



Medium Term Unit Planning

Topic Name: Modern Europe

Learning outcome:

By the end of this scheme of work the children should be able to describe and explain the human and physical features of some of Europe's most prominent nations. The children will learn map skills and follow a series of tasks that link to the physical or human features in each country.

Hook: Each country has it's own mini hook in the form of different creative activities to display their knowledge.

Topic Showcase (e.g. display, museum, performance, presentation)

Biome Boxes Display, Pointillism Display, demonstration of volcanic eruptions in assembly.

Oracy: The children will present their work in assembly.

Key Vocabulary: Europe, France, Germany, Russia, Norway, Italy, UK , Spain, Physical and Human features

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

A walk in Paris

Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

The children will have a wider understanding of the countries in our continent and how they are similar but also different. However, we all still have an important place here.



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**Experiences/Visits/Visitors
Experiments.**

**Main Subjects covered:
Geography, Science, Art and DT**

Subject 1 Threshold concepts

Geography

- **Investigate places**
This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns**
This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically**
This concept involves understanding geographical representations, vocabulary and techniques.

Subject 2 Threshold Concepts

Science

- **Investigate materials**
This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.



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Subject 3 Threshold Concepts

Art and DT

- **Take inspiration from the greats**

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

- **Master practical skills**

This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).

- **Design, make, evaluate and improve**

This concept involves developing the process of design thinking and seeing design as a process.

Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Germany <ul style="list-style-type: none"> ○ To understand and be able to name, locate and explain some of the human and physical features of this country. 	Investigate places This concept involves understanding the geographical location of places and their physical and human features. Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. Communicate geographically	<ul style="list-style-type: none"> ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ○ Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> ○ Create the country's flag and label the map of that country (including five locations and the capital city) Look at different German football teams and design a kit for the teams based on their surrounding geographical features.



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	<p>This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> ○ Name and locate the countries of Europe and identify their main physical and human characteristics. 	
<p>2. Italy</p> <ul style="list-style-type: none"> ○ To understand and be able to name, locate and explain some of the human and physical features of this country. 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p> <p>Investigate materials This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <p>Art and DT Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> <p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a</p>	<ul style="list-style-type: none"> ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ○ Use a range of resources to identify the key physical and human features of a location. ○ Name and locate the countries of Europe and identify their main physical and human characteristics. ○ Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. ○ Mix colours effectively. 	<ul style="list-style-type: none"> ○ Create the country's flag and label the map of that country (including five locations and the capital city) ○ Go through the volcanoes PowerPoint and learn all about how volcanoes erupt. ○ Make lemon volcanoes.



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	<p>range of skills but they may be added to or changed as appropriate for your school).</p> <p>Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.</p>	<ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. 	
<p>3. Spain</p> <ul style="list-style-type: none"> To understand and be able to name, locate and explain some of the human and physical features of this country. 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Create the country's flag and label the map of that country (including five locations and the capital city) Help Sebastian Debillio reach the end of the cycle route by designing a leaflet or poster to describe how to overcome physical and human features as Esmerelda was not helpful.
<p>4. Norway</p> <ul style="list-style-type: none"> To understand and be able to name, locate and explain 	<p>Investigate places This concept involves understanding the geographical location of places</p>	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and 	<ul style="list-style-type: none"> Create the country's flag and label the map of that country (including five



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<p>some of the human and physical features of this country.</p>	<p>and their physical and human features. Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>human characteristics of a location.</p> <ul style="list-style-type: none"> ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ○ Use a range of resources to identify the key physical and human features of a location. <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>locations and the capital city)</p> <ul style="list-style-type: none"> ○ Take a look at different winter sports. ○ Design their own winter Olympic sport.
<p>5. Russia</p> <ul style="list-style-type: none"> ○ To understand and be able to name, locate and explain some of the human and physical features of this country. 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features. Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ○ Use a range of resources to identify the key physical and human features of a location. ○ Name and locate the countries of Europe and 	<ul style="list-style-type: none"> ○ Create the country's flag and label the map of that country (including five locations and the capital city) ○ Take a look at different Biomes and design their own Biome Boxes.



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	<p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).</p> <p>Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.</p>	<p>identify their main physical and human characteristics.</p> <ul style="list-style-type: none"> ○ Design with purpose by identifying opportunities to design. ○ Cut materials accurately and safely by selecting appropriate tools. ○ Develop ideas from starting points throughout the curriculum. ○ Collect information, sketches and resources. ○ Adapt and refine ideas as they progress. ○ Explore ideas in a variety of ways. 	
<p>6. UK</p> <ul style="list-style-type: none"> ○ To understand and be able to name, locate and explain some of the human and physical features of this country. 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's</p>	<ul style="list-style-type: none"> ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. ○ Use a range of resources to identify the key 	<ul style="list-style-type: none"> ○ Create the country's flag and label the map of that country (including five locations and the capital city) ○ Show the counties of Europe on a map of the UK and discuss where the Queen of England has visited.



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	<p>natural resources are used and transported.</p> <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	
<p>7. France</p> <ul style="list-style-type: none"> To understand and be able to name, locate and explain some of the human and physical features of this country. 	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p> <p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p> <p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics. Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. 	<ul style="list-style-type: none"> Create the country's flag and label the map of that country (including five locations and the capital city) Take a look at different French artists and then gradually recreate the artists famous work.



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	<p>Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).</p> <p>Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.</p>	<ul style="list-style-type: none">○ Adapt and refine ideas as they progress.○ Explore ideas in a variety of ways.○ Replicate some of the techniques used by notable artists, artisans and designers.○ Create original pieces that are influenced by studies of others.	
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