

# Year 3 – Exploring the countries of Western Europe

**Enquiry question: What are the main countries in Western Europe and what are their key features?**

**Fieldwork Enquiry question: Where are the best places in our school grounds to grow our own vegetables / bee-friendly flowers?**

National Curriculum Objectives	Core Knowledge & Key Questions	Specific geographical areas studied
<p>Name and locate counties and cities of Western Europe, geographical regions and their identifying human and physical characteristics, key topographical features, and use land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To 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 and minerals.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys to build their knowledge of the UK and wider world.</p>	<p><b>Which countries make up Western Europe and what is the importance of The European Union?</b></p> <ul style="list-style-type: none"> <li>• Locate and name the countries in the United Kingdom.</li> <li>• Name their capital cities and recognise their flags</li> <li>• Name the seas that surround the United Kingdom</li> <li>• Locate and name the countries in Western Europe, name their capital cities and recognise their flags.</li> <li>• Find out if these countries are members of the E.U and how and why the E.U was formed.</li> </ul> <p><b>Why are the “Low Countries” called this?</b></p> <ul style="list-style-type: none"> <li>• Investigate the physical geographical features of this region</li> <li>• Know about the importance of The Rhine and Meuse.</li> <li>• Learn about the culture and traditions of this region.</li> </ul> <p><b>What are the main physical and human features of France?</b></p> <ul style="list-style-type: none"> <li>• Use a map to find out facts about the country.</li> <li>• Compare different features of the landscape.</li> <li>• Learn about the culture and traditions of this region.</li> <li>• Highlight the major rivers of the Seine and the Rhone</li> </ul> <p><b>What are the main physical and human features of Germany, Austria and Switzerland, focussing mainly on Germany?</b></p> <ul style="list-style-type: none"> <li>• Locate Germany, Austria and Switzerland on a globe and/or atlas and name the capital cities and recognise the flags of Germany, Austria and Switzerland.</li> <li>• State some facts about Germany and name some of the major German cities.</li> <li>• Highlight the major rivers, the Rhine and the Danube</li> </ul> <p><b>What are the different places that people live in?</b></p> <ul style="list-style-type: none"> <li>• Explain the differences between rural, suburban and urban environments</li> <li>• Name the 5 types of settlement we are exploring and explain what they are. (Hamlet, village, town, city, conurbation.)</li> <li>• Identify urban, suburban and rural areas on a map.</li> </ul> <p><b>Where are the best places in our school grounds to grow our own vegetables / bee-friendly flowers?</b></p> <ul style="list-style-type: none"> <li>• Create own maps using symbols and a key</li> <li>• Record selected geographical information on a map or plan using symbols, keys, etc. ·</li> <li>• Begin to use simple sampling techniques</li> <li>• Design and use a questionnaire to collect fieldwork data and think how to present this · Design and conduct interviews to investigate a particular issue</li> </ul>	<p>Western Europe, with particular focus on Netherlands, France and Germany.</p> <hr/> <p style="text-align: center;"><b>Linked Texts</b></p> <p><i>Beeboy, Clash of the Killer Queens by Tony De Saulles</i></p>
Prior Learning		Future Learning
<p><i>Local geography - builds on local geographical knowledge, spatial sense and fieldwork skills in Yr 1 topic “My school and Me” and Yr 2 topic “Who do you think you are?”.</i></p> <p><i>Builds on initial understanding of Europe as a continent with diverse places and cultures from Yr 2 “Lands of Ice and Fire” topic.</i></p>		<p><i>Year 3 Geography- Summer 2’s geography topic focus’s again on major rivers in China and India.</i></p> <p><i>Yr 4: Geography - Further developing detailed mapwork and orienteering skills, and enquiry into local environmental issue</i></p> <p><i>Yr 4: European Geography - “Eurovision” topic - further develop understanding of the diversity of landscape and cultures within Europe.</i></p>

Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
<i>Where is Godalming in relation to Surrey, London, England, United Kingdom, Europe and the world?</i>	<i>What are the countries in Western Europe and where is Britain located in relation to this and the world?</i>	<i>Identify physical features such as Alps, major rivers, land that is below sea level, coast and land borders.</i>	Investigate the different size of settlement, the difference between rural and an urban community. Examine the impact of humans on the features of a country, transport links, e.g the canals in the Netherlands. Tourism in the alps,	<i>Investigate why certain vegetables are grown in certain places</i>	<b>Where would you prefer to visit and why? (e.g. France or Germany)</b>

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
Carry out fieldwork in the school grounds to identify the best place to grow vegetables.	<ul style="list-style-type: none"> <li>• <b>Settlement</b></li> <li>• <b>Physical feature</b></li> <li>• <b>Man-made feature</b></li> <li>• <b>Village</b></li> <li>• <b>Town</b></li> <li>• <b>City</b></li> <li>• <b>Map</b></li> <li>• <b>Globe</b></li> <li>• <b>Aerial photograph</b></li> <li>• <b>Route</b></li> <li>• <b>County</b></li> <li>• <b>Country</b></li> <li>• <b>Continent</b></li> <li>• <b>Grid reference</b></li> <li>• <b>Trade</b></li> <li>• <b>Transport</b></li> <li>• <b>Hamlet</b></li> <li>• <b>Conurbation</b></li> <li>• <b>Canal</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate different countries in the European continent (particularly Western Europe) and the key features and landmarks (physical and human) of these countries.</li> <li>• I can use the terms “physical” and “human” accurately to describe different features of a place.</li> <li>• I can identify different types of settlements and where they are located, thinking why people may have chosen to settle in these places.</li> <li>• I can identify how key features (including climate) may affect an area and comment how this may have changed over time.</li> <li>• I can name and identify key rivers around the world and the various features of these, using specific geographical vocabulary to describe them.</li> <li>• I can use compass points (NSEW) when describing the position of places in relation to each other.</li> <li>• I can find out about places and features of these places through both observation and using other information sources.</li> <li>• I can use a key on a map to identify certain features of areas, e.g. different types of settlements, routes of rivers from source to sea, mountain ranges.</li> <li>• I can make detailed sketches of a location, labelling them with geographical vocabulary.</li> <li>• I can draw maps and plans of a small locality using 8 compass points, a simple scale and simple grid references.</li> <li>• I can use the terms “physical” and “human” accurately to describe different features of a place.</li> <li>• I can identify different types of settlements and where they are located, thinking why people may have chosen to settle in these places.</li> </ul>
<p><b>Sustainability and environmental concerns</b></p> <ul style="list-style-type: none"> <li>• Overcrowding in cities</li> <li>• Pollution and air quality</li> <li>• Traffic build up.</li> <li>• River flood defences</li> </ul>		