

Year 5 Geography – Europe
<p>In Year 5 we learn new Physical and Human geographical vocabulary. Our focus is on the continent we live in – Europe. We use disciplinary knowledge to find countries on a map and can identify some of the key regions. We understand how mountain ranges are formed and can identify the tallest mountains in Europe – and compare them to other mountains around the world. We build on our knowledge of rivers and compare the rivers of the UK with the ode of the continent.</p> <p>There will be opportunities to play and oracy, through role play opportunities, such as a class Travel Agency, and opportunities for debate.</p>

Key Vocabulary
Settlements, compass, trade, export, environment, hemisphere, economy, ordnance survey, co-ordinates, field work, resource, developing country, human geography, physical geography, Atlantic, Mediterranean

Pedagogy
<p>Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information.</p> <p>Spaced practice (also referred to as spaced learning, distributed practice, distributed learning, and the spacing effect) applies the principle that material is more easily learnt when broken apart by intervals of time. Spaced practice is often contrasted with 'massed' or 'clustered' practice, whereby material is covered within a single lesson or a linear and sequential succession of learning.</p> <p>Assessment is a continuous process, integral to learning and teaching. It plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. These can be seen in each teachers Whole Class Feedback Book and subsequent KUNCU (Keep Up Not Catch Up) sessions.</p>

High Quality Texts
<p><u>Epic Book list</u></p> <p>Rivers Continents Migration Countries</p>

National Curriculum Expectations	Substantive Knowledge (What)	Disciplinary Knowledge (How)	Cultural Capital/ Experiences	Opportunities for Oracy	Opportunities for Play	Diversity and Culture/Similarities and differences	Life Skills	Outdoor Learning/Fieldwork	Cross Curricular Links
<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of a European country.</p> <p>Human and physical Geography</p> <p>Describe and understand key aspects of physical geography, including rivers, mountains and earthquakes.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use.</p>	<p>Name the tallest mountains in Europe</p> <p>Name the capital cities of countries in Europe (Vienna, Paris)</p> <p>Name human and physical features of focus countries in Europe</p> <p>Name the following rivers in Europe Danube, Seine and Rhine</p> <p>Name and identify key features of volcanic eruptions and earthquakes</p>	<p>Use map skills to locate countries on a map</p> <p>Compare regions of Europe (physical and human features)</p> <p>Identify regions of Europe (compare similarities and differences)</p> <p>Identify mountain regions.</p> <p>Use knowledge of physical geography to explain volcanic eruptions/earthquakes and their impact on the local area.</p>	<p>Visitor / Zoom</p> <p>Pen pals/video calls to Erasmus schools</p> <p>Key holidays across Europe: - San Gennaro Feast Day (Italy) – 19/9 - La Mercè Festival (Spain) – 24/9 - Nuit Blanche (France) – Early October</p>	<p>Debate - Why isthe best European City?</p> <p>Cognitive, Linguistic, Physical and Social and Emotional</p> <p>Sales pitch: promote your holiday destination with persuasive language (cross-curricular marketing, computing, writing, TV ad video etc) Identify key features e.g., mountain regions (mountain biking, hiking, skiing) rivers (boat trips, fishing and water sports). Human geography: infrastructure, supermarkets etc. Apprentice style sales pitch: ch. Choose a charity from Europe (follow interests: refugees, stray animals, natural disaster etc). Pitch, market and promote fundraising for their charity (budget for resources). Competition to raise the most money. Cross-curricular: maths, oracy, IT, writing etc.</p>	<p>Google maps (street view) European countries.</p> <p>Travel agency role play to advertise a holiday using key features of each country.</p> <p>Invite - Setting up a travel agents.</p> <p>Enhance – Tickets with each place and tickets.</p> <p>Facilitate – Facts about the counties in the travel agents and displays to advertise the holidays.</p> <p>Traditional games from other European cultures</p> <p>Musical instruments from other countries.</p> <p>Dress up area/days</p>	<p>Compare lifestyles in different European countries Eg. Iceland and Italy</p> <p>English academy in Europe (Spain): pen pals, video messages, celebration cards for events.</p> <p>Music, dance, food tasting.</p> <p>TV, apps, programmes from other countries</p>	<p>Map work</p> <p>Budget – plan a holiday from one location to another</p> <p>What to do in an emergency – 999 – different services ie mountain rescue</p> <p>British values, democracy: ch, present holiday as sales pitch and ch. Then 'buy' their boarding pass to their top destination (voting, links to play)</p> <p>Race across the world: research and travel within budget the quickest.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</p> <p>AR posters</p> <p>Make VR headset and use old iPads: mountains, rivers, etc.</p> <p>Trip: local river or reservoir – pond dipping?</p> <p>Locality walk: scavenger hunt/ feature search: human and natural features.</p> <p>Orienteering: make school grounds into Europe – work out where they are in Europe based on landmarks.</p>	<p><u>Writing</u></p> <p>Travel guides – comparing holiday destinations across Europe (Greece and Greek Islands)</p> <p>Erasmus Links – compare and contrast school life and location – zoom/skype. Penpal letters</p> <p>Charity Link – Green Peace - persuasive writing 'Why should you contribute to Green Peace in a cost of living?'</p> <p>Mountain Ranges- explanation text comparative</p> <p>Opportunities for writing to include: Diary entries Letters Reports Explanation Biography Persuasive letter & Speech Discussion –argument & review</p>