

<u>Year Group: 3</u>	<u>Topic: Geography:</u> <u>Which geographical features can be found in Europe?</u>	<u>Term: Summer 2</u>	<u>Main Focus: Geography</u>
<p><b><u>Rationale For Topic:</u></b>            In this unit the children will be given opportunities to develop the skills they learnt in previous units (Volcanoes and Earthquakes and Local Area). They will be able to improve and add to their bank of Geographical language and develop their understanding of physical and human geographical features. They can also make links and comparisons between different countries in Europe. The children will also have the opportunity to showcase their writing progress (Instructions and an explanation text). In addition to this they can expand on their maths skills by reading and interpreting data and using grid references on maps.</p>			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	LO: To name and locate the Mediterranean.	<ul style="list-style-type: none"> <li>- I know what the Mediterranean is.</li> <li>- I can name and locate some well-known European countries.</li> <li>- I can explain why the Mediterranean is a popular holiday destination.</li> </ul>	Children will start the unit off by creating a class display of a map of Europe. They will begin to research locations and personalise a passport that will record their achievements. All children will know where Europe is in relation to the other continents and be confident in saying which countries make up Europe. Computing link for researching.
2	LO: To investigate the rivers and mountains of Europe.	<ul style="list-style-type: none"> <li>- I understand that rivers and mountains are physical geographical features.</li> <li>- I can find them on a map.</li> <li>- I can recognise the 8 points on a compass.</li> </ul>	Now that children are aware of where Europe is, they will investigate the key European rivers and mountains, sharing their findings using the 'jigsaw learning technique. They will create their own Snakes and Ladders style game that shows off their knowledge.
3	LO: To write a comparison on my chosen capital city and my home town.	<ul style="list-style-type: none"> <li>- I know what a capital city is.</li> <li>- I can name some capital cities in the Mediterranean.</li> <li>- I can explain how the lives of people living in the Mediterranean would be different</li> </ul>	Children will research a European capital city and write their information text to accompany a photograph of their capital city. They will use atlases to locate the capital cities and online sources to explore them. <b>Writing across the curriculum = comparison of locations.</b>

		to my own.	
4	LO: To know the effects of Europe's different climate zones.	<ul style="list-style-type: none"> <li>- I know what the word <i>climate</i> means.</li> <li>- I am aware of different weather around the world, especially in Europe.</li> <li>- I can recognise what different clothing is needed for different climate zones.</li> </ul>	<p>Children will be able to describe and understand what climate zones are. They will research the weather from each of Europe's climate zones and decide what they would need to pack for their travels to that country. Children will have the opportunity to draw appropriate clothing onto outline people based on what climate zone they are in. They will interpret data in web-based tables - <a href="http://weatherbase.com">weatherbase.com</a></p> <p><a href="#">Maths across the curriculum = interpreting data.</a></p>
5	LO: To create a geographical model.	<ul style="list-style-type: none"> <li>- I am able to recognise significant features of a human construction.</li> <li>- I am able to suggest ways to replicate a particular texture / aspect.</li> <li>- I am able to plan a design for my model.</li> </ul>	<p>Children will be completing this unit by designing and building a model to represent the human or physical features of a European location. In this first session, pupils should consider the most important / identifiable features of the feature they have chosen to recreate and produce annotated concept sketches to plan the physical making of the landmark in the next session.</p>
6	LO: To build and finish a model to represent a range of human and physical features.	<ul style="list-style-type: none"> <li>- I can follow my instructions carefully.</li> <li>- I can work in a group to build the model.</li> <li>- I can ask geographical questions that are relevant to my model.</li> </ul>	<p>To finish off this unit of work children will take all the knowledge learned so far and apply this to a practical lesson. Working in groups, they must build a model to represent the human or physical features of a European location. They must then annotate their model with geographical questions "What European climate zone do you think this physical feature is in?"</p> <p>Ask GD or LF to come and judge models.</p>