**Geography. Medium Term Planning**

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| **Term:** Autumn 2 | **Year:** 4/5 | **Theme: Greece** |

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| **National Curriculum** | **Wk** | **Skills taught** | **Knowledge** | **Activity Outline** | **Key vocab** |
| **KS2 History** – Ancient Greece – a study of Greek life and achievements and their influence on the western world.  **KS2 Locational Knowledge** – locate the word’s countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  To find Europe on a map and discover information about some of its main countries.  To explore tourism in the Mediterranean region  To understand some of the factors affecting migration into Europe  To investigate the landscape of Greece, its features and how it is used  Use an atlas to locate the main mountains, islands and cities being investigated.  To compare everyday life for a child in Athens with that in other places | **1** |  | Having located the European continent, children research and note  key information about one European country. Extracts from this  information are shared with peers. Information sheets are then displayed on a working wall. | **Key Question: Where is Europe and what are its countries like?**  Whole class activity: Read through the Knowledge Organiser for this topic as a class. Starter activity. Using the slides, children locate the European continent on a world map and identify some of its characteristics. (Slides 4 to 7) Working individually, children are allocated a European country to investigate. Using online and print sources, including the Oddizzi Europe country spotlights, children enter as much information as possible onto a country study app for that country. Children have six minutes to complete a lightning tour of Europe. Talking to six different people, they have to find out six different types of information about six totally different countries … none of which can be the country they started out with! (So, for example, if a child has Russia as their country, they can’t find out more facts about Russia; if someone has already told them a fact about a national language, they have to find out a different sort of fact; if they have already spoken to someone about France, they have to find a person who has been investigating | Europe European Union Germany Italy Mediterranean Poland Scandinavia polar Russia Spain temperate Ukraine |
| 2 |  | read the guided reading text on tourism in the  Mediterranean (UKS2 version) and answer the questions on it.  Using this information, they work in pairs to draft and record a  one-minute radio advert that encourages people to visit the  Mediterranean | **Key Question: Why would you visit the Mediterranean?**  Atlas activity: As an additional element on their app, children provide peers with a map reference for the country they have been investigating, but without disclosing its name. The other child then has to locate the country, using the reference. If there is more than one country on that grid square, the reference-giver offers a clue about which country it is. Making connections across subjects Science: children investigate different European animals and their habitats (Slides 10-12). Design Technology: Children design and make a traditional dish from a European country at home or at school. The following films show dishes they could make: 1. Czech Republic 2. Romania (Bucharest) 3. Belgium 4. Portugal 5. Spain 6. Russia As an extension activity or homework task that introduces an element  of criticality, ask children to investigate what environmental  organisations (such as the UN Environment Programme) have to say  about the impact of so much tourism on wildlife and the natural  environment. On balance, how do children weigh up the tourism benefits and environmental costs of this large-scale tourism? Are  there examples they can find of tourism that benefits the environment?  Enquiry activities  • Where is the Mediterranean Sea?  • What do we mean by a Mediterranean climate?  • Why do so many tourists choose to visit the Mediterranean?  • How can tourists take greater responsibility for the  environment? | civilisation  leisure  resort  Mediterranean Sea  service industry  tourism |
| 3 |  | To understand some of the factors  affecting migration into Europe through  Greece | **Key question: Why are migrants coming to Greece?**  Whole class activity:  The class locates Greece on the Interactive OddPod Map. What  language would children use to describe its location within Europe  (northern, southern, eastern, western)? Did anyone in the class learn  about Greece during the lightning tour in lesson 1? What countries is  Greece close to? Are these all European countries? What bodies of  water is it close to? Some of these aspects are labelled on the working  wall.  Working individually, children read the guided reading text Migrant  crisis in the Mediterranean (UKS2 version). They clarify any  unfamiliar terms, and then get into 11 groups. Each group has one  guided reading question to answer. The group writes its question and  an answer, in felt tip, onto a sheet of A4 paper. They then stick the A4  sheet in the middle of a sheet of A3 or sugar paper.  Silent debate. Each group then rotates clockwise around the class,  spending one minute looking at the other groups' questions and  answers. Without talking, children comment in pencil on what they  are reading: this might take the form of words, statements, questions,  ticks or other symbols.  Ten minutes later, the groups return to their own question-andanswer. They can now talk. They review the penciled comments. | border  European Union  Greece  National curriculum links  Syria  migrant  refugee |
| 4 |  | To use images of Greece from the online pages to investigate contrasting aspects of its landscape. | **Key Question: What is the landscape of Greece like today?**  Whole class activity: Children work in pairs or small groups. Each group is given one image from the Greece – Landscape Gallery, including the image title.  Children stick the photo in the centre of a large sheet of paper and  complete the following tasks:  • They draw a stick person on a post-it and place it in the middle of  the image, then discuss: what would it be like to be in this picture?  What might you see, hear, smell, feel?  • They create a caption for the picture in one or two sentences. The  caption should include a word that describes the sort of landscape  it is in (e.g. coastal, mountainous, urban, rural) and a word that  relates to how this landscape is used by people (e.g. agricultural,  industrial, residential or – if it is not used by people at all –  wilderness.)  • Children label five human or physical features that they can clearly  observe in the image. One of these can relate to the climate or  weather in the image.  Each group compares its images, post-its and annotations with one  other group with a different image.  The group then repeats these tasks, using an image from Greece  Gallery…but it now does it in half the time it took to work on its first  Image. | agricultural  coastal  industrial  Mediterranean  Mountain  residential  rural  urban  wilderness |
| 5 |  | What is the region around Athens known as?  • What are some of the key landmarks or sites of interest in  Athens?  • What do the children living in Athens say they like about it?  • How does Athens compare and contrast with other cities we  have studied?  What if...Athens was no longer the capital city of Greece? | **Key Question Where would you visit in Athens?**  Whole class activity:  Using the Interactive OddPod Map on an interactive whiteboard,  briefly zoom in from a view of Greece, to the Attica Basin and then  Athens itself, inviting children to comment on what they notice at  each scale. (They can use the Place Consequences framework  to support this: this will help them make meaningful comparisons  with their observations of their own home region.)  Still as a whole class, look at the three Athens area images on the  Greece - Landscape Gallery and see if you can find their  approximate locations on the interactive map. (Alternatively, you  could use an online or commercially available tourist map of Athens.)  Working in seven groups, each with one image from the Country  close-up page for Athens, children find their approximate locations  on the online map. These need not be perfectly accurate, but each  group should give a good reason why it thinks its image is located  where it is.  As a whole class, children watch the short video Day in Athens.  Back in groups, children devise a day’s itinerary for a child visiting the city with their family, so that they are able to visit some of the  locations that the children from Byron College have described. Using the online map and clues from the photos and film, the  groups address the following questions:  • How the visitor might get from one destination to another?  • What they might see or do when they get to each  destination?  • How long the visitor will be able to spend at each destination?  • Whether there are any clues about how long it might take to  get from one place to another?  • How Athens might be similar to or different from other places  they know or have studied?  Each group shares two visit highlights in a plenary and adds its  itinerary to the working wall. Discussion point: what three words  would sum up the visit they have described?  (If there is sufficient time, children can supplement the information  from the Day in Athens film with Special about Athens.  Discussion point: If they were showing a child in Athens one photo  from their own home area, what would they choose to show and  what three words would they use to sum up the area?) |  |
| 6 |  | To compare daily life for a child in  Athens with my own | **Key Question: How does everyday life in Athens compare with that in other places?**  **Whole class activity**  As a class, children watch the three short films of children at Byron  College in Athens: 1. Living in Athens 2. School Life 3. When I am  older.  As they watch, children note down key points against the video  proforma headings, based on what they hear the children saying. It  may sometimes be necessary to pause or replay some sections of the  films while the children do this.  Children then write the script for an imaginary magazine interview  between a child in their own home area and one of the children in  Athens.  (As an extra stretch for this task, which adds an additional twist for  more able learners, children could be told that the interview is being  published in a Brazilian magazine. The editors want to show children  in Brazil what life is like in the two other countries. While the  interview itself will be largely the same, the introductory and  concluding paragraphs will therefore need to say something that  helps explain the two countries to a Brazilian reader.) | Acropolis  Athens  climatecoastal  pollution |
|  | 7 |  |  | Assessment Lesson - Greece |  |