

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>Which countries make up Western Europe and what is the importance of The European Union?</p> <ul style="list-style-type: none"> • Locate and name the countries in the United Kingdom. • Name their capital cities and recognise their flags • Name the seas that surround the United Kingdom • Locate and name the countries in Western Europe, name their capital cities and recognise their flags. • Find out if these countries are members of the E.U and how and why the E.U was formed. <p>Why are the “Low Countries” called this?</p> <ul style="list-style-type: none"> • Investigate the physical geographical features of this region • Know about the importance of The Rhine and Meuse. • Learn about the culture and traditions of this region. <p>What are the main physical and human features of France?</p> <ul style="list-style-type: none"> • Use a map to find out facts about the country. • Compare different features of the landscape. • Learn about the culture and traditions of this region. • Highlight the major rivers of the Seine and the Rhone <p>What are the main physical and human features of Germany, Austria and Switzerland, focussing mainly on Germany?</p> <ul style="list-style-type: none"> • 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. • State some facts about Germany and name some of the major German cities. • Highlight the major rivers, the Rhine and the Danube <p>What are the different places that people live in?</p> <ul style="list-style-type: none"> • Explain the differences between rural, suburban and urban environments • Name the 5 types of settlement we are exploring and explain what they are. (Hamlet, village, town, city, conurbation.) • Identify urban, suburban and rural areas on a map. <p>Where are the best places in our school grounds to grow our own vegetables / bee-friendly flowers?</p> <ul style="list-style-type: none"> • Create own maps using symbols and a key • Record selected geographical information on a map or plan using symbols, keys, etc. · • Begin to use simple sampling techniques • Design and use a questionnaire to collect fieldwork data and think how to present this · Design and conduct interviews to investigate a particular issue 	<p>Western Europe, with particular focus on Netherlands, France and Germany.</p> <hr/> <p style="text-align: center;">Linked Texts</p> <p><i>Beeboy, Clash of the Killer Queens by Tony De Saulles</i></p>
<p style="text-align: center;">Prior Learning</p> <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 style="text-align: center;">Future Learning</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>	Where would you prefer to visit and why? (e.g. France or Germany)

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