

Countries, Capitals and Cultures

Main Subject Focus Geography	Intent: Why? To develop children's understanding of the wider world, enabling them to locate countries and capital cities and understand where they are in relation to the UK. To develop geographical curiosity and cultural awareness, helping children recognise and appreciate the similarities and differences between people, places and cultures. To build essential geographical knowledge and skills, including using maps, atlases and digital tools, comparing places, and communicating geographical information accurately.	Links to prior and wider learning Builds upon knowledge of settlements studied on a UK and wider scale as well as their local environment. Links to further topics locating rivers and mountain regions. <i>Voyagers, Life Through a Lincolnshire Lens, Phileas Fogg, Raging Rivers and Majestic Mountains, Asian Discovery</i>
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Knowledge

Locational knowledge

- Locate a range of European countries on a map and identify where Europe is within the world.
- Name and locate the capital cities of several European countries.

Place knowledge

- Compare similarities and differences between European countries and their own locality.
- Describe how people live in different countries and explain how culture can vary, including language, traditions, food and celebrations.

Human and physical geography

- Identify and describe key physical features of European countries, such as mountains, rivers and coastlines.
- Identify and describe key human features, such as cities, landmarks, transport networks and land use.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital mapping tools to locate countries, capitals and geographical features.
- Present geographical information and findings using maps, diagrams, fact files, tables and digital presentations, using appropriate geographical vocabulary.

By the end of this unit, pupils will learn:

- Europe is a continent made up of many different countries, each with its own capital city.
- The names and locations of a range of European countries and their capitals.
- How to use maps, atlases, globes and digital maps to locate countries, capitals and geographical features.
- That countries have a variety of physical features, including mountains, rivers, forests and coastlines.
- That countries have human features such as cities, landmarks, transport networks and places of cultural significance.
- How cultures can differ between countries, including language, traditions, food, music, celebrations and daily life.
- How life in other European countries can be similar to and different from their own local area.
- How to research, organise and present geographical information using appropriate geographical vocabulary.

Year 3	Year 4
· Begin to ask/initiate geographical questions. · Use NF books, stories, atlases, pictures/photos and internet as sources of information. · Investigate places and themes at more than one scale · Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	· Ask and respond to questions and offer their own ideas. · Extend to satellite images, aerial photographs. · Investigate places and themes at more than one scale. · Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.
· Use 4 compass points to follow/give directions: · Use letter/no. co-ordinates to locate features on a map.	· Use 4 compass points well · Begin to use 8 compass points · Use letter/no. co-ordinates to locate features on a map confidently.
· Begin to identify points on maps A, B and C.	· Begin to identify significant places and environments.
· Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	· Locate places on large scale maps, (e.g. Find UK or India on globe) · Follow a route on a large- scale map.
· Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) · Begin to draw a sketch map from a high view point.	· Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) · Draw a sketch map from a high view point.
· Use large scale OS maps. · Begin to use map sites on internet. · Begin to use junior atlases. · Begin to identify features on aerial/oblique photographs.	· Use large and medium scale OS maps. · Use junior atlases. · Use map sites on internet. · Identify features on aerial/oblique photographs.
· Try to make a map of a short route experienced, with features in correct order. · Try to make a simple scale drawing.	· Make a map of a short route experienced, with features in correct order. · Make a simple scale drawing.

Wider curriculum links:

Art – Colours of the World (Europe focus)

Key Texts:

Europe Geography Activity Book: Maps, Facts, Flags, Activities - Learn About the Countries of Europe (Dylanna Press), All countries, capitals and flags of the world: A guide to flags from around the world (Smart Kids), The Travel Book: A journey through every country in the world (Lonely Planet)

Key Vocabulary/ Etymology

Locate, Region, Position, Latitude, Longitude, Equator, Hemisphere, Tropic, Circle, Day, Night, Time zone, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian Time, Localities, Settlement, Land use, Landscape, Population, Climate, Migration, North-east, South-east, South-west, North-west

Wow moment- European Food tasting, European Countries Exhibition to showcase learning for parents

St Gilbert's School Value- Creative: create maps, fact files, posters, presentations and other geographical outcomes to communicate their learning. Appreciate and celebrate cultural diversity, recognising that different ideas, traditions and ways of life can inspire creativity.

British Values- Democracy- different countries and how they are governed- the importance of democracy