

Thematic Planning for Spring Term

Europe - 'You're in Europe!'

Year 3

Additional Requirements Prior to the Unit:

- Request materials for junk modelling for Week 3
- Book Educational Experience for orienteering opportunity Brandon Marsh or Coombe Abbey – Week 4
- Plan Fieldwork study Coventry – Week 6

Week 1

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries
Knowledge:	<ul style="list-style-type: none"> • Understand what a continent is • Know which countries comprise Europe and which waters surround it
Sticky Knowledge:	Recap Continent by revisiting prior knowledge from Year 2 – continent song you tube / kahoot quiz
Vocabulary:	Continent, country, city, physical and human features, equator, capital city, hills, mountains, coasts, rivers

Teacher guidance

Session outcome: Children will know the countries of Europe and construct a map to identify them

Lesson exploration	<ul style="list-style-type: none"> • Reveal the clues about the continent you are studying and see if children can identify it as Europe. • Children work in pairs / groups of 3 – 4. Each group to be given a cut up jigsaw of the continents of Europe (will need to blow a map up to poster size prior to lesson and cut up). Using atlases for reference, children to pieces together. • Children then label surrounding oceans. • Quiz to round up learning
--------------------	--



Week 2

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features
Knowledge:	<ul style="list-style-type: none"> Recall major physical geographical features in European countries eg. The Alps, Rivers Recall major human geographical features in European eg. Leaning tower of Pisa, Eiffel Tower, St Peter, Colosseum, Sagrada Familia Recall some of the Captial Cities of Europe

Sticky Knowledge:	Quick recall quiz – can you name the countries in Europe?
Vocabulary:	Physical and Human Features, monument, landmark

Teacher guidance	
Session outcome: A map which identifies major human and physical features of Europe.	
Lesson exploration	<p>Big Question: Where can significant features be found in Europe and what are they?</p> <ul style="list-style-type: none"> Discuss what we mean by ‘the characteristics of a country’ – knowledge harvest – What are the characteristics of Egypt? (prior knowledge – dry, hot, desert land, river Nile etc) of England? (temperate, seasonal, woodlands, deciduous trees etc). The arctic? Children to work in pairs, each need a pack of photocards: Leaning tower of Pisa, Eiffel Tower, St Peter’s Basilica, Colosseum, Houses of Parliament, Sagrada Familia, The Alps, Snowdon, Mount Vesuvius, Oludeniz Lagoon, The Rhine. Children to sort the cards into human and physical. Children to use I pads (google earth) and atlases to locate where in Europe the human and physical features are found and then locate them on a map. Children to annotate the map with the human and physical features and create a Key. Challenge – can you find the capital cities of Europe? Is there any link between where features are found and the capital city location? Why might this be?



Week 3

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Ask and answer geographical questions about physical and human features Use maps, atlases, globes and digital computer mapping to locate countries and describe features
Knowledge:	<ul style="list-style-type: none"> Recall major physical geographical features in European countries eg. The Alps, Rivers, Recall major human geographical features in European eg. Leaning tower of Pisa, Eiffel Tower, St Peter, Colosseum, Sagrada Familia Recall some of the Capital Cities of Europe

Sticky Knowledge:	Capital City Snap – cards to match capital city to its country
Vocabulary:	Tourist hot spot

Teacher guidance	
Session outcome: 3D Encyclopedia	
Lesson exploration	<ul style="list-style-type: none"> Split the children in groups, giving them a focus feature of a European Country (can be human or physical) Children are to research their given feature and use this information to create a 3D encyclopedia page about their given feature. Page to include: 'Junk Model' of their feature with annotations of its key facts, location, dates of importance, use Children can complete junk model and stick in the centre of a large flip chart piece of paper, and then design/arrange their factual information around this accordingly. Once finished, present to rest of class and display.

Week 4 - Map Reading link to Look at how tourists may use maps to help them navigate European Countries

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans. (orienteeing / Coventry) Devise a simple map and use and construct basic symbols in a key including the eight compass points Use simple grid references.
Knowledge:	<ul style="list-style-type: none"> Know the eight points of a compass Know how to navigate using simple symbols and grid references

Teacher guidance	
Session outcome: Orienteering trip to Coombe Abbey	
Lesson exploration	<ul style="list-style-type: none"> Children to complete fieldwork and orienteeing study at Coombe Abbey / Brandon Marsh Links to how maps assist tourists in navigating unknown places If possible, link orienteeing to capital cities in and around Europe. Each station contains a the name/clue to a capital city. Once children have found that station, they highlight the capital city on a map of Europe (sticky knowledge)



Week 5

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Name and locate the equator Describe some of the simple characteristics (weather) of European countries in relation to the equator.
Knowledge:	<ul style="list-style-type: none"> Understand that European countries have different climates depending on their location Know that Europe is in the Northern Hemisphere

Sticky Knowledge:	Landmark reveal game – pose questions to children and with each correct answer it reveals a part of a picture of a famous European tourist hotspot – can children identify what and where?
Vocabulary:	Equator, northern and southern hemisphere

Teacher guidance	
Session outcome: Summary of findings	
Lesson exploration	<p>Big Question lesson – Is the weather in a European country affected by its location?</p> <ul style="list-style-type: none"> Pose the question and launch and geographical enquiry into the above. Revisit equator, related vocabulary and locate on a map / globe. Explain northern and Southern Hemisphere. Where is Europe? Children could make predictions on post it notes (make reference to their maps from prior lessons). Organise children into four groups and assign each with a month (January, April, July, October) which they will research the climate in the following countries: Turkey, Iceland, England, Romania. Each group to be provided with a pack with graphs (maximum temperature) and information sheets to support their research. Provide a scaffold for children to record their findings (for every country: maximum temp in each month, average rainfall in each month, distance from the equator). Present findings to the class and collate data on whole class record with each month and each country's data recorded. Group discussion and write a summary of their findings in relation to the big questions.



Week 6 – Mini project / ongoing fieldwork study – *Visit Coventry!*
Coventry Enquiry: Why do Tourists want to visit Coventry?

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans • Use literacy skills to communicate geographical understanding. • Explain own views about locations giving reasons. • Devise a simple map and use and construct basic symbols in a key including the eight compass points • Use simple grid references
Knowledge:	<ul style="list-style-type: none"> • Know how a given location appeals to tourists • Know the eight points of a compass • Know how to navigate using symbols and simple grid references

Sticky Knowledge:	From prior learning can they rank countries as to where they would like to visit and why?
Vocabulary:	Tourism, sightseeing, locality, navigation

Teacher guidance	
Outcome: Children will use maps to explore and navigate Coventry. Children will create maps of Coventry and its human and physical features.	
	<ul style="list-style-type: none"> • Exploring and learning about ordnance survey maps, grid references, map symbols - https://osmaps.ordnancesurvey.co.uk/52.40769958,-1.50687055,15 • Planning route to Coventry city centre and some major attractions: The Wave / Cathedral / Memorial Park/ Shopping Centre / Transport museum? Finding out information and gathering facts about these places. <i>(Possible writing opportunity – could children write to the wave and ask if they could visit it and put a review on twitter / the school website? Then plan their route and locate it on a map as part of their geography skills?...)</i> https://www.visitcoventry.co.uk/downloads/file/12/city_centre_and_attractions_map • Visiting parts of Coventry for field work study – navigating using maps, taking photos, locating human and physical features. Speak to the public about their view on Coventry and their favourite things to do and see? • Children create maps of places they have visited including compass points, grid references etc. <p>*Consider links with city of culture*</p>

Week 7

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> Describe geographical similarities and differences between locations within countries studied (Gdansk, Poland and Coventry, England)
Knowledge:	<ul style="list-style-type: none"> Recall the geographical similarities and differences between Gdansk and Coventry

Sticky Knowledge:	Why might tourists want to visit Coventry?
Vocabulary:	Population, landscape, coastal, rural, urban

Teacher guidance	
Session outcome: A table in books comparing Gdansk and Coventry and short summary.	
Lesson exploration	<p>Big Question: How is Poland similar or different to the UK?</p> <ul style="list-style-type: none"> Locate Gdansk on a map Make connections (if any) between our study of Poland and the children’s heritage (a lot of children will have relatives originating from Poland – can they use this knowledge to assist the rest of the class with some facts?) Give children a collection of images; some depicting the different areas of Coventry and some areas located in Gdansk (include beach). Children to discuss and record differences and similarities. Shared discussion of findings. Children to be provided with scaffold with headings: Coventry, Gdansk, and subheadings: Population, Cathedral, Landmarks, landscape (eg, Nice coastal and Coventry Urban), weather, transport, language. Children to be provided with statements that describe the above features of each city. Children to sort them into their correct city. Shared discussion around the similarities and differences. Children write a short summary (teacher model) on differences and similarities.



Week 8: Guided Enquiry

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Explain own views about locations giving reasons.
Knowledge:	<ul style="list-style-type: none"> • To know how a given location appeals to tourists.
Sticky Knowledge:	Bingo – features/locations found in Coventry and Gdansk
Vocabulary:	

Teacher guidance	
Session outcome: Would you like to visit Gdansk? (A short summary expressing opinions about Gdansk).	
Lesson exploration	<ul style="list-style-type: none"> • Guided Enquiry: Teacher to model how to use sources to gather facts and information about place of study • Provide children with a range of information about the City of Gdansk: travel brochures, leaflets, tourism information, travel articles, trip advisor reviews. • Model explore what Gdansk has to offer from a tourism point of view. Spend the lesson investigating the following things in relation to Gdansk: <ul style="list-style-type: none"> -Travel arrangements and flight time/Distance from UK – Show on map -Clothes to pack – Independent enquiry using skills from previous lesson -What to do – Knowledge of human/physical features (e.g. visit beach, famous landmarks etc.) -What to eat? ... Research Traditional Dishes Challenge: compare differences in outcomes for winter/summer • At the end of the session, children to write a short summary answering the question: ‘Would you like to visit Gdansk?’ and give reasons to justify their opinion. Provide children with word banks with the geographical vocabulary and specific vocab related to the human and physical features of Gdansk which children need to refer to in their writing.



Week 9 – Independent Enquiry

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> • Explain own views about locations giving reasons.
Knowledge:	<ul style="list-style-type: none"> • To know how a given location appeals to tourists.
Sticky Knowledge:	Europe Mind map – children to plot out everything they have learned about Europe so far (They could also include questions of what they still want to discover)
Vocabulary:	

Teacher guidance	
Session outcome: Letter to Principal	
Lesson exploration	<ul style="list-style-type: none"> • Letter from Principal asking them to suggest a City Break to a European country • Children then to use the skills learned from previous lesson to conduct their own independent enquiry into a location in Europe <p>Research the following: Travel arrangements and flight time/Distance from UK – Show on map Clothes to pack – Independent enquiry using skills from previous lesson What to do – Knowledge of human/physical features (e.g. visit beach, famous landmarks etc.) What to eat? ... Research Traditional Dishes</p> <ul style="list-style-type: none"> • Children use info from presentations to write letter to Principal with their suggestions

Week 10/11/12

Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
Knowledge:	•

Teacher guidance	
Session outcome:	
Lesson exploration	See Lesley Whelan Art Resources

Week 13 - Celebration of Europe Day!

Focus Subject(s):	Geography
Knowledge:	<ul style="list-style-type: none"> Know that some of the European countries have different cultures

Teacher guidance *Topic day –To celebrate their learning of Europe*

Session outcome:

Lesson exploration	<p>Creative day with children exploring countries of Europe (if children from your class come from a country, could they contribute to some of the learning?)</p> <ul style="list-style-type: none"> *Food mapping and tasting *language session *Significant figures *Cultural Dance *Traditional Dress *Sporting Achievements
--------------------	---

