



Unit Name	Geography- Our European Neighbours – an in depth study
National Curriculum links	
Prior knowledge (EYFS, Key Stage 1)	<p>EYFS</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p><u>The Natural World</u></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 seasons. <p>Development Matters- EYFS</p> <p><u>Understanding the Worlds</u></p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p>KS1</p> <p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



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	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><u>Human and Physical Geography</u></p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
<p>Upcoming knowledge (Key Stage 3)</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia
<p>INTENT (What will be taught)</p>	
<p>Substantive knowledge (Knowledge that...)</p>	<p>Class 2</p> <ul style="list-style-type: none"> • To know that the planet Earth is made up of land and water. • To know that a very large area of land is known as a continent. • To know than an ocean is a very large body of salty water (70% of the Earth’s surface is covered by ocean)



- The Biggest creature in the Ocean is the Blue Whale (links to reading spine and class books-The Whale by Nicola Davies, The Storm Whale Benji Davies and Non-fiction texts-see reading books)
- Continents are usually separated by water or other physical features such as mountains
- The 7 continents of the world are: Asia, Africa, North America, South America, Oceania/Australia, Europe, Antarctica
- The United Kingdom is in Europe
- The United Kingdom and North America is separated by the Atlantic Ocean

Class 3- (focus on Spain - climate)

- To know where Europe is located in the world and that it is a continent
- To know what countries make up the UK and where the UK is located (Europe)
- To know what a region is and the regions of the UK are
- To know that Human Geography is the study of features relating to the human population / Physical Geography is naturally occurring features
- To understand the differences in population (regions focussed on)

Class 4 (focus on Germany – trade)

- To know where Europe is located in the world and that it is a continent
- To know what countries make up the UK and where the UK is located (Europe)
- To know what a region is and the regions of the UK are



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	<ul style="list-style-type: none"> • To know that Human Geography is the study of features relating to the human population / Physical Geography is naturally occurring features • To understand the differences in population and the impact of trade and economy on the population in specific areas • To identify the major imports and exports in the UK and Germany <p>Class 5 (focus on France – Rivers and Mountains)</p> <ul style="list-style-type: none"> • To know where Europe is located in the world and that it is a continent • To know what countries make up the UK and where the UK is located (Europe) • To know what a region is and the regions of the UK are • To know that Human Geography is the study of features relating to the human population / Physical Geography is naturally occurring features • To name and locate major Rivers and Mountains of the UK and France • To know that Physical Geography impacts Human Geography • To read co-ordinates on a map
Vocabulary	<p>Class 2</p> <p>Antarctica (Polar region in South Pole), Continent (Large Land mass) Europe, Africa, Asia, Oceania/Australia North America, South America, Antartica, Country (political area defined by physical, human or cultural features) Compass Points: North South East West Equator</p> <p>Class 3</p>



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	<p>Map, Ocean, Europe, Spain, Continents, Region, Country, Northern Hemisphere, Mediterranean, Characteristics, Arable, Arid, Features, Coastlines, Climate, Physical Geography, Human Geography, Location, Population, United Kingdom</p> <p>Class 4</p> <p>Map, Ocean, Europe, Germany, Continents, Region, Country, Northern Hemisphere, Physical Geography, Human Geography, Location, Characteristics, Features, Population, Trade, Economy, Capital City, Import, Export, Urban, Rural, Borders, United Kingdom</p> <p>Class 5</p> <p>Map, Ocean, Europe, France, Continents, Region, Country, Northern Hemisphere, Physical Geography, Human Geography, France, Topography, Mountain Range, Peak, Valley, Base, River, Source, Mouth, Tributaries, Fresh/ Salt Water, Climate – Temperate Tropical, Continental, Dry, Polar</p>
<p>Disciplinary knowledge (Knowledge how...)</p>	<p>Class 2</p> <ul style="list-style-type: none"> • To use world maps, atlases and globes to identify continents and oceans • To use simple compass directions (north south east and west) and locational and direction language to describe the location of features and routes on a map • To locate the Atlantic ocean on a world map • To identify whether a continent is North or South of the Equator by using a globe or a World map.



Class 3

- To identify continents, countries and regions on a map
- To identify physical features on a map including, coastlines, climate, land use
- To compare similarities and differences between Cromer and a coastal region of Spain
- To identify key land marks and their locations (Europe)

Class 4

- To identify continents, countries and regions on a map
- To identify physical features on a map including, cities and land borders
- To identify key land marks and their locations (UK and Germany)
- To compare the similarities and differences between London and Berlin

Class 5

- To identify continents, countries and regions on a map
- To identify physical features on a map including, cities, major Rivers and Mountains
- To explore physical and human features and draw conclusions between locations using photos/ pictures, temperatures, locations and population numbers



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Common misconceptions (These will be specifically discussed and corrected)	Political status – Are we part of Europe? – EU Understanding scale on a map- countries may not be that close even though appearing so on a map Confusing terminology – continent and country – county and region Assuming that everything is where it is located ‘naturally’- as in not being made by man- how to identify if something is man made or natural