

Medium Term Plan – Geography – Year 4

Autumn - Europe: How diverse are its landscapes and places? Comparison with Italy

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning sequence
Pre-learning	- The UK is a country in the continent of Europe. - Name and locate continents and countries using maps and atlases. - Climate varies across the world, including hot, cold and temperate climates. - Identify physical features such as mountains, rivers and seas - Land is used in different ways, including farming, housing and transport. - Describe similarities and differences between regions using physical and human features.	Continent Europe Location Position Globe Atlas map	Session 1 – Using maps to locate the countries of Europe. Learning - The UK is a country found in the continent of Europe. - Europe extends from the Atlantic Ocean (west) to Asia (east), to Arctic Circle (north) to the Mediterranean Sea (south). - Atlas maps and a globe can be used to identify the location of countries in Europe
<u>Geographical Concepts</u> Climate and weather Regions UK and Global	Geographical Knowledge - Europe stretches from the Atlantic Ocean to Asia, and from the Arctic Circle to the Mediterranean Sea. - Europe contains three major climate zones: Polar, Temperate, Mediterranean. - Southern Europe has hot, dry summers and attracts tourism. - Western Europe is wetter due to the influence of the Atlantic Ocean. - Every European country has a capital city. - Key capitals: Paris, Madrid, Athens, Rome. - Europe contains significant physical features: - Mountain ranges: Alps, Pyrenees - Rivers: Volga, Danube, Rhine - Water bodies: Mediterranean Sea, Atlantic Ocean	Polar Temperate Mediterranean Weather Climate Latitude	Session 2 – Weather and climate in Europe Learning - Europe encompasses 3 climate zones – Polar, Temperate, Mediterranean - Southern areas of Europe around the Mediterranean are mild in winter and hot in summer and attract a lot of tourists. - The west of Europe receives more rainfall than the east of Europe because it is close to the Atlantic Ocean.
		Settlements Capital city	Session 3 – Capital cities in Europe Learning - Each European country has a capital city. - Capital cities to remember: Paris (France) Madrid (Spain) Athens (Greece) Rome (Italy) - The locations and features of European cities can be investigated using a wide range of resources, atlases and maps
		Alps Pyrenees Volga Danube Rhine	Session 4 – Physical features of counties in Europe. Learning - Atlas maps can be used to investigate the key physical features of Europe. - The Alps and the Pyrenees are major mountain ranges in Europe.

- Europe has diverse land use patterns: residential, farming, transport, industrial, mining, energy, forestry. - Human features vary depending on physical geography and climate. - Similarities and differences between Northern Italy and the UK region include: - Seas: Atlantic vs. Mediterranean - Rivers: Mersey vs. Tiber - Mountains: Alps vs. Apennines - Climate: Temperate vs. Mediterranean - Lakes: Windermere vs. Garda <u>Geographical Skills</u> - Use atlases, globes, digital maps and aerial photos to locate and investigate places. - Interpret map keys, symbols and contours to understand physical features. - Analyse climate data (temperature, rainfall). - Compare regions using geographical evidence. - Draw conclusions using multiple sources (maps, photos, texts, data).	Mediterranean Sea Atlantic Ocean	- Europe is home to some major rivers including the Volga, the Danube and the Rhine. - The Mediterranean Sea and Atlantic Ocean both border countries in Europe.
	Land use Human feature	Session 5 – Land use in Europe <u>Learning</u> - Europe has diverse human geographical features. - Land use: residential, transport, farming, mining, energy, industrial, forestry - The key human features of Europe can be investigated using a wide range of resources, atlases and maps.
	North West England Northern Italy	Session 6 – Comparing northern Italy with my UK region <u>Learning</u> - A range of different sources of information is needed to develop a full picture of what a place is like. - There are similarities and differences between northern Italy and my UK region: - Atlantic Ocean/Mediterranean Sea - River Mersey/River Tiber - Alps/Apennines - Mediterranean/Temperate - Lake Garda/Lake Windermere
Useful Resources: https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/europe-how-diverse-are-its-landscapes-and-places/lessons?sid-427d34=661zXACz4_&sm=0&src=3 https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/europe-what-is-it-like-to-live-in-northern-italy/lessons/comparing-northern-italy-with-my-uk-region?sid-801edb=wwnthKZOH5&sm=0&src=4#lesson-details		

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Learning sequence
Pre-learning	- Mountains and valleys are physical features of the Earth. - The Earth's surface changes over time due to natural processes. - Height and landscape affect climate and temperature. - Natural events can affect people and the environment, both positively and negatively.	Tectonic plates Mountain Erosion Weathering	Session 1 – The formation of mountains Learning - Earth's crust is made from a series of tectonic plates, which constantly move, but so slowly that we don't notice. - Mountains are formed over millions of years during which time they are shaped by the action of weathering and erosion.
Learning in this unit <u>Geographical Concepts</u> Physical processes Land use and settlement Regions: UK and Global Climate & Weather	Substantive Knowledge - The Earth's crust is made of tectonic plates whose movements create mountains and volcanoes. - Mountains form when plates collide and rise, and are shaped over time by weathering and erosion. - Mountains have identifiable physical features (e.g., peaks, ridges, glaciers, snow lines, scree). - The UK has notable high peaks such as Ben Nevis, Yr Wyddfa, Scafell Pike, and Slieve Donard. - Volcanoes are openings in the Earth's crust that release lava, ash and gases, and form at plate boundaries. - Living near volcanoes brings both benefits (fertile soil, tourism, geothermal energy) and risks (lava, ash, gas, destruction). - The Eyjafjallajökull 2010 eruption caused flooding, damaged infrastructure, and disrupted European air travel and the economy. Geographical Skills - Use maps, atlases, globes and OS symbols to locate and interpret mountain and volcanic landscapes. - Read and interpret contour lines, spot heights, and physical map features.	Mountain range Peak Ridge Mount Everest	Session 2 – Mountains and their features Learning - Mountains are formed when tectonic plates move towards each other. - A mountain is classified as over 600 metres high and groups of mountains form a range. - Mount Everest, at 8848m, is the highest mountain on Earth and poses unique challenges for those who climb it.
		Key Contour lines Trig point	Session 3 – The UK's peaks Learning - The UK's highest peaks are Ben Nevis (Scotland); Yr Wyddfa (Wales); Scafell Pike (England); Slieve Donard, (N. Ireland). - OS maps depict key mountain features, e.g. the height of land, gradient, footpaths and tourist attractions.
		Volcano Erupt Magma Lava	Session 4 – Volcanoes and their features Learning - A volcano is a crack in Earth's crust from which lava is emitted. - Volcanoes are formed at the boundaries of tectonic plates. - Volcanoes take different forms.
		Fertile soil Minerals	Session 5 – Living near volcanoes

• Understand and explain physical processes such as tectonic movement, volcanic activity, weathering and erosion. • Analyse and interpret photographs, diagrams, satellite images, and other geographical data. • Ask and answer enquiry questions, drawing conclusions from evidence about how mountains and volcanoes form and how they affect people. • Apply geographical vocabulary to describe, compare and explain landscapes and events (e.g., eruptions).	Geothermal energy	<u>Learning</u> • One in twenty of the world’s population live close to an active volcano. • Advantages include the cultivation of fertile soils, income from tourism, mineral extraction and geothermal energy. • Disadvantages include the danger posed to people and communities from the eruption of lava, poisonous gases and ash.
	Economy Meltwater	Session 6 – The impact of eruptions: Eyjafjallajökull, Iceland <u>Learning</u> • The eruption of Eyjafjallajökull occurred on 14 April 2010 and continued for over one month. • Heat from the eruption caused the glacier covering Eyjafjallajökull to melt and the resulting flood water damaged roads. • Ash from the eruption rose high into the atmosphere and grounded aircraft, impacting on the European economy.

Useful Resources:

<https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/mountains-and-volcanoes-what-where-and-why/lessons>

Regions: UK and Global Climate & Weather	• The area's climate experiences milder winters, cooler summers, and colder temperatures at higher altitudes. • The landscape supports hill farming, especially sheep and cattle, and traditional rural practices such as hedge-laying, coppicing, and quarrying. • Tourism is the major employer and essential to the region's economy. • National Parks face pressures from tourism, second-home ownership, pollution, population growth and climate change, which impacts farming, water supply and visitor numbers. • National Parks have special protections and sustainability programmes to balance conservation with human activity. <u>Geographical Skills</u> • Use maps, atlases, and GIS-style resources to locate UK National Parks and interpret landscape information. • Read and interpret physical geographical features, including mountains, lakes, valleys, glacial landforms and rainfall patterns. • Understand and explain physical processes such as tectonic activity, glaciation, erosion and the influence of climate on landscapes. • Analyse photographs, diagrams, climate data and maps to build a picture of the Lake District's geography. • Evaluate human–environment interactions, including the benefits and challenges of living and working in a National Park. • Apply geographical vocabulary to describe, compare and explain landscapes, climate and land use.		• Milder winters and cooler summers than would normally be expected at this latitude. • The climate and landscape suits hill farming with hardy sheep but it is hard to grow crops there. • The temperature drops as altitude increases, meaning that the tops of mountains are colder than the valleys.
		Hill farming Livestock Economy Tourism Quarrying	Session 5 – Working in the Lake District Learning • People mainly work in tourism but farming is a traditional occupation. • Beef cattle and sheep are the main livestock kept by hill farmers. • Traditional practices include hedge laying, coppicing of woodland and quarrying of local building materials • Tourism is vital to the economy of the area, providing employment and supporting services.
		Erosion Sustainable Population	Session 6 – Pressure on the National Park Learning: • The beauty of the Lake District attracts lots of visitors who put pressure on the landscape. • Increased property prices means locals can't afford to buy or rent homes. • Increasing population puts pressure on water authorities with pollution of lakes and waterways • National Parks have special protections in place to make them more sustainable.
Useful Resources: https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/uk-region-why-is-the-lake-district-a-national-park/lessons			