

Mediterranean Europe

Year 4

Key end points of this unit, Mediterranean Europe, are:

- Describe and understand key physical and human features of Mediterranean Europe.
- Mediterranean Europe is located in southern Europe.
- The Mediterranean climate is warm and dry in the summer, cool and wet in the winter.
- The warm, dry climate in Mediterranean Europe allows olives to grow.
- There are several mountain ranges in Mediterranean Europe

This unit builds upon previous learning from both Year 2 and Year 3 when children studied **Northern and Western Europe**. This unit will look closely at the region known as Mediterranean Europe. They will continue to develop their understanding of **trade** and will look at **food produce** that is grown in this region. Agriculture is introduced in the context of what can be grown in a **Mediterranean climate**. Building on knowledge of **settlements**, children will study **Athens and Venice**, looking for similarities and differences. They will use their knowledge of studying cities; **identifying position** and **location, transport, landmarks and population** to compare and contrast the two cities. Background knowledge from history, from studying the Ancient Greeks and Ancient Romans, will provide contextual knowledge for this unit.

During this unit children will be building on their knowledge of maps and will be using maps of the region to look at the **shape of the land**, the location of different countries and will also **identify mountain ranges** from looking at physical maps that show landscape features. As this unit builds on previous learning, teachers should expect children to have some prior knowledge of the region from both history and geography.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small manageable steps. In lesson 1 children will be introduced to the Mediterranean region. They will locate the Mediterranean Sea and the countries surrounding it. They will look at coastlines and will identify Cyprus and Malta; islands located in the Mediterranean Sea. They will learn that geologists believe that millions of years ago, the Mediterranean Sea dried up almost completely, before a major flooding event saw it refilled again. In Year 3 history (Stone Age to the Iron Age) children learned about the UK being connected to the rest of Europe, so they will have some knowledge that the land on Earth was very different millions of years ago.

In lesson 2 children will look at the climate of Mediterranean Europe. They will have knowledge of climate from Year 2 when children studied a simple climate graph of a location Northern Europe and compared it with a climate graph from the UK. Children will look again at climate graphs and will consider rainfall in the region. They will learn that the gulf stream influences the climate in the Mediterranean. Children will build on their knowledge of climate when they study other places around the world such as Japan, South America, New Zealand and the continent of Africa.

In lesson 3 children will build on their knowledge of climate and look at food and farming in Mediterranean Europe. They will explore the connection between climate and agriculture, a connection that will be built upon when they study food security in Madagascar in Year 6. Moving on to lesson 4, children will look at the landscape in the Mediterranean region and will identify mountain ranges using an atlas. They will follow the path of the River Po from its source to its mouth. Children studied Rivers in Year 3 so will have knowledge of the features of a river and will be able to identify some rivers around the world.

In the fifth lesson of this unit, children will build on their knowledge of settlements and will study Athens and Venice before comparing and contrasting the two cities. Children have had prior experience comparing two locations in Year 2 (London/Local area with Cape Town) and Year 3 (London/local area with San Francisco).

To conclude this unit, children will answer an essay question designed to encourage them to think about Mediterranean Europe in the context of their prior knowledge of Northern and Western Europe. They will consider the differences and similarities between the regions of Europe in terms of human features, physical features and climate. This task is designed for children to reflect on what they have learned and draw their knowledge together in an extended piece of writing. It gives teachers a chance to focus on the style of writing in geography, factual and descriptive instead of entertaining. This task should be scaffolded according to the needs of the children.

The key substantive concepts focused on in this unit include place, space, climate and trade.

The key disciplinary understanding in this unit is that geographers use maps to communicate information and to represent the world around us.