

Lesson one: What's on the map? Bird's eye view on Europe

| Locational Knowledge | Place Knowledge | Key questions and ideas | Teaching and learning activities | Resources |
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| <p>This lesson focuses on locational knowledge, while simultaneously helping to contextualize “The Mediterranean” as a significant region within a larger continent.</p> <p>It will help pupils “locate the world’s countries, using maps to focus on Europe whilst concentrating on environmental regions, key physical and human characteristics, countries, and major cities.” It may also help them “identify the position and significance of latitude and longitude.”</p> | <p>It begins to help pupils “understand geographical similarities and differences through the study of human and physical geography of a region in a European country.”</p> | <p>How do we understand Europe as a continent?</p> <ul style="list-style-type: none"> • using geographical language and concepts to describe its location within the wider world? • by understanding that it comprises many different countries? • through identifying some of its key cities, physical and human features? <p>Understanding that there are different kinds of maps, which are used for a variety of functions.</p> <p>Understanding some of the common features of all maps (scale, key, purpose, orientation, title etc.)</p> | <p>STARTER: This lesson begins with an elicitation activity about learners’ prior knowledge of Europe and the Mediterranean.</p> <p>MAIN ACTIVITY: The lesson then goes on to test children’s initial ideas by supporting their investigations of Europe. Using an atlas or globe; each table group uses one way of describing where Europe is in the world (e.g. by using the lines on the map, or terms like North and South in relation to the land or sea nearby). Different table groups then use specialised maps to look at: nations; principal cities and population centers; rivers, climate and topography. More able groups might also look at land use and culture.</p> <p>PLENARY: Each group identifies key features from its map and reports back on the four main things that it has found out. These are marked up on a large outline map on the wall or interactive whiteboard. The group also reports back on the sort of name it would give to its map, and what this sort of map would be used for. These ideas are checked against the initial ideas from the starter activity. Finally, pupils are introduced to a rolling assessment task for the whole module.</p> | <p>Downloads: Map of Europe PDF MSWORD</p> |
| <p>Human and Physical Geography</p> | <p>Geographical Skills and Fieldwork</p> | | | <p>Assessment opportunities</p> |
| <p>It begins to help pupils understand “physical geography, including climate zones, mountains, and volcanoes.”</p> | <p>It will help students “interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs”, and “use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.”</p> <p>It begins to develop learners’ use of “the eight points of a compass, map symbols & key.”</p> | | | <p>The elicitation activity provides opportunities for baselining. The plenary allows both teachers and learners to check their learning against the initial baseline, and to plan together for progression. How are things moving on? Are there points which will need clarifying or misunderstandings arising?</p> <p>This and the subsequent lessons will lead up to a presentation, using appropriate software such as Prezi or Windows Media Maker. This will constitute the main final assessment task.</p> |

Lesson two: Is Europe a proper continent? Is the Mediterranean a proper sea?

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| Building on lesson one, this lesson will further develop learners' locational and place knowledge, but at a more precise scale. | Building on lesson one, this lesson will further develop learners' locational and place knowledge, but at a more precise scale. | <p>Taking a 'geography conundrums approach' this lesson invites learners to think critically about what we mean by terms such as 'continent', 'sea' etc.</p> <ul style="list-style-type: none"> • How does Europe fare as a continent which is not a 'contiguous land mass surrounded by water'? • Is there one 'Europe', or are there many 'Europes'? • What is the difference between a small sea and a big lake? • Making sense of seas within seas: the Tyrrhenian, Ligurian, Adriatic, Cretan and Aegean Seas. • Is the Black Sea a part of the Mediterranean? • What continent is the Mediterranean in? | <p>STARTER: Students work in groups to suggest their own definitions for the word 'continent'.</p> <p>MAIN ACTIVITY: The definitions are tested against contradictory evidence, including maps. Where do we 'draw the line' around the continent? Do political, relief and tectonic plate maps suggest different answers? Students then group a series of statements about the Mediterranean. Where does the sea end? What forms a part of it, What does it form a part of? What does it connect to? Students are asked to come to some provisional conclusions, and to offer reasons for their choices.</p> <p>PLENARY: Children offer their ideas and arguments, and key features are marked on the map of Europe.</p> | <p>Downloads: Statements about the Mediterranean PDF MSWORD</p> |
| Human and Physical Geography | Geographical Skills and Fieldwork | | | Assessment opportunities |
| This lesson will help students "describe and understand key aspects of physical geography", including seas, coasts, and continental plates. | <p>This lesson will further develop skills for mapworking, enquiry, research and critical thinking, including using and interpreting "a range of sources of geographical information."</p> <p>It will explore, test and develop learners' use of geographical terminology.</p> | | | <p>The plenary allows both teachers and learners to check their learning against their initial baseline, and to plan together for progression. How are things moving on? Are there points which still need clarifying? The two activities offer opportunities for the teacher to review students' appropriate use of geographical language, their understanding of concepts such as scale, their ability to offer and substantiate reasoned arguments. This and the subsequent lessons will add to a presentation, using appropriate software such as Prezi or Windows Media Maker. This will constitute the main final assessment task.</p> |

Lesson three: What's so special about the Mediterranean?

| Locational Knowledge | Place Knowledge | Key questions and ideas | Teaching and learning activities | Resources |
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| <p>This lesson will help pupils “locate the world’s countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.”</p> | <p>It contributes to an understanding of “geographical similarities and differences through the study of human and physical geography of a region in a European country.”</p> | <p>This lesson takes the form of a research project into how landscape and climate have affected this region, past and present: the linkages between human and physical processes.</p> <ul style="list-style-type: none"> • Why is the region so significant? What is exceptional about it? • What are some of its human and natural wonders? • What connections do we or our families have connections to the region (e.g. though family members, work or holidays)? • What can these personal experiences contribute to our learning? | <p>STARTER: If a bottle came through the Straits of Gibraltar into the Mediterranean Sea, where might it go? The lesson begins with a brief look at the main circulation currents.</p> <p>MAIN ACTIVITY: Table groups research different countries, following the flow of currents from East to West. Each looks at six main themes: economy, culture, environment, people, and the influence of the Mediterranean, the future. To do this, they research tourism, environmental and news sites, encyclopedias, and carry out a search on images. They use a writing frame to create a message in a bottle for their country.</p> <p>PLENARY: In turn, starting with Greece, tables add their messages to the bottle. Using ‘silent debate’, they compare and contrast all the messages in the bottle. Discussion: Why are these countries similar or different? (e.g. which countries rely heavily on the Mediterranean Sea for their economy? Which rely on the climate? Why?) The lesson ends by looking at the questions about the region’s future. This theme is then picked up within the final three units.</p> | <p>Downloads: My message in a bottle PDF MSWORD</p> |
| <p>Human and Physical Geography</p> | <p>Geographical Skills and Fieldwork</p> | | | <p>Assessment opportunities</p> |
| <p>This lesson will help students understand the interdependence of natural and human processes in the context of Europe, and to “describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains ... and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.”</p> | <p>This lesson will contribute to skills for mapworking and enquiry, including using and interpreting “a range of sources of geographical information.”</p> | | | <p>The messages in the bottle provide opportunities for extended writing. The ‘silent debate’ also allows the teacher to review the comments and questions that pupils are generating. Together, the six lessons will add to a presentation, using appropriate software such as Prezi or Windows Media Maker. This constitutes the main final assessment task.</p> |

Lesson four: Zoom in on Italy – a country of cities and regions?

| Locational Knowledge | Place Knowledge | Key questions and ideas | Teaching and learning activities | Resources |
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| <p>Location of Italy concentrating on the environmental regions, key physical and human characteristics and major cities</p> | <p>Investigation into the political influences on a place divided by regions</p> <p>Understanding of geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in Italy</p> | <ul style="list-style-type: none"> • What are the physical features of Italy? • Why is Italy a Mediterranean country? • What is a region? • Why might country be divided into regions? • Is Italy the only European country divided into regions? • What does a regional map of Italy look like? • What are the differences between Italian regions? • What is a 'capoluogo'? • What are the special features of the following cities: Rome, Venice, Naples, Palermo, Milan, Aosta and Florence • Where, in Italy, on the map, can we find these cities? • How do these cities compare to cities in the UK? | <p>STARTER: Locating Italy on a European map and defining it as a Mediterranean country</p> <p>Exploring the physical features of Italy – climate, landscape, defining it as a Peninsula Country</p> <p>MAIN ACTIVITY: Macro to Micro approach – enquiring into the regions of Italy and the implications of these regions</p> <p>Comparison to other European and world countries</p> <p>Research into seven of Italy's principal cities (the capoluogi).</p> <p>PLENARY: Sharing of the students' research.</p> <p>Comparison of the regions of Italy to the UK.</p> | <p>Downloads: Factsheet for Aosta PDF MSWORD Factsheet for Florence PDF MSWORD Factsheet for Milan PDF MSWORD Factsheet for Naples PDF MSWORD Factsheet for Palermo PDF MSWORD Factsheet for Rome PDF MSWORD Factsheet for Venice PDF MSWORD</p> <p>Images of Aosta (PPT) Images of Florence(PPT) Images of Milan (PPT) Images of Naples (PPT) Images of Palermo (PPT) Images of Rome (PPT) Images of Venice (PPT)</p> |
| Human and Physical Geography | Geographical Skills and Fieldwork | | | Assessment opportunities |
| <p>Understanding of what makes a region</p> <p>Physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes</p> <p>Human geography including: types of settlement and land use and economic activity</p> | <p>Mapwork – locating features and making comparisons to the UK</p> | | | <p>Identification of physical features of Italy</p> <p>Research skills relating to the cities in Italy</p> <p>Together, the six lessons will add to a presentation, using appropriate software such as Prezi or Windows Media Maker. This constitutes the main final assessment task.</p> |

Lesson five: Zoom in on Bologna and the Bolognese – City of food, city of education

| Locational Knowledge | Place Knowledge | Key questions and ideas | Teaching and learning activities | Resources |
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| Students will name and locate a city in Italy and identify its location and physical characteristics. | Students will consider Bologna's location from the physical perspective: hills, rivers and position on top of a fault line. | <ul style="list-style-type: none"> How has Bologna changed over time? What is traditionally associated with Bologna? (beyond stereotypes - Spaghetti Bolognese, for example, is not an Italian dish!) How can Bologna and its hills be seen as a place of contrasts? Why is Bologna the capital city of the Emilia Romagna region? What is meant by a historic city- what evidence is there that Bologna was an Etruscan, Roman and Medieval City? Bologna as a city of culture (Bologna is a UNESCO Heritage site for music, which suggests a curricular link and exploration of how we define culture) Bologna as a tourist city In what ways is Bologna similar to the place we (the pupils) live? Hopes and challenges. What does the future hold for this ancient city? What are the threats to Bologna as a city? (Focus on Earthquakes). | <p>STARTER: Using Google Earth, focus on the location of Emilia Romagna as a region, zooming in to Bologna.</p> <p>Introduction of key facts about Bologna in terms of population, climate, physical features in comparison to students' own city</p> <p>MAIN ACTIVITY: Introduction of an enquiry cycle and the success criteria of the enquiry</p> <p>Group exploration about one of the key questions or ideas. Students then regroup to share their findings making one PowerPoint or Prezi to summarize their understanding</p> <p>PLENARY: Students will complete a PMI, summarizing what is positive about the city of Bologna, any negative features to the city, and the interesting features of the city.</p> | <p>Downloads: Factsheet on Bologna MSWORD PDF Images of Bologna (PPT)</p> |
| | | | | Assessment opportunities |
| Human and Physical Geography | Geographical Skills and Fieldwork | | | |
| Students will study the human and physical features of Bologna and begin to recognize the differences between these two types of geography and how they impact on the economic development of Bologna. | Students will use maps, atlases and globes to further their knowledge of Bologna's location. | | | Formal marking of the student's presentation alongside the success criteria set out in the main activity. |
| | | | | Together, the six lessons will add to a presentation, using appropriate software such as Prezi or Windows Media Maker. This constitutes the main final assessment task. |

Lesson Six: Everyday life of Bologna

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| <p>ocation of Bologna as a city and the location of the four students' homes and their school in comparison to the heart of Bologna's City.</p> | <p>Understanding micro scales – localities with the city of Bologna.</p> <p>Locating typical holiday and weekend destinations for the four students.</p> | <ul style="list-style-type: none"> • What are the yearly activities like for these students? • What is similar and different between a typical year in Italy and one in the UK? • What might be the geographical reasons for these similarities and differences? • What is a typical week for these children? • What similarities can you find between the four children? • How does one of the student's weeks compare to yours? • Why might our daily routines be similar and different? • Can we say that all Italian children lead lives like this? (Discussion of the dangers of stereotyping) | <p>STARTER: Revision of Lesson Five and location of Bologna Introduction to the four students from Bologna. Focus on their typical yearly calendar</p> <p>MAIN ACTIVITY: Consideration of how the daily lives of these children is affected by the fact they live in a Mediterranean country – how does the geographical position of these students affect their daily life? (For instance, they eat different foods because of where they live, the children go to bed at very different times because of the climate, their weekend activities reflect the climate they live in)</p> <p>PLENARY: Zoom back out from this local scale, step by step, to review what children have learned, through all six sessions</p> | <p>Downloads: Meet the Children (PPT) My Typical week: Cesares PDF MSWORD My Typical week: Emily PDF MSWORD My Typical week: Francescas PDF MSWORD My Typical week: Richard PDF MSWORD Children's calendar: Cesares PDF MSWORD Children's calendar: Emily PDF MSWORD Children's calendar: Francescas PDF MSWORD Children's calendar: Richard PDF MSWORD My Typical Week Blank Worksheet PDF MSWORD Tour of School MP4</p> |
| <p>Human and Physical Geography</p> | <p>Geographical Skills and Fieldwork</p> | | | <p>Assessment opportunities</p> |
| <p>Identification of the impacts of physical geography on these students' human geography compared to the physical geography of the UK</p> | <p>Students can conduct fieldwork in their locality to create their own locational diary to share with others – what would be important to include?</p> | | | <p>Reading comprehension and inference questions based on the four student diaries</p> <p>Completion of the presentation as final assessment task.</p> |