

Question:

Why do people holiday in the Mediterranean?

National Curriculum Link

* Locate countries, focus on Europe, environmental regions, Key physical and human characteristics, countries and major cities. Key topographical, land use and how some have changed over the years. Identify position of country in terms of equator, longitude, latitude and time zones.

International Baccalaureate Learner Profile Link**Communicators**

How do express and present ourselves to others?

How can we communicate with others?

Risk Taker (preparing own food)**Previous Learning.**

Year 2	<ul style="list-style-type: none"> -Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator. -Name and locate the world's seven continents and five oceans. -Describe where different continents are located. <p>Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.</p>	<ul style="list-style-type: none"> -Understand the human and physical geography of the UK and the local area (from Year 1). -Locate Mexico on a world map and know that it is a hot place compared to the UK. -Locate the village of Toluca, and know that it is located near the Lake Patzcuaro and describe how people use the river and the issues the villagers now face (it is drying up) -Understand geographical similarities and differences of Liverpool and Mexico 	<ul style="list-style-type: none"> -Recognise and describe the features of hot and cold places. -Identify the animals that live in hot and cold places and recognise how they adapt. -Use the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles - Begin to classify key features of places into 'natural' and 'man-made' - Identify the physical features of a continent. <u>including</u>: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Identify the human features of a continent, <u>including</u>: city, town, 	<ul style="list-style-type: none"> -Identify hot and cold places and locate these on a world map. -use world maps, atlases and globes to identify the 7 continents and 5 oceans. -use world maps to locate the continents of the world -Use aerial photographs to 'view from above' and recognise basic human and physical features. -Use and follow simple compass directions (NESW); -Plan and follow routes on a map using map symbols: <u>(to be developed further in year 3)</u> -Ask geographical questions - Where is it? What is this place like? How near/far is it? -Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
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			<ul style="list-style-type: none"> village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
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Knowledge, Skills and Understanding

G1: Use maps, atlases, globes to locate country and capital city. Locate within Europe and other European countries. Locate the Mediterranean. Identify key features on a map.

G2: Explain why the Mediterranean is a popular tourist destination.

G3: Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Use Geographical terminology.

Challenge

To use pictures and words to describe a famous Spanish landmark and its significance to Spain.

Resources

. Pictures of the Mediterranean
Spanish traditional Dresses, (for role play and enquiry time)
Spanish research books
Videos of holiday in Spain
Immersion Room

Chatta

Website/Apps

<http://www.map-of-spain.co.uk/large-map-of-madrid.htm>
<http://www.gomadrid.com/maps/madrid-map.html>)<http://earth.google.com>
<http://www.oddizzi.com/>
<http://www.factmonster.com/countries.html>

Extended Writing Opportunities

Walking tour of Madrid.
Non chronological report on Spain.
Letter home to persuade family to visit.

Suggested Quality Texts
The Ugly Princess (could be used as stimulus for Philosophy)

The mystery of the Mona Lisa, Elizabeth Singer Hunt.

Numeracy Skills

Create a Daily weather chart of Spain, ch to check temperatures eg 3 times a day as a class/group. Collect data and transfer into a graph.

WOW Experience

Spanish Day. Invite local Spanish restaurant chefs to prepare

	traditional Spanish tapas dishes, create own pinchos. Spanish Dance (by LSA.. LP)
Cross Curricular Links Linking to Spanish Day: Computing: Create a festival poster. Philosophy: Is it necessary to visit places abroad? Music: Opportunity to listen to music from Spain, Can ch create their own Spanish inspired music?	