



Foxes Class Medium Term Planning for **Geography Spring Term 1 2023**

<p>Topic: A Journey Across Europe</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences. • Ask and answer geographical questions. • Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans studied. 	<p>This topic will be continually developed throughout a cross-curricular program of study every day. There will be specific planned opportunities to support the children's progress and may be altered to suit the needs of the children during the term.</p> <p>This topic builds on pupil's prior knowledge of locational study and map work on the UK.</p>
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<p><u>Lesson 1 - Link it.</u> Where is Europe?</p> <ul style="list-style-type: none"> • Find Europe on the world map. What countries can the children name? Children annotate individual maps. <p style="color: red;">Draw on the children's prior learning about the world, maps and countries around us.</p> <ul style="list-style-type: none"> • Identify flags for different European countries. <p style="color: red;">Knowledge harvest and assessment opportunity. At beginning of unit: What do we know? What do we want to know?</p>	<p><u>Lesson 2 - Learn it.</u> How can we travel to Europe?</p> <p>Explore the different modes of transport that can be used to travel to Europe.</p> <p>Children to create an information text in the form of a poster about the different ways of travelling to Europe.</p> <p>Make a passport (per pupil) - this would be used to enable travel through Europe (PSHE)</p>	<p><u>Lesson 3 - Learn it.</u> Locate famous European landmarks on a map</p> <p>Children to use an Internet source to locate famous European landmarks</p> <p>Use Europe map to identify locations.</p> <p>Build famous landmarks using Lego and pictures of landmarks.</p>	<p><u>Lesson 4, 5, 6 Learn it Children to use QR codes to support their research.</u></p> <p>To start each lesson, try foods from each country.</p> <p><u>Lesson 4 - France - Let's go skiing in the Alps.</u></p> <p>Children to research a holiday to the French Alps. Children to present findings in the form of a postcard</p> <p><u>Lesson 5 - Spain- Let's go to the beach.</u></p> <p>Children to research a beach holiday to Spain. Children to present findings in the form of a postcard</p> <p><u>Lesson 6 - Italy- Let's explore the ancient ruins of Rome.</u></p>	<p><u>Lesson 7 - Check it and Show it - TV advertising</u></p> <p>Present findings of our favourite European destination by creating our own TV advert for that country.</p>
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			Children to research a holiday to Rome in Italy. Children to present findings in the form of a postcard.	
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Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><u>EYFS - Understanding the World (People and Communities)</u> Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>EYFS - Understanding the World (The World)</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><u>KS1 - Geography</u></p> <p>Understand geographical similarities and differences. Ask and answer geographical questions. Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans studied.</p>	<p><u>EYFS - Understanding the World (People and Communities)</u> Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>EYFS - Understanding the World (The World)</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><u>KS1 - Geography</u></p> <ol style="list-style-type: none"> Ask and answer geographical questions. Identify key features of a location to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use aerial images and plan perspectives to recognize landmarks and basic physical features. Understand geographical similarities and differences through studying the human and physical geography of the UK. Use basic geographical vocabulary to refer to key physical and human features. <p><u>KS2 - Geography</u></p> <ol style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.

	<ul style="list-style-type: none"> c. Use maps, atlases, globes and digital mapping to locate countries and describe features. d. Use fieldwork to observe and record the human and physical features in the local area. e. Use a range of resources to identify the key physical and human features of a location.
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Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
Locating places on a map from previous study in the UK to countries in Europe.	Areas of famous landmarks and destinations across Europe.	Develop information, through research to present to peers.		Retell your report to an audience.