

## Year 4 - The Mediterranean

<b>Inspiration</b>	<b>Partnership with parents</b>		
Culture – the culture of Italy	Community - links with European countries		
<b>Key Questions</b> <ul style="list-style-type: none"> <li>- Where is Europe?</li> <li>- What are the countries of the Mediterranean like? What links do we have with them?</li> <li>- What are the physical features of Italy?</li> <li>- What are the main cities of Italy?</li> <li>- How has Bologna changed?</li> </ul>	<b>Concepts</b> <ul style="list-style-type: none"> <li>- Scale</li> <li>- Change</li> </ul>		<i>Also covered in:</i> Y3 – Volcanoes and Earthquakes
	<b>Skill Development M2 Advancing</b> <ul style="list-style-type: none"> <li>- A developing range of geographical questions are asked and answered accurately.</li> <li>- Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.</li> <li>- A growing range of fieldwork techniques are chosen and applied when investigating the local area.</li> <li>- Resources are chosen in order to investigate and describe the characteristics of places.</li> <li>- The names of the countries and cities of the UK are identified and many of the key features of its regions described using geographical vocabulary.</li> <li>- A growing number of European countries are known and their characteristics identified using geographical vocabulary.</li> <li>- There is a good level of application of a growing range of terminology to describe geographical patterns.</li> <li>- Criteria are chosen from a list to help describe the similarities and differences between countries.</li> <li>- Geographical language is selected to describe changed to the locality of the school over time.</li> <li>- When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the UK and the continents of the world, is used.</li> </ul>		<b>By the end of this Unit, children will be able to:</b> <ul style="list-style-type: none"> <li>- <b>Use a range of maps to investigate Europe including its principle cities, coastlines, nations, rivers and mountains</b></li> <li>- <b>Describe where Europe is and know that Europe is comprised of many different countries</b></li> <li>- <b>Use longitude and latitude and the 8 points of a compass</b></li> <li>- <b>Explain the importance of the sea in terms of economy</b></li> <li>- <b>Describe and compare regions in Italy</b></li> </ul>
<b>Knowledge</b> see <a href="http://www.rgs.org">www.rgs.org</a> The Mediterranean <ul style="list-style-type: none"> <li>- Europe is made up of 51 countries and is approximately 10,180,000 km<sup>2</sup> and is the second largest continents</li> <li>- Italy became a united country in 1821</li> <li>- Italy is a country of 20 regions, each with its own character</li> <li>- Northern Italy is more industrial and the south of the country relies on tourism</li> <li>- Bologna is an ancient city with Etruscan, Roman and medieval features. It sits along a belt of seismic activity</li> </ul>			
<b>Topic Specific Vocabulary</b> Topography, region, economic, mountain, coast, population, land use, agriculture, industry, climate zone, mountains, volcanoes, seismic, continent, sea		<b>NC Subject content</b> 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 Identify the position of latitude and longitude, Equator, Northern Hemisphere Describe and understand key aspects of physical geography including climate zones, rivers, mountains and human geography including types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water Use maps and describe features studied Use the eight points of a compass, symbols and keys	
<b>Subject Specific/Academic Vocabulary</b> <b>This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</b>			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Area, cultural, economic, features, identified, impact, income, physical, region, source	consequences, labour, significant, survey, resident	Analyse, considerable, distribution, export, locate,	Affect, constant, factors, policy, proportion
<b>We are geographers</b> Messages in a bottle – fact files about the countries and writing in role as a resident of that country with a message to the world. Audience – parallel class			