

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?

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 <u>Tochapo</u> 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 <u>symbols:</u> (<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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			village, factory, farm, house, office, port, harbour and shop.	-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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	Locational Knowledge	Place Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Year 3	<p>-Understand that climate depends primarily on the latitude of a particular place in relation to the equator and the poles (building on knowledge from hot and cold regions Y2).</p> <p>-Locate Europe on a world map - and its relative location to the UK - and identify some of its main characteristics.</p> <p>-Name 8 countries in Europe, and their capital cities.</p>	<p>-Understand the main human and physical features of the Mediterranean region of Europe, with a focus on Spain and understanding the impact that the physical landscape has on human land-use and the way people live their lives (including, different cuisines).</p> <p>-Know at least four main differences between daily life in Spain, Madrid and our local area.</p>	<p>-Describe how volcanoes are formed and the key features of volcanoes.</p> <p>-Understand the effects of a recent volcanic eruption on the human population focus on Pompeii and evaluate the advantages and disadvantages of living near a volcano.</p>	<p>Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent.</p> <p>-Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius</p> <p>-Use online mapping, including Google Google, to explore Europe and the cities within different countries</p> <p>Use compass directions (Compass) Follow on from year 2</p> <p>Give detailed instructions on a map. Directional instructions. NSEW, compass points.</p>

Year 4	<p>Find and locate the world's rainforests on a map, and the significance of the lines of latitude on the location of rainforests. (linked to climate zones in Y3).</p> <p>-Know how to locate South America on a world map.</p> <p>-Locate and identify a range of climatic, physical and human features, including the</p>	<p>Name the major rivers in the UK, including the River Thames as well as the River Mersey.</p> <p>- Describe the key characteristics of Rainforest in <u>Brazil</u>.</p> <p>- Explain the importance of the Amazon Rainforest on</p>	<p>-Describe and explain how the water cycle works.</p> <p>-Identify the main courses of a river: the upper, middle and lower courses.</p> <p>-Name the main features of a river, and the way that land use changes from the source to the mouth.</p>	<p>-Use the index in an atlas to locate the world's longest rivers.</p> <p>-Understand how to use digital mapping to locate satellite</p>
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	<p>Andes, The Amazon Rainforest and The Amazon</p>	<p>the wider continent of South America.</p> <p>-Understand the key differences between living in Liverpool and the Amazon region.</p>	<p>-Describe and explain how humans pollute rivers (<u>Environmental study</u>)</p> <p>- Know that most major world cities are located near rivers, understanding how rivers have impacted on human life and land-use over thousands of years and still today, with a focus on how people use rivers.</p> <p>-Recognise and explain how human activities affect rivers, including pollution and dams.</p> <p>-Describe how flooding affects local communities living nearby rivers.</p> <p>- Recognise the different layers of life in a rainforest, considering biomes and vegetation belts.</p> <p>-Recognise the features that make up a rainforest, including, the climate, animals and plants, people, food and medicine.</p>	<p>images of the world's major rivers.</p> <p>-Use an atlas to find and locate rivers in the UK, identifying the source and mouth of the river.</p> <p>-Use maps, atlases and globes to locate the countries of South America and describe features studied</p> <p>-Use digital/computer mapping to study the human and physical features of the Amazon region.</p>
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			<p>Describe and explain the physical impacts of deforestation of the Amazon Rainforest.</p> <p>-Describe and understand the types of settlement found in Rio de Janeiro and the other major cities in South-east Brazil.</p> <p>-Understand how land-use development in some cities South-east Brazil as resulted in high-population density and difficult living conditions.</p>	
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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.

Previous Learning Year 2

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. Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks. 	<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 <u>Tecuaro</u>, 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, village, factory, farm, house, office, port, harbour and shop. 	<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 <u>symbols</u>, <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. -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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Future Learning Year 4

Year 4	<p>Find and locate the world's rainforests on a map, and the significance of the lines of latitude on the location of rainforests. (linked to climate zones in Y3).</p> <p>-Know how to locate South America on a world map.</p> <p>-Locate and identify a range of climatic, physical and human features, including the Andes, The Amazon Rainforest and The Amazon</p> <p>-Name the main features of a river, and the way that land use changes from the source to the mouth.</p>	<p>Name the major rivers in the UK, including the River Thames as well as the River Mersey.</p> <p>- Describe the key characteristics of Rainforest in Brazil.</p> <p>- Explain the importance of the Amazon Rainforest on the wider continent of South America.</p> <p>-Understand the key differences between living in Liverpool and the Amazon region.</p>	<p>-Describe and explain how the water cycle works.</p> <p>-Identify the main courses of a river: the upper, middle and lower courses.</p> <p>*Describe and explain how humans pollute rivers (Environmental study)</p> <p>*Know that most major world cities are located near rivers, understanding how rivers have impacted on human life and land-use over thousands of years and still today, with a focus on how people use rivers. Recognise and explain how human activities affect rivers, including pollution and dams.</p> <p>*Describe how flooding affects local communities living nearby rivers.</p> <p>- Recognise the different layers of life in a rainforest, considering biomes and vegetation belts. Recognise the features that make up a rainforest, including, the climate, animals and plants, people, food and medicine.</p> <p>*Describe and explain the physical impacts of deforestation of the Amazon Rainforest.</p> <p>*Describe and understand the types of settlement found</p> <p>-Understand how land-use development in some cities South-east Brazil as resulted in high-population density and difficult living conditions.</p>	<p>-Use the index in an atlas to locate the world's longest rivers.</p> <p>-Understand how to use digital mapping to locate satellite images of the world's major rivers.</p> <p>-Use an atlas to find and locate rivers in the UK, identifying the source and mouth of the river.</p> <p>-Use maps, atlases and globes to locate the countries of South America and describe features studied</p> <p>-Use digital/computer mapping to study the human and physical features of the Amazon region.</p>
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Resources

. Pictures of the Mediterranean Spanish traditional Dresses, (for role play and enquiry time)
Spanish research books

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/>

<p>Videos of holiday in Spain Immersion Room</p> <p>Chatta</p>	<p>http://www.factmonster.com/countries.html</p> <p>Extended Writing Opportunities Walking tour of Madrid. Non chronological report on Spain. Letter home to persuade family to visit.</p>
<p>Suggested Quality Texts The Ugly Princess (could be used as stimulus for Philosophy)</p> <p>The mystery of the Mona Lisa, Elizabeth Singer Hunt.</p> <p>Spanish culture books</p>	<p>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.</p>
	<p>WOW Experience Spanish Day. Invite local Spanish restaurant chefs to prepare traditional Spanish tapas dishes, create own pinchos. Spanish Dance (by LSA.. LP)</p>
<p>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?</p>	