

ACET Junior Academies'

Scheme of Work for geography

Who are my fellow humans? Europe



About this unit:

This unit provides an overview of the locational geography of Europe as well as its political make up: countries, regions and the European Union. The relationship between the physical geography of the Mediterranean and the states that surround it is explored as well as connections to student's historical understanding of Europe through the roman Empire. The unit then focusses on Italy and the city of Bologna. There is a strong focus in this unit on map reading and making, literacy and enquiry skills. Scale is also emphasised as the unit moves from macro scale locational geography, down to everyday life.

Unit structure

This unit is structured around the following geographical enquiries:

1. What is Europe?
2. What is the European Union?
3. What do we already know about Europe? Historical connection
4. What is the significance of the Mediterranean?
5. What is the Geography of Italy?
6. What is the Geography of Bologna?

National Curriculum unit:

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe...
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

Enquiry 1: What is Europe?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map Skills Study of general locational knowledge	Substantive knowledge: <i>(What the children should know.)</i> What is the continent of Europe? What countries are part of it? Are there any countries that are partly within Europe? (e.g. Russia, Turkey) What are the physical and human geographical features?	Interpret a range of sources of geographical information including: maps, diagrams, globes and aerial photographs.	Can your children: Identify that Europe is north of the Equator Identify several countries in Northern, Southern, Eastern and Western Europe Identify several key rivers and mountain ranges Accurately annotate a map of Europe with key information.	Horizontal: Vertical:
		Locational Knowledge		
		“locate the world’s countries, using maps to focus on Europe, by concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude and longitude		
		Place Knowledge:		
		Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.		
Suggested activities:		Resources:	Useful links:	
Map making Activate prior knowledge by showing students an unlabeled map of Europe. What ideas do they have about this continent?		Blank map of Europe (in folder, use this map as it links to the roman empire task in subsequent lesson)	https://world-geography-games.com/europe.html http://www.sheppardsoftware.com/Geography.htm	

<p>Ask pupils to work in pairs, each pair coming up with one thing that they think they know about Europe. These are then marked up on the map.</p> <p>Using school atlas students should annotate basic human and physical features on to a blank copy of a map of Europe. Country names, major capital cities, significant rivers, mountain ranges and seas.</p> <p>Provide table groups with print-outs of specialised maps (see list of links in resources). The maps should be introduced to students and their context explained. Students should then choose which information they wish to annotate on to their maps. Options include a political map; a map showing principal cities and population centers; a rivers map; a climate map; a topographical or relief map etc. More able groups might look at specialised maps showing land use, languages, religion etc</p> <p>Consolidation and reinforcement. Various simple geography games (see useful links) could be employed to build familiarity with the position and other information about the countries of Europe.</p>	<p>https://www.weatheronline.co.uk/Europe.htm</p> <p>https://www.theguardian.com/news/datablog/interactive/2014/jan/15/interactive-european-language-map</p> <p>https://en.wikipedia.org/wiki/Demographics_of_Europe#mediaview/File:EU_NUTS_2_population_density_2007.svg</p> <p>http://goeurope.about.com/od/climate/l/bl-europe-climate-maps.htm</p> <p>http://commons.wikimedia.org/wiki/File:Europe_religion_map_en.png</p> <p>https://en.wikipedia.org/wiki/Climate_of_Europe#/media/File:Kopen-Geiger_Map_Europe_present.svg</p>	<p>Vocabulary:</p> <p>Continent Sea Country Capital city Political Climate Weather Religion language</p>
---	---	---

Enquiry 2: What is the European Union?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map Skills	Substantive knowledge: <i>(What the children should know.)</i> Why was the EU created?	Interpret a range of sources of geographical information including: maps, diagrams, globes and aerial photographs.	Can your children: Identify that the EU was created to after WWII to create peace	Horizontal: Vertical:
		Locational Knowledge		

Study of general locational knowledge	What purpose does the EU serve? Are all European countries part of the EU? What is the Euro? Some reasons why the UK is no longer a part of the EU?	“locate the world’s countries, using maps to focus on Europe, by concentrating on environmental regions, key physical and human characteristics, countries, and major cities	and cooperation between European countries Explain some of the benefits of EU membership for individuals and countries Explain that the UK used to be part of the EU, and has now left, stating some reasons.	
		Place Knowledge:		
		Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.		
Suggested activities:		Resources:	Useful links:	
Students are introduced to the EU through a map of the current members. Students create the EU paper hen toy and use it to test and teach each other the facts about the EU. Students design a Euro note based on their knowledge of Europe. Students engage in a class vote, simulating the 2016 referendum. Explaining and justifying their decisions.		EU paper hen.pdf Brexit sample resources folder	https://world-geography-games.com/europe.html http://www.sheppardsoftware.com/Geography.htm https://www.bbc.co.uk/newsround/38518527	
			Vocabulary:	
			Union Trade Peace Cooperation Borders Referendum Vote Government	

Enquiry 3: What do we already know about Europe? Historical connection?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:

<p>Map Skills</p> <p>Study of general locational knowledge</p> <p>Historical knowledge of Roman Empire.</p> <p>Link to Roman empire unit in year 5.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i></p> <p>How much of Europe was conquered by the Romans?</p> <p>Modern countries have been ‘made’. Their borders have changed throughout history.</p> <p>Which parts of Europe were not part of the Roman Empire?</p> <p>The Mediterranean Sea was very important for Roman Trade.</p> <p>The Roman Empire emanated from Italy and the Mediterranean sea, which will be the learning focus for the rest of the unit</p>	<p>Interpret a range of sources of geographical information including: maps, diagrams, globes and aerial photographs.</p> <p>Locational Knowledge</p> <p>“locate the world’s countries, using maps to focus on Europe, by concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place Knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>Can your children:</p>	<p>Horizontal:</p> <p>Vertical:</p>
<p>Suggested activities:</p> <p>Students should continue to reinforce basic locational knowledge using geography games.</p> <p>Map making</p> <p>Activate prior knowledge by showing students their labeled map of Europe from previous lessons. Cover and testing recall of the information they have added. If different students have annotated different information, they could rotate and teach/test each other.</p> <p>Students should create a trace of the areas of the roman empire at its greatest size, then stick the trace over their map of Europe in a flick book style. Through this they will be able to see how extensive the Roman Empire was.</p> <p>Students should identify countries that were never/partially part of the Roman Empire. Students should identify major roman landmarks/cities that are still extant</p>		<p>Resources:</p> <p>https://www.freeworldmaps.net/printable/europe/</p> <p>Tracing paper</p> <p>Roman Empire Resources</p>		<p>Useful links:</p> <p>https://world-geography-games.com/europe.html</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>https://www.vox.com/world/2018/6/19/17469176/roman-empire-maps-history-explained</p> <p>Vocabulary:</p> <p>Continent</p> <p>Sea</p> <p>Country</p> <p>Capital city</p> <p>Empire</p> <p>Border</p> <p>Landmark</p>

today and add information/location to their overlay trace map. Examples in resources.		Trade
---	--	-------

Enquiry 4: What is the significance of the Mediterranean?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map Skills	Substantive knowledge: <i>(What the children should know.)</i> Why is the region so significant? What is exceptional about it? What are some of its human and natural wonders? What connections do we, or our families, have to the region (e.g. through family members, work or holidays)? What can these personal experiences contribute to our learning?	Interpret a range of sources of geographical information including: maps, diagrams, globes and aerial photographs.	Can your children:	Horizontal: Vertical:
		Locational Knowledge	Identify the main countries that border the Mediterranean Explain at least one way the Mediterranean is important to many European Countries	
		Understand key aspects of physical geography including, climate zones, biomes and vegetation belts, rivers, mountains, settlement and land use in the region, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
		Place Knowledge:		
		Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.		
Suggested activities:		Resources:	Useful links:	
“If a bottle came through the Straits of Gibraltar into the Mediterranean Sea, where might it go?” Begin the lesson by briefly tracing the main circulation currents on the map that you should already have up on the classroom wall / whiteboard. Explain that pupils are going to find out about some of the Mediterranean countries in Europe that the bottle would go to. Each table will write a ‘message in a bottle’ from the country it is looking at.		Blank map of Europe Message in a bottle For each country: a tourism website or brochure; a newspaper or news website from that country; an encyclopaedia or general reference book; a set of images (e.g. through an online search).		
			Vocabulary:	
			Current Coastline economy	

<p>Walking anti-clockwise around the class, allocate a different country to each group. Your route follows the flow of the main currents. As you reach each table give them a copy of the “message in a bottle” writing frame. They will use this writing frame to create a message in a bottle for their country.</p> <p>The water flows first towards Greece and the Balkans, then to Italy (including Sicily and then Sardinia), to France (including Corsica) and thus to Spain (including the Balearic Islands).</p> <p>To complete its message, each table will look at six main themes: economy, culture, environment, people, the influence of the Mediterranean and the future. These themes are explained on the writing frame, but you may want to clarify understanding.</p> <p>When looking for information, they should view at least one of each of the following:</p> <ul style="list-style-type: none"> • a tourism website or brochure; • a newspaper or news website from that country; • an encyclopaedia or general reference book; • a set of images (e.g. through an online search). <p>The groups should find at least one fact in each category.</p>	<p>Eg. https://www.visititaly.eu/</p> <p>The Mediterranean environment. http://wwf.panda.org/what_we_do/where_we_work/mediterranean/</p> <p>‘Save the Mediterranean’. www.greenpeace.org/international/en/campaigns/oceans/our-oceans-and-seas/mediterranean/</p> <p>Mediterranean biome. http://en.wikipedia.org/wiki/Mediterranean_forests,_woodlands,_and_scrub</p> <p>Social atlas of Europe. http://eu-rope.ideasononeurope.eu/2014/08/12/a-country-called-europe/</p> <p>Online newspapers around the world. Newspapers website: www.onlinenewspapers.com</p>	<p>culture environment</p>
---	---	--------------------------------

Enquiry 5: What is the Geography of Italy?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map Skills Italy and Rome from Roman History	Substantive knowledge: <i>(What the children should know.)</i> What are the physical features of Italy? What is a region? What does a regional map of Italy look like?	Interpret a range of sources of geographical information including: maps, diagrams, globes and aerial photographs.	Can your children: Describe the climate of Italy Identify that Italy is made up of	Horizontal: Vertical:
		Locational Knowledge		
		understand key aspects of physical geography including, climate zone, settlement and land use in the region		

	<p>What are the differences between Italian regions?</p> <p>What are the special features of the following cities: Rome, Venice, Naples, Palermo, Milan, Aosta and Florence</p> <p>How do these cities compare to cities in the UK?</p>	<p>Place Knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>regions with a capital city in each, but Rome is the capital of the country as a whole</p> <p>Explain what makes each capital city unique and important</p>	
Suggested activities:		Resources:	Useful links:	
<p>Start: Remind students what is meant by the term climate. Ask or recap with students what they think the climate of Italy might be like? Show a climate map.</p> <p>Explain to students that the aim of the lesson today is to think about Italy as a whole country and to zoom in to the way it is divided. Begin with this map. Go to Seterra website to show the map of Italy as a whole. Identify Rome as the capital city. Ask students what they notice about the way this map divides Italy.</p> <p>Explain that Italy is divided into regions and, as a whole class activity; define what is meant by 'a region': an area that has its own culture and identity, like a county in England. Play the map quiz game on the Seterra website</p> <p>Explain to students that they are going to watch a film of an aerial view of the entire country. Watch the film whilst asking students to share what they like about Italy from what they see - answer any questions. Tell the students they are now going to watch the film again, but this time they will be watching for specific things. They should look out for the features in each of the regions and think about how these are similar and different throughout the film. Repeat the film and record students' ideas.</p> <p>Students in groups should read a fact sheet on the capital city of selected regions region. On a map of Italian regions students should add information</p>		<p>https://www.freeworldmaps.net/europe/italy/italy-physical-map.jpg</p> <p>https://www.youtube.com/watch?v=J_UTXHXTidw (also in folder)</p> <p>Map of Italy with region Capitals.png</p>	<p>Interactive map of Italy's regions. http://online.seterra.net/en/ex/110</p> <p>Aerial View of all Italian Regions. https://www.youtube.com/watch?v=J_UTXHXTidw</p> <p>Italy's climate. https://en.wikipedia.org/wiki/Climate_of_Italy</p>	
			Vocabulary:	
			<p>Capital city</p> <p>Region</p> <p>Climate</p> <p>Culture</p>	

about the region's capital they have been given, and discuss what makes the city so important. Ask students to revisit the concepts of economy, culture, environment, people from previous lessons. High prior attainers should be able to tie the city to the climate in the region.		
Students should be encouraged to make comparisons to cities they have studied or are familiar with in the UK.		

Enquiry 6: What is the Geography of Bologna?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map Skills Earthquakes and tectonics from Y3	Key questions that the students could use for their enquiry <ul style="list-style-type: none">• What is traditionally associated with Bologna? (Beyond the stereotypes - Spaghetti Bolognese, for example, is not an Italian dish!)• How can Bologna and its hills be seen as a place of contrasts?• Why is Bologna the capital city of the Emilia Romagna region?• What is meant by a historic city? What evidence is there that Bologna were an Etruscan, Roman and Medieval City? How has Bologna changed over time?• Is Bologna a city of culture?• In what ways is Bologna a tourist city?• In what ways is Bologna like the place where you live?• What does the future hold for this ancient city? What are the threats to Bologna as a city? (Focus on Earthquakes).	Interpret a range of sources of geographical information including: maps, diagrams, globes and aerial photographs. GIS	Can your children:	Horizontal: Vertical:
		Locational Knowledge	Describe human and physical features of Bologna	
		Locational and physical geography of Bologna		
		Place Knowledge:		
		Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Develop a pertinent enquiry about Bologna and conduct an investigation to satisfy that enquiry	
			Reflect on the enquiry process.	
Suggested activities:		Resources:	Useful links:	
Begin with a flying tour of Bologna using google map's satellite imagery, and 3D view. Google Earth (running natively on a desktop or in a Chrome browser) offers an even more feature rich option, with full 3D rendering of buildings and topography.		https://www.google.com/maps/place/Bologna,+Metropolitan+City+of+Bologna,+Italy/@44.4122016,11.3333802,10604a,35y,37.95t/data=!3m1!1e3!4m5!3m4!1s0x477fd498e95	Bologna Tourist Website. http://www.bolognawelcome.com/en/ Simple facts about Bologna.	

<p>Recap what is meant by population. Explain that the population of Bologna is approximately 380,000 people, and compare this to the population of the school's closest city (for example, London's population is ~8.3 million. The population of Manchester is ~2.5 million).</p> <p>Complete a whole class reading of some basic facts using this website and record pupils' observations. Go to Life in Italy website.</p> <p>Explain to pupils that they are going to explore Bologna, and what makes it a special city. To do this they are going to enquire into a specific feature of the city.</p> <p>The pupils are going to organise their own investigation and enquiry question. Explain what is meant by an enquiry and introduce pupils to the following cycle:</p> <ul style="list-style-type: none">● Explore what is meant by the question● Research the question● Sort through the Information● Record the Information in your own words● Reflect on the enquiry process <p>Explain what pupils need to do in each part of the enquiry cycle, and develop success criteria as a class for each of the different parts of the cycle. How will pupils know they have been successful? How will they know it is time to move on to the next part of the cycle? Explain that sometimes pupils may need to move forward and backwards through the cycle as new information and new questions arise.</p> <p>Record the success criteria and model to the class how they can use this to support their enquiry. This success criteria and the enquiry cycle should be kept on display throughout the process.</p> <p>Pupils will need to use the fact sheet for this module, the additional resources and the internet to research their enquiry questions.</p> <p>Divide the class into groups and select from the key questions we have offered above. If time is limited, all groups might enquire into the same question.</p>	<p>1c40b:0xa2e17c015ba49441!8m2!3d44.494887!4d11.3426162</p> <p>https://www.google.com/earth/</p> <p>https://www.lifeinitaly.com/tourism/emilia/a/ll-about-bologna</p> <p>Snapshots of Bologna.ppt</p> <p>Bologna Facts.doc</p>	<p>http://www.lifeinitaly.com/tourism/emilia/bologna-info-about.asp</p> <p>Welcome to Bologna Film. https://www.youtube.com/watch?v=L6AQu6xF-NI</p> <p><i>Information on the 2012 Bologna Earthquake:</i></p> <p>News article on the 2012 Bologna earthquake. http://www.standard.co.uk/news/world/eight-killed-by-italian-quake-after-new-fault-line-opens-up-7800584.html</p> <p>News report on the 2012 Bologna earthquake. https://www.youtube.com/watch?v=iBjyzM-kpAM</p> <p>World Fault Lines Map. http://earthquake.usgs.gov/hazards/qa/faults/</p> <p>Vocabulary:</p> <p>Population</p>
---	--	---

When pupils have completed their research, they should regroup into mixed groups, so that pupils have an understanding about the research other groups of pupils have completed.		
--	--	--

Enquiry 7: What is everyday life like in Bologna?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Comparison to UK based place studies.	Substantive knowledge: <i>(What the children should know.)</i> What are the yearly activities like for these pupils? What is similar and different between a typical year in Italy and one in the UK? What might be the geographical reasons for these similarities and differences? What is a typical week for these children? What similarities can you find between the three children? How does one of the pupil’s weeks compare to yours? Why might our daily routines be similar and different? Can we say that all Italian children lead lives like this?	Interpret a range of sources of geographical information including: maps, diagrams, globes and aerial photographs.	Can your children: Describe the lives of school children in Bologna Explain differences between their lives and those in Bologna Identify that this is a specific slice of life, and not representative of all of Italy. Explain aspects of the Bolognese children’s lives that are shaped by the Mediterranean and Europe.	Horizontal: Vertical:
		Locational Knowledge		
		Locational and physical geography of Bologna. Everyday locales.		
		Place Knowledge:		
		Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.		
Suggested activities:		Resources:	Useful links:	
Begin the lesson recapping the enquiry cycle and the features of Bologna. Discuss the notion of stereotyping and how important it is not to assume that all children living in Italy attend a similar school and enjoy the same activities. Share the introduction sheets for each of the children and use Google Earth to locate where they live in comparison to the centre of Bologna.		Resources in Everyday Life folder		
			Vocabulary:	

Watch the video of the tour of the International School of Bolognaschool and ask pupils to explore what they like about the school and what they have learnt about school life for these children.

Divide the class into small groups and provide the weekly diaries to each group. Explain to the class this gives an idea of what a typical week looks like for the children. Ask the pupils to compare the four diaries, for example:

- Do they eat the same things?
- Do they wake up and go to bed at the same time?

After ten minutes, ask pupils to highlight parts of the diary that show that the children live in a Mediterranean climate.

Following discussion, ask pupils to find the similarities and differences between the weeks of the children from Bologna. How do these compare and differ to their own, typical week?

Using Google Earth or similar, begin in Bologna and continue to zoom out to Europe, where pupils began in lesson one. Reflect on the experience. Ask pupils to share one aspect of the unit that they will remember and might want to think more about

Calendar
Schedule