

Lacock School C of E Primary School

Medium Term Planning for Geography - Beech Class Spring Term 2 2022-2023

Topic / key question	Why is our continent so special? (Geography)			
Lesson 1	Learning Intent: To be able to locate Europe on a world map and find out about its features.	Learning ladder success criteria: <ul style="list-style-type: none">• I can locate Europe on a world map.• I know that the UK is a country in Europe.• I can describe some of the geographical features of Europe.	Starter Introduce lesson, LI and success ladder. Main teaching activity <ul style="list-style-type: none">• Show children the map of the world on the slides and explain that it shows how the globe is split into seven continents. Do you know which of these continents is Europe? Can you name any other continents? Children to discuss their ideas then check on the slides.• Explain that the UK is a country in the continent of Europe. Can you name any other European countries? Children to share ideas.• Go through the information on the slides about Europe and its features, e.g. the largest country, population, seas and oceans, etc. Independent work (HA / MA /LA) Year 2 - On worksheet 1A, children to colour in Europe on the world map and then answer the questions. Year 3 - On worksheet 1B, children to label each of the continents of the world, then colour in Europe. Children to then complete the sentences about Europe, using the words in the word box to help. Year 4 - On worksheet 1C, children to label the seven continents of the world, then use a variety of sources of information (e.g. books, the internet, atlases, etc.) to answer the questions about Europe. Extension – <ul style="list-style-type: none">• Provide children with the Fact File sheet with a variety of questions about Europe. Before the lesson, cut up the Fact Cards and stick them up around the classroom. Give children a set amount of time to go around the classroom looking for the facts they need to answer the questions on their Fact Files.	

			<ul style="list-style-type: none"> • After their time is up, ask children to confer with their friends. Did you all get the same answers? Did you miss any questions? Encourage children to share what they have found out to complete their Fact Files. • Alternatively, give children some time to read the facts and then challenge them to create a poster about Europe with the facts they have found out. <p>Plenary Have you ever been to any other countries in Europe? What were they like? How were they similar or different to the UK? Children to think, pair, share their ideas.</p>	
Lesson 2	<p>Learning Intent:</p> <p>To be able to identify and locate countries in Europe.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can locate Europe on a world map. • I can identify some European countries. • I can use a map to identify European countries. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • Show children the world map on the slides. Can you remember where Europe is? Children to share ideas then check on the slides. • Explain that the continent of Europe is split up into different countries. Show children the map of Europe on the slides. Where is the UK on this map? Children to share ideas then check on the slides. • How many other European countries can you name? Give children one minute to list as many as they can with a partner, then discuss their ideas. • Go through the slides showing one European country at a time being highlighted, with certain letters of its name showing. Can you guess which country this is? • Show children one final country highlighted on the map but with no clues. If we didn't know what country this was, how could we find out? Children to think, pair, share their ideas, then explain how to use a map or atlas to find out. <p>Independent work (HA / MA /LA)</p> <p>Year 2 - On worksheet 2A, children to use the clues in the labels and the names of countries in the word box to label the European countries on the map. When finished, encourage children to use an atlas or a map on the internet to find out the names of some other European countries and label them.</p> <p>Year 3 - On worksheet 2B, children to use the clues in the labels and the names of countries in the word box to label the European countries on the map. When finished, encourage children to use an atlas or a map on the internet to find out the names of some other European countries and label them.</p> <p>Year 4 - Challenge children to use a map to find out the names of each of the countries listed on worksheet 2C. Children to then label using the key.</p> <p>Extension –</p> <ul style="list-style-type: none"> • Provide children with the Country Labels and a copy of the European Map sheet (enlarged to A3). Children to cut out the map and stick onto a large piece of coloured paper. Tell children that their challenge is to locate as many of the countries on the labels as they can and then to match it to the location on the map. This can be done by sticking the labels on the coloured background and either drawing a line to each one, or using string or ribbon. Children could also develop a 	Notes:

			<p>key system where they colour the country in a particular colour and/or pattern and do the same on the label.</p> <ul style="list-style-type: none"> • Encourage children to locate the countries they know already and then to use atlases and maps to locate the unknown countries. <p>Plenary On the slides, show children four countries at a time. Which of these countries is NOT a European country? Invite a different child out to the board each time to click on the country they have chosen to see if they are correct or not.</p>	
<p>Lesson 3</p>	<p>Learning Intent:</p> <p>To be able to identify European countries according to their features.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can match European flags to their countries. • I know that there are a variety of currencies in Europe including the euro. • I can describe ways in which European countries are different from each other. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • Show children the blank map of Europe on the slides. Which country is France? Children to share ideas then check on the slides. Repeat this with other countries, giving clues for the more difficult ones. • Explain that even though all these countries are in the same continent, they all have different features, identities and histories. One way a country can show its identity is through its flag. Do you know what the flag of the UK looks like? Show children the picture on the slides. • Which of these flags do you think goes with each of these countries? Children to discuss in pairs then check on the slides. Repeat with another set of flags. • Can you think of any other ways European countries are different from each other? Children to think, pair, share their ideas. • Go through the information on the slides about languages and currency. <p>Independent work (HA / MA /LA)</p> <p>Year 2 - Provide children with the Information Sheet giving details of the flags, languages and currency of various European countries. On worksheet 3A, children to identify where each of the children on the worksheet are from, using the descriptions in the speech bubbles.</p> <p>Year 3 - Provide children with the Information Sheet giving details of the flags, languages and currency of various European countries. On worksheet 3B, children to identify where each of the children on the worksheet are from, using the descriptions in the speech bubbles.</p> <p>Year 4 - Worksheet 3C has the same information as the Information Sheet but some of the information is missing. Challenge children to complete the table by filling in the gaps. Children will need books and/or access to the internet to help them find the answers.</p> <p>Extension –</p> <ul style="list-style-type: none"> • Provide children with the European Flags sheet and give them five minutes to try and memorise as many as they can. • Next, provide children with a set of the Flag Cards in pairs or small groups. Children to lay all the cards face up, then see how many of them they can match 	<p>Notes:</p>

			<p>correctly. When finished, children to then check on the slides. For added incentive, you could award a point for each correctly matched pair!</p> <ul style="list-style-type: none"> • As an added challenge, children could place the cards face down and play a memory matching game by turning two cards over at a time. If the flag and country match, the child keeps the pair. If not, they put them back. The child with most pairs wins. <p>Plenary Show children the pictures of European flags on the slides. Invite children to come and choose the country the flag belongs to on the slides.</p>	
<p>Lesson 4</p>	<p>Learning Intent:</p> <p>To be able to identify the major capital cities of Europe.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can describe what a capital city is. • I can identify the capital cities of some European countries. • I can locate European capital cities on a map. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • What is the difference between a continent, a country and a city? Children to think, pair, share their ideas then go through the information on the slides. • Do you know what the capital city of the UK is? Show children the photo of London and ask them to identify it. • Explain that each country in Europe has a capital city. Go through the information on the slides about several European capital cities, then see how many children can match to their correct countries. <p>Independent work (HA / MA /LA)</p> <p>Year 2 - Worksheet 4A shows a map of Europe with labels for each capital cities. Children are given the capitals of each of the countries which they then need to identify and label on the map. Children may need to refer back to use an atlas to help them locate the countries.</p> <p>Year 3 - Worksheet 4B shows a map of Europe with labels for each capital city. Children are given the capitals of each of the countries which they then need to identify and label on the map. Encourage children to try and remember which country is which without looking at a map.</p> <p>Year 4 - Worksheet 4C shows a map of Europe with labels for each capital city. Children are given the capitals of each of the countries which they then need to identify and label on the map. Encourage children to try and remember which country is which without looking at a map.</p> <p>Extension –</p> <ul style="list-style-type: none"> • Tell children that their challenge today is to create a multiple choice quiz about the countries of Europe. This can be done on the Quiz Template sheet or in any other format appropriate (e.g. PowerPoint quiz, quiz cards, etc.). • Using the Information Sheet, children to prepare their quiz. • When children have finished, ask them to swap their quizzes with a friend. How many of the questions can you answer correctly (without looking at the Information Sheet!)? <p>Plenary</p>	<p>Notes:</p>

			<p>On the slides, children to see if they can identify which country each capital city listed belongs to. Invite one child at a time to come to the board and click their answer to see if they are correct.</p>	
<p>Lesson 5</p>	<p>Learning Intent:</p> <p>To be able to compare two European capital cities.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can identify landmarks belonging to different European cities. • I can use a variety of sources to find out about the geographical features of cities. • I can compare and contrast two different European cities. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • Show children the map of Europe on the slides. How many capital cities can you remember? Can you remember which country they are in? Give children a few moments to discuss their ideas. • Explain that today children will be comparing two different European capital cities to see what is similar and what is different about them. What do you think would be the same about London and Paris? What do you think would be different about London and Paris? Children to share ideas. • Go through the questions they can ask to explore the similarities and differences between two cities, e.g. size, population, landmarks, rivers, cuisine, currency, etc. How many of these can you answer for London? How many can you answer for Paris? Invite children to share any facts they know. • How can we find the answers to any of these questions that we don't know the answers to? Children to discuss ideas. <p>Independent work (HA / MA /LA)</p> <p>Year 2 - Provide children with the Description Cards. In pairs, challenge the children to sort the cards into two piles: London and Paris. On worksheet 5A, children to stick the cards into the correct columns.</p> <p>Year 3 - Provide children with books, travel brochures, access to the internet, etc. and challenge them to find out the answers to the questions on worksheet 5B. Children to then state what they think the biggest difference between London and Paris is.</p> <p>Year 4 - Provide children with books, travel brochures, access to the internet, etc. and challenge them to find out the answers to the questions on worksheet 5B. Children to then state what they think the biggest difference between London and Paris is. When finished, challenge children to complete the Venn diagram on worksheet 5C showing what is similar and different about London and Paris.</p> <p>Extension –</p> <ul style="list-style-type: none"> • Give each child one of the City Cards and a copy of worksheet 5D. Children to use books, atlases, the internet, holiday brochures, etc., to find out the information they need to answer the questions on the worksheet. • Once they have had some time to do this, ask the children to get into pairs to compare the cities they have researched. Challenge children to present the information about the two cities any way they feel appropriate, e.g. as a poster, as a booklet, as a table, etc. Invite the pairs to share their work with the rest of the class. <p>Plenary</p>	<p>Notes:</p>

			<p>Which of the cities we have looked at today would you most like to visit and why? Children to think, pair, share their ideas.</p>	
<p>Lesson 6</p>	<p>Learning Intent:</p> <p>To find out about the human and physical features of a European country.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can understand the difference between human and physical geography. I can use a variety of sources to find out about a particular country. I can present the information that I have found appropriately. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> What have we found out so far about Europe? Children to think, pair, share their ideas, then list on the slides. Tell children that today they are going to be choosing one European country to explore in more detail. To do this, they are going to be finding out about the human and physical geography of their chosen country. Do you know what the difference between human and physical geography is? Invite children to share their ideas, then go through the information on the slides. Show children the list of example questions on the slides that they could use as the basis of their research. If we didn't know the answer to these questions already, how could we find out the information? What sources could we use? Children to discuss ideas. <p>Independent work (HA / MA /LA)</p> <p>Year 2 - Ask children to choose the European country they would like to explore. Children to use a variety of sources of information to find out the answers to the questions on worksheet 6A.</p> <p>Year 3 - Ask children to choose the European country they would like to explore. Children to use a variety of sources of information to find out the answers to the questions on worksheet 6B.</p> <p>Year 4 - Ask children to choose the European country they would like to explore. Children to use a variety of sources of information to find out the answers to the questions on worksheet 6C.</p> <p>Extension –</p> <ul style="list-style-type: none"> Tell children that today they are going to be creating a class book about European countries. To do this, they are each going to explore a different country. Allocate a country to each child using the Country Cards and provide each child with a copy of the Challenge Card. Children to use a variety of sources to find out as much information as they can about their country. Children to then record the information they have found out on a blank sheet of A4 paper. When all children have finished their page, challenge them to get themselves into alphabetical order according to their country's name. Once this is done correctly, gather all the pages and bind them together to create a class book. <p>Plenary End of unit quiz</p>	