

| Year<br>3<br>Aut<br>1 | Concept  | Subject Skill<br>(Learning<br>Objective)   | Subject Knowledge  | Pedagogical Content (how you will teach)  |
|-----------------------|--|--|--|---|
| 1                     | Location & Place Knowledge<br><br>Human and physical geography | I am learning to locate Europe and the countries and capital cities within it, using a map. I am learning to use the index in an atlas to find specific information.                   | I know how to use the index in an atlas.<br>I know the names and location of a number of countries in Europe – France, Germany, Spain, Portugal, Belgium, Austria, Italy, Russia, Norway, Sweden, Greece.      | <b>What are the names of countries within Europe?</b><br>Chn will use the index in an atlas to find a range of European countries using a political map. Children transfer the names of the countries onto a blank political map (in folder) MA to add the names and location of capital cities.<br><b>What are the physical features of Europe?</b><br>Use a physical map of Europe to find the seas, oceans, mountain ranges and major rivers. Label a given map with the information from the physical map. (Rivers and Mountains)<br><b>What are main physical and human features of Europe? (15 laptops needed)</b><br>What is meant by human and physical features. Create a class definition for them both. Watch the short video: <a href="https://www.youtube.com/watch?v=RNx0akt3_XI">https://www.youtube.com/watch?v=RNx0akt3_XI</a> . Which human features did you see? Repeat for physical features. Give children sets of cards to sort into human and physical features (in folder). Children to annotate the map showing the countries where the different features can be located.<br><b>What is the geography of Greece?</b><br>Has anyone visited Greece? Allow feedback. Use Google Earth Link <a href="https://earth.google.com/web/search/Greece/@42.08861282,17.35072716,792.6616172a,8750144.70562577d,35y,0h,0t,0r/data=CigiJgokCaTa-33KCjNAEaLa-33KCjPAGQ_znF2rCz1AIZhozPDMs1HA">https://earth.google.com/web/search/Greece/@42.08861282,17.35072716,792.6616172a,8750144.70562577d,35y,0h,0t,0r/data=CigiJgokCaTa-33KCjNAEaLa-33KCjPAGQ_znF2rCz1AIZhozPDMs1HA</a> Show the location on the map of Europe. What can the children recognise? Zoom in – Made up of hundreds of islands as well as mainland. What do they think it will be like? Why? Work through Powerpoint (Modern Greece). Watch short video <a href="#">Greece's Geographic Challenge - YouTube</a> this shows the physical landscape. Using political and physical maps of Greece, chn annotate the blank map of Greece with bordering countries (create a key to represent the different countries), surrounding seas, Athens, Name 3 prominent islands, mountainous regions. |
| 2                     | Location & Place Knowledge                                     | I am learning to understand how the location of a country makes it more favourable for people to visit.<br><br>I am learning how to choose relevant information to promote a location. | I know where Greece is.<br>I know that Greece and the UK have different climates.<br>I know the physical and human features of Greece.<br><br>I know which features makes Greece attractive to holiday makers. | <b>Why do people visit Greece? (15laptops)</b><br>1. Show the map of Greece. What can the chn remember in terms of geography from previous lesson?<br>Why do people visit different countries? Chn to discuss and feedback. Greece is 1 of the top 5 countries that people visit from the UK can anyone guess why? Look at the website: <a href="http://www.visitgreece.gr">www.visitgreece.gr</a> allow 10mins for the chn to navigate to find own info. Feedback . Show the graphs (climate comparison), talk through the information being presented in the graphs. Chn to work in sm grps to interpret the graphs between Athens and Nottingham and then to summarise why the climate is more favourable in Athens for visitors than Nottingham.<br>2. Why would people be drawn to Greece (recap) – warmer temp / less rainfall (guaranteed).<br>Recap on what human and physical features are – get examples from the class. If we wanted people to visit Nottingham, which features could attract people? With the children put under human and physical. Do they think the same for Greece? Why?<br>Show the mixed images of Greek attractions. Chn to divide into Human and Physical Features. Explain which they think is the most important for each column.<br><b>How do you attract visitors to Greece? (2 lessons &amp; 15 laptops)</b><br>What have we learned about Greece? Take feedback. We have been charged by the Greek Tourism Board to promote Greece as a holiday destination using the information you have learned. Show examples of travel brochures of information to promote a destination. Children to work in small groups to produce 1 poster page advert.  |

**Vocabulary:**

Active, Ash, Core, Crust, Dormant, Earthquake, Epicentre, Erupt, Extinct, Fault, Line, Gas, Lava, Magma, Mantle, Melt, Molten, Pressure, Pumice, Richter Scale, Seismic Wave, Tectonic Plate, Tsunami, Vent, Volcano, magnitude, seismograph, tremors, France, Germany, Spain, Portugal, Belgium, Austria, Italy, Russia, Norway, Sweden, Greece and subsequent Capital cities, Methana Volcano (Greece), Mt Etna, Mt Vesuvius, Krakatoa, Mt Saint Helens, Mt Fuji.

**Resources:**

Atlas, blank political map of Europe, physical map with rivers and mountain ranges to name, cross section of the Earth, blank world map, map showing the Tectonic Plates, cross section of a volcano to annotate, diagrams showing what happens at plate boundaries, blank Richter scale and the explanation of what happens at each stage, Youtube clips showing a volcanic eruption and earthquake, images of the aftermath of an earthquake, diagram of a building adapted to withstand an earthquake

