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.

<u>International Baccalaureate Learner Profile Link</u> *Communicators*

How do express and present ourselves to others?

Risk Taker (preparing own food)

Previo	ous Learning.			
ear 2	-Identify hat 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.	-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 Tocharo, 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	-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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Identify the human features of a continent, including: city, town,	-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: (1 to be developed further in year 3) -Ask geographical questions - Where is if? What is this place like? How near/far is if? -Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
			village, factory, form, house, office, port, harbour and shop.	-use cerial 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.

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

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Year 4	Find and locate the world's rainforests on a	Name the major rivers in	-Describe and explain how	-Use the index in
	map, and the significance of the lines of latitude on the location of rainforests.	the UK, including the River Thames as well as the River	the water cycle works.	an atlas to locate
	(linked to climate zones in Y3).	Mersey.	-Identify the main courses	the world's longest
	#	Borrello Borbon	of a river: the upper,	rivers.
I	-Know how to locate South America on a	- Describe the key	middle and lower courses.	
ı	world map.	characteristics of		
		Rainforest in Scoril	-Name the main features of	-Understand how to
ı	 -Locate and identify a range of climatic, 		a river, and the way that	use digital mapping
I	physical and human features, including the	- Explain the importance of	land use changes from the	
		the Amazon Rainforest on	source to the mouth.	to locate satellite

	Andes, The Amazon Rainforest and The	the wider continent of		increase of the
	Amazon	South America.	-Describe and explain how	images of the
1			humans pollute rivers 6	world's major
		-Understand the key	Environmental study)	rivers.
		differences between living		
1		in Liverpool and the Amazon	- Know that most major	
1		region.	world cities are located	-Use and atlas to
			near rivers, understanding	find and locate
			how rivers have impacted on human life and land-use	rivers in the UK,
			over thousands of years and	identifying the
			still today, with a focus on	source and mouth
1			how people use rivers.	of the river.
1			Because and evolute have	or the river.
1			-Recognise and explain how human activities affect	
1			rivers, including pollution	-Use maps, atlases
			and dems.	and globes to
				locate the
1			-Describe how flooding	countries of South
			affects local communities	
			living nearby rivers.	America and
			- Recognise the different	describe features
			layers of life in a	studied
1			reinforest, considering	
			biomes and vegetation	Hen
			belts.	-Use
			-Recognise the features	digital/computer
			that make up a rainforest,	mapping to study
			including, the climate,	the human and
			animals and plants, people, food and medicine.	physical features of
				the Amazon region.

	Describe and explain the physical impacts of deforestation of the Amazon Reinforest. -Describe and understand the types of settlement found in Rio de Jappie and the other major cities in South-east Brazil. -Understand how land-use development in some cities south-east Brazil as resulted in high-population density and difficult living conditions.
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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	-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.	-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 Tocuaro_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	-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. Including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, wegetation, season and weather. - Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.	-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 symbolis. (To be developed further in year 3) -Ask geographical questions — Where is 1f? What is this place like? How near/far is 1f? -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 landwarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

	Locational Knowledge	Place Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Year 3	-Understand that climate depends primarily on the latitude of a particular place in relation to the equator	-Understand the main human and physical features of the	-Describe how volcanoes are formed and the key features of	Know how to use an atlas to locate Europe on a world map and
	and the poles (building on knowledge from hot and cold regions Y2).	Mediterranean region of Europe, with a focus on Spain and	volcanoes.	to identify the countries within this continent.
		understanding the impact that the	-Understand the effects of a	
	-Locate Europe on a world map - and its relative	physical landscape has on human	recent volcanic eruption on the	-Understand how to use the index
	location to the UK - and identify some of its main characteristics.	land-use and the way people live their lives (including, different	human population focus on Pompeii and evaluate the advantages and	in an atlas to identify different countries, cities and physical
	characteristics.	culsines).	disadvantages of living near a	features of southern Europe, e.g.
	-Name 8 countries in Europe, and their capital cities.		volcano.	Mt. Vesuvius
		-Know at least four main		
		differences between daily life in		-Use online mapping, including
		Spain, Madrid and our local area.		Digition, to explore Europe and the cities within different countries
				Use compass directions (_ campsites) Follow on from year 2
				Give detailed instructions on a map. Directional instructions. NSEW, compass points.
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Future Learning Year 4

Year 4	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). -Know how to locate South America on a world map.	Name the major rivers in the UK, including the River Thames as well as the River Mersey. Describe the key characteristics of Rainforest in Brazil.	-Describe and explain how the water cycle works. -Identify the main courses of a river: the upper, middle and lower courses.	-Use the index in an atias to locate the world's longest rivers. -Understand how to use digital mapping to locate satellite images of the world's major rivers.
	-Locate and identify a range of climatic, physical and human features, including the Andes, The Amazon Rainforest and The Amazon -Name the main features of a river, and the way that land use changes from the source to the mouth.	- Explain the importance of the Amazon Rainforest on the wider continent of South America. - Understand the key differences between living in Liverpool and the Amazon region.	*Describe and explain how humans pollute rivers (_Environmental study) *Know that most major world cities are located near rivers, understanding how rivers have impacted on human life and landuse 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. *Describe how flooding affects local communities living nearby rivers. - 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. *Describe and explain the physical impacts of deforestation of the Amazon Rainforest. *Describe and understand the types of settlement found -Understand how land-use development in some cities Southeast Brazil as resulted in high-population density and difficult living conditions.	-Use and atlas to find and locate rivers in the UK, identifying the source and mouth of the river. -Use maps, atlases and globes to locate the countries of South America and describe features studied -Use digital/computer mapping to study the human and physical features of the Amazon region.

Resources

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

Website/Apps

http://www.map-ofspain.co.uk/large-map-of-madrid.htm http://www.gomadrid.com/maps/mad rid-map.html)http://earth.google.com http://www.oddizzi.com/

Spanish culture books	WOW Experience Spanish Day. Invite local Spanish restaurant chefs to prepare traditional Spanish tapas dishes, create own pinchos. Spanish Dance (by LSA LP)
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.
Chatta	Extended Writing Opportunities Walking tour of Madrid. Non chronological report on Spain. Letter home to persuade family to visit.
Videos of holiday in Spain Immersion Room	http://www.factmonster.com/countries.html

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?