

Geography – Year 3 – Spring Term 1 – Italy: What is it like there? - MTP

Big Finish

Pupils are to work in groups or pairs complete a quiz called 'Landmarks of Italy'. Supply pupils with maps with four figure grid references. Pupils have to use the map to locate landmarks of Italy. Allow pupils to play their games to embed their knowledge of grid reference. Challenge: Can pupils use 6-figure grid reference

| Key vocabulary: | | | | | |
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| Lesson 1) Hemisphere, Europe, Italy, sea, mountain range, tourist, human feature, physical feature, Alps, Apennines, Tiber, Po Adige, Arno | | | | | |
| Lesson 2) climate, Mediterranean, Europe, Human geography, physical geography, Sicily, Italy, Mediterranean Sea, climate, Rome, London, capital city | | | | | |
| Lesson 3) Human geography, physical geography, fertile, olives, figs, almonds, farming, rural, city, natural resources | | | | | |
| Lesson 4) Italian language, culture, natural resources, food | | | | | |
| Lesson 5) Beach, mountain, tourist, holiday, climate, sea, landmarks, Alps, Rome, Venice | | | | | |
| Lesson 6) Grid reference, key, symbol, compass, ordinance survey map Leaning Tower of Pisa, Colosseum, St. Peter Cathedral | | | | | |
| National Curriculum | Week | NC - Coverage | Disciplinary Knowledge | Factual Knowledge | Activity Outline |
| <p>The national curriculum for Geography aims to ensure that all pupils:</p> <p style="text-align: center;">Subject content Key stage 2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p style="text-align: center;">Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> | <p>1</p> <p>Where is Italy?</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Can children describe and understand physical geography, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Can children describe and understand physical geography, including rivers, mountains</p> <p>Use fieldwork to sketch maps</p> | <p>Use and interpret maps, atlases, globes</p> <p>Use fieldwork to sketch a map</p> | <p>I know that Italy is in southern Europe</p> <p>I know that the Alps and Apennines (mountains are in Italy</p> <p>I know the name of at least one major river in Italy (Tiber, Po Adige or Arno)</p> | <p>Use world maps and satellite images to locate Italy. Identify which hemisphere it is in and the countries that surround it. Once found, draw a sketch map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, mountain ranges, airports and tourist resorts.</p> <p>Children are to sketch the map of Italy and label it.</p> <p>Italy Song Learn Facts About Italy the Musical Way - YouTube</p> <p>Key words Hemisphere, Europe, Italy, sea, mountain range, tourist, human feature, physical feature, Alps, Apennines, Tiber, Po Adige, Arno</p> |

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| <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> | <p>2</p> <p>What is it like in Italy?</p> | <p>Use maps, atlases, globes</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Can children describe and understand physical geography, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Can children describe and understand physical geography, including rivers, mountains</p> | <p>Use and interpret maps, atlases, globes</p> <p>Use maps and atlases to locate Italy</p> <p>Consider the climate in Italy and the impact</p> <p>Recognise human and physical features.</p> <p>Make comparisons between Italy and a region in the UK.</p> | <p>I know that the climate in Italy is Mediterranean</p> | <p>Children to use maps, atlases and globes to locate Italy. Work in groups to learn about the animal and plant species found there, what the climate is like, the people who live there. Children could also compare Rome (the capital) to London.</p> <p>Rhyme to rehearse</p> <p>“The big boot of Italy Kicked little Sicily Right into the Mediterranean Sea.”</p> <p><u>Key words</u> Human geography, physical geography, Sicily, Italy, Mediterranean Sea, climate, Rome, London, capital city</p> |
| <p><u>Place knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p> | <p>3</p> <p>How does Italy compare to the UK?</p> | <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Human geography: including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> | <p>Ask and respond to geographical questions</p> <p>Use research methods to find and select relevant information</p> <p>Make comparison between Italy and a region in the UK.</p> | <p>I know that the fertile land is good growing foods like: olives, figs and almonds</p> | <p>Use a range of non-fiction books to find out daily life in Italy, especially what it's like for children of a similar age. Answer questions such as: What is a typical day like for a child in Italy? What are schools like? What meals do families like to eat? Compare life in cities to more rural areas. Compare findings the human geography region in the UK (Wolverhampton).</p> <p><u>Key words</u> Human geography, physical geography, fertile, olives, figs, almonds, farming, rural, city, natural resources</p> |
| <p><u>Human and Physical Geography</u></p> <p>Can children describe and understand physical geography, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Can children describe and understand physical geography, including rivers, mountains, and the water cycle.</p> <p>Human geography: economic activity including trade links.</p> | <p>4</p> <p>What is Italian culture like?</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Human geography: economic activity including trade links.</p> <p>Human geography: including types of settlement and land use and the distribution of natural resources</p> | <p>Ask and respond to geographical</p> <p>Describe some of the human geography of Italy</p> <p>Consider land use and begin to give some opinions</p> | <p>I know some facts about Italian culture (official language: Italian, food: pasta and pizza, Architecture: Leaning tower of Pisa, colosseum)</p> | <p>Children use their research skills to find out about the Italian flag, official language, festivals, food, farming, sports and music & dance, and use what they have learnt to answer questions, retrieve facts or create information booklets.</p> <p><u>Key words</u> Italian language, culture, natural resources, food,</p> |

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| <p>Human geography: including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> | | <p>including energy, food, minerals and water.</p> | | | |
| <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>5</p> <p>Why is Italy a popular tourist destination</p> | <p>Human geography: economic activity including trade links.</p> <p>Human geography: including types of settlement and land use</p> | <p>Ask and respond to geographical questions</p> <p>Give some suggestions as to what activities are on offer for tourists visiting the country</p> <p>Share their own views and opinions about a location</p> | <p>I know why Italy is a popular tourist destination. (Roman architecture, Venice: City made of small islands separated by canals, warm Mediterranean climate)</p> | <p>Children to look at Italy as a holiday destination. They identify and discuss what might attract tourists to the country. In their independent activities, they use this knowledge, as well as that which they have amassed over the previous lessons, to advise different tourists about what they could see and do which on a trip to Italy.</p> <p><u>Key words</u> Beach, mountain, tourist, holiday, climate, sea, landmarks, Alps, Rome, Venice</p> |
| <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | <p>6</p> <p>What are the Landmarks of Italy?</p> <p><u>The Big Finish</u></p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> | <p>Use and interpret maps, atlases, globes</p> <p>Ask and respond to geographical questions: What are the co-ordinates?</p> | <p>I know some of the main landmarks of Italy (Leaning Tower of Pisa, Colosseum, St. Peter Cathedral)</p> | <p>Pupils are to work in groups or pairs complete a quiz called 'Landmarks of Italy'. Supply pupils with maps with four figure grid references. Pupils have to use the map to locate landmarks of Italy. Allow pupils to play their games to embed their knowledge of grid reference.</p> <p>Challenge</p> <p>Can pupils use 6-figure grid reference</p> <p><u>Key words</u> Grid reference, key, symbol, compass, ordnance survey map, Leaning Tower of Pisa, Colosseum, St. Peter Cathedral</p> |