

YEAR 5 – European Region

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

	seasons and changing states of matter.						
<p>PLACE KNOWLEDGE Aims</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Understand the human and physical geography of a small area of the UK (Our Local Area)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country, and a region within North America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America.</p>

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<p>HUMAN & PHYSICAL GEOGRAPHY Aims</p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.</p>	<p>Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>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</p>

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<p>GEOGRAPHICAL SKILLS & FIELDWORK Aims</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans at this stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far, left and right] to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps (coast).</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

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<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans. Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

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COMPOSITES

Locate Europe and its key human and physical characteristics.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Identify and locate Europe's major cities.

Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts; human geography, including land use and economic activity.

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

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.

COMPONENTS

	1	2	3	4	5	6	End Point
	LQ: Where is Europe and what are its countries like?	LQ: Why would you visit the Mediterranean?	LQ: Why are migrants coming to Greece?	LQ: What is the landscape of Greece like today?	LQ: Where would you visit in Athens?	LQ: How does everyday life in Athens compare with that in other places?	Create an imaginary interview between a child in the UK and a child in Athens.
CONCEPTS Link to concept map	Place	Place Cultural Awareness	Place Cultural Awareness	Place Cultural Awareness	Place Cultural Awareness	Place Cultural Awareness	To develop a cultural understanding of a European region.
SKILLS	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a	To be able to: 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.

			European country. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.		European country.	European country.	
KNOWLEDGE	I can find Europe on a map and discover information about some of its main countries.	I can explain why tourists visit the Mediterranean.	I can explain some of the reasons why people migrate from Syria to Greece.	I can describe contrasting aspects of the landscape of Greece.	I can create an itinerary for a day visit to Athens.	I can compare daily life for a child in Athens with my own.	To know: 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). Ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with other places studied in the UK, The Americas and Africa.

							About place-specific patterns of continuity and change (past, present and future).
LESSON LINK	12-ODDIZZI---KS2-Scheme-of-Work---European-Region-68.pdf	12-ODDIZZI---KS2-Scheme-of-Work---European-Region-68.pdf	12-ODDIZZI---KS2-Scheme-of-Work---European-Region-68.pdf	12-ODDIZZI---KS2-Scheme-of-Work---European-Region-68.pdf	12-ODDIZZI---KS2-Scheme-of-Work---European-Region-68.pdf	12-ODDIZZI---KS2-Scheme-of-Work---European-Region-68.pdf	
PROGRESSIVE VOCABULARY	Europe European Union Germany Italy France Mediterranean Poland Scandinavia polar Russia Spain temperate Ukraine	civilisation leisure resort Mediterranean Sea service industry tourism	border European Union Greece Syria migrant refugee	agricultural coastal industrial Mediterranean mountain residential rural urban wilderness	Athens Attica civilisation itinerary Parthenon Peloponnese Piraeus port	Acropolis Athens Climate Coastal pollution	To 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.
E CURRICULUM EXPERIENCES							
END POINT	Children are able to locate Europe and investigate key information about its principal countries.	To explore tourism in the Mediterranean region.	To understand some of the factors affecting migration into Europe through Greece.	To investigate the landscape of Greece, its features and how it is used.	To investigate some of the main features of Athens.	To compare everyday life for a child in Athens with that in other places.	Locate Europe and its key human and physical characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify and locate Europe's major cities. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts; human

						<p>geography, including land use and economic activity. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 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.</p>
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