be able to:</b> Confidently use globes and atlases to locate Greece and the Mediterranean within the world and the European continent. Use and interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it. Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints. Use and apply geographical vocabulary confidently and in context, conveying a distinctive sense of place when describing the location and distinctive features of the Mediterranean, Greece and Athens.</p>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"><li>I can use geographical language to describe Europe’s location within the wider world.</li><li>I can identify some of Europe’s key cities along with physical and human features.</li><li>I can use online maps to explore the physical geography of a European country.</li><li>I can describe contrasting aspects of a country’s landscape.</li><li>I can explain why tourists visit the Mediterranean.</li><li>I can explain some of the reasons why people migrate from Syria to Greece.</li><li>I can compare the importance of Ancient Greek trade with modern day trade in the Mediterranean.</li></ul> <p><b>Support</b> Children will be introduced to latitude and longitude and understand the significance of the equator.</p> <p><b>Extend</b> Children will compare the physical features of Europe to other places in the world, recognising that tectonic plate activity has shaped landscapes in some places more than others.</p>	<table><tr><th><u>Locational terms</u></th><th><u>Geographical terms</u></th><th><u>Place names</u></th></tr><tr><td>Agricultural</td><td>Temperate</td><td>Europe</td></tr><tr><td>Coastal</td><td>Civilisation</td><td>European Union</td></tr><tr><td>Industrial</td><td>Tourism</td><td>Mediterranean</td></tr><tr><td>Rural</td><td>Migrant</td><td>Syria</td></tr><tr><td>Urban</td><td>Border</td><td>Greece</td></tr><tr><td>Residential</td><td>Refugee</td><td>Athens</td></tr><tr><td></td><td>Pollution</td><td></td></tr></table> <p><b>Phonics focus</b> Mediterranean Civilisation Government</p> <table><tr><th><u>Key People</u></th><th><u>Extended writing</u></th></tr><tr><td>Anaximander Al-Idrisi <i>Admiral William Henry Smyth</i> UN Refugee Agency UNHCR</td><td>Persuasive argument on how tourists can help the environment by considering sustainable tourism methods.</td></tr></table>	<u>Locational terms</u>	<u>Geographical terms</u>	<u>Place names</u>	Agricultural	Temperate	Europe	Coastal	Civilisation	European Union	Industrial	Tourism	Mediterranean	Rural	Migrant	Syria	Urban	Border	Greece	Residential	Refugee	Athens		Pollution		<u>Key People</u>	<u>Extended writing</u>	Anaximander Al-Idrisi <i>Admiral William Henry Smyth</i> UN Refugee Agency UNHCR	Persuasive argument on how tourists can help the environment by considering sustainable tourism methods.
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<p><b>Weekly challenge “Thinking like a Geographer”</b></p> <ul style="list-style-type: none"><li>❖ <b>Map Monday:</b> Identify Africa from a world map</li><li>❖ <b>Topic Tuesday:</b> Consideration of building needs on a mountainside</li><li>❖ <b>What if Wednesday:</b> Empathy towards Earthquake damage</li><li>❖ <b>Travel Thursday:</b> Landscape differences in Aerial photo of Australia</li></ul>	<p><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"><li>Consider the benefits and environmental costs of large-scale tourism? Explore</li></ul>	<p><b>Fieldwork</b> Explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling.</p> <p><b>Fieldwork Skills</b></p>																												



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<ul style="list-style-type: none"><li>❖ <b>Find out Friday:</b> Discussing choices people make in where to live and those who do not have a choice.</li></ul>	<p>examples of tourism that benefits the environment.</p> <ul style="list-style-type: none"><li>• Explore how migration contrasts with the tourist view of a region.</li><li>• Compare the importance and effect of trade in ancient and modern times.</li></ul>	<ul style="list-style-type: none"><li>• Design and use a questionnaire to collect qualitative data: find out and compare pupils’ views on plastic waste.</li><li>• Collect, analyse and interpret quantitative data in charts and graphs.</li></ul>			
<p><b>Map skills</b></p> <ul style="list-style-type: none"><li>❖ Use a wide range of maps, atlases, globes and digital maps to locate countries and features.</li><li>❖ Understand the differences between types of maps.</li><li>❖ Understand that purpose, scale, symbols and style are related.</li><li>❖ Identify relief features on OS maps.</li><li>❖ Use models and maps to discuss land shape ie contours and slopes.</li><li>❖ Choose the most appropriate map for a purpose.</li></ul>		<p><b>Deeper thinking. What if...</b></p> <ul style="list-style-type: none"><li>❖ What if ... countries could join or leave the European continent (as well as the European Union)?</li><li>❖ What if...we had only ever seen seaside photos of Greece?</li><li>❖ What if... countries had no borders?</li></ul>			
<p><b>British Values</b></p> <ul style="list-style-type: none"><li>❖ <b>Democracy:</b> Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.</li><li>❖ <b>Rule of Law:</b> Children think about moral law and the consequences of their actions on future generations.</li><li>❖ <b>Individual Liberty:</b> Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world.</li><li>❖ <b>Mutual Respect for and tolerance of those with different faiths and beliefs:</b> Pupils compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</li></ul> <p><b>Christian Values</b></p> <ul style="list-style-type: none"><li>❖ <b>Courage:</b> Appreciate the diversity of cultures across continents and how some people risk their lives in search of safer lands.</li><li>❖ <b>Respect:</b> Compassion and justice for all citizens of the world we live in.</li><li>❖ <b>Trust:</b> Make responsible choices to look after our environment and leave the planet a better place for future generations.</li></ul>					
<p><b>Case studies / examples</b></p> <ul style="list-style-type: none"><li>❖ Athens</li><li>❖ Syria</li></ul>	<p><b>Reading opportunities</b></p> <ul style="list-style-type: none"><li>❖ My name is not Refugee</li><li>❖ Brian Bilston ‘Refugees’.</li><li>❖ Ben Morley ‘The Silence Seeker’,</li><li>❖ Benjamin Zephaniah ‘Refugee Boy’.</li><li>❖ Morris Gleitzman ‘Boy Overboard.’</li></ul>	<table><tr><td colspan="2"><p><b>Reading support</b></p><ul style="list-style-type: none"><li>❖ Word ban game Pictorial based weekly challenges</li><li>❖ Vocabulary mats</li></ul></td><td><ul style="list-style-type: none"><li>❖ Videos and photographic examples</li><li>❖ Writing frames</li><li>❖ Phonics teaching of key vocabulary</li></ul></td></tr></table>	<p><b>Reading support</b></p> <ul style="list-style-type: none"><li>❖ Word ban game Pictorial based weekly challenges</li><li>❖ Vocabulary mats</li></ul>		<ul style="list-style-type: none"><li>❖ Videos and photographic examples</li><li>❖ Writing frames</li><li>❖ Phonics teaching of key vocabulary</li></ul>
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<p><b>Prior learning</b> KS1:</p>	<p><b>Key questions</b></p> <ul style="list-style-type: none"><li>❖ Which European countries are in more than one continent?</li></ul>	<p><b>Future learning</b> UKS2:</p>			



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<ul style="list-style-type: none"> <li>Hot &amp; Cold Places: Describe the weather experienced in your country and understand how the position of the Equator can help us determine the temperature of a country. Explore the features you may find in three different locations.</li> <li>Coasts: Explore UK coastal settlements and compare and contrast a non-European country: St Lucia.</li> </ul> <p><b>LKS2:</b></p> <ul style="list-style-type: none"> <li>Rivers: Recognise and explain how human activity affects rivers.</li> <li>Rainforests: Look at the human impact on the world's rainforests.</li> <li>Climate Zones: Compare temperate and tropical climates by looking at precipitation levels and temperature. Compares the climate in Seville and Santiago.</li> </ul> <p><b>UKS2 (some):</b></p> <ul style="list-style-type: none"> <li>Mountains: Consider the environmental impact of tourism.</li> <li>Volcanoes &amp; Earthquakes: Consider the impact on people who have to leave their homes due to environmental factors.</li> </ul>	<ul style="list-style-type: none"> <li>❖ How can tourists take greater responsibility for the environment?</li> <li>❖ What pulls or pushes people away from their homes?</li> <li>❖ How is the landscape of Greece used by – and affected by – people?</li> </ul>	<ul style="list-style-type: none"> <li>United Kingdom: Describe and explain the sorts of industries in which people in the United Kingdom work.</li> <li>Local Area Study: Trade - Examine local links by investigating the labels in their clothes or on food products from the supermarket and asking questions such as, "Where was this made?" "Where did the ingredients come from?"</li> </ul> <p><b>Some:</b></p> <ul style="list-style-type: none"> <li>Mountains: Consider the environmental impact of tourism.</li> <li>Volcanoes &amp; Earthquakes: Consider the impact on people who have to leave their homes due to environmental factors.</li> </ul>
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