

<p>Theme read: Rooftoppers – Katherine Rundell</p> <p>The Northern Lights – Phillip Pullman</p> <p>Clockwork – Phillip Pullman</p> <p>The Silver Sword – Ian Seraillier</p> <p>The cities book : a journey through 86 of the world's greatest cities - Livi Gosling and Tom Woolley Hardback (published September 2016)</p> <p>Learning about Europe – Roberta Baxter</p> <p>Europe (The Seven Continents) - Joana Costa Knufinke</p>	<p>Year 5 (spring): Enquiry Question Is Oxford the greatest city in Europe? (compare with ‘twinned’ cities)</p> <p>Key driver: Enthusiasm Key skills: I can compare and contrast human and physical geographical features in different places in the world with the UK</p> <p>Year Enquiry: How do we make the most of where we live? Topics: Case study: UK vs Europe:</p> <p>Could you do a one-off lesson on the Chernobyl disaster and how it affected different countries?</p>	<p>Resources Atlas, maps, laptops for research</p> <p>Twinned cities - https://www.oxford.gov.uk/info/20139/oxford_international_links There is lots of info on why and how we have twinned cities. Would be good as a mini research project.</p>
<p>Key Vocabulary: Europe, continent, country, capital city, Latitude, Arctic Circle, physical features, Human geography, land use, residential, industrial, business, retail, leisure</p>		<p>Pupil Pledge Presentation</p>

<p>Lesson 1 UK vs Europe: Countries, continents and cities. (some map work here)</p> <p>WALT: identify the countries of Europe</p> <p>Outcome: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.</p>	<p>Lesson 2 UK vs Europe: Compare Landscapes</p> <p>WALT: compare features of European landscapes with my own area</p> <p>Outcome: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Lesson 3 UK vs Europe: Compare climates</p> <p>WALT: identify similarities between the climate of a place in Europe and where I live.</p> <p>Outcome: I can tell you about the climate of an area of Europe. I can identify differences between the climate of a place in Europe and where I live.</p>	<p>Lesson 4 UK vs Europe: Compare places/cities</p> <p>WALT: compare features of different cities in the UK and Europe.</p> <p>Outcome: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.</p>	<p>POP Quiz Countries/Cities/continents quiz to be written by teacher.</p> <p>Label on a map all the countries/cities/continents that have been looked at and discussed in the first 4 lesson.</p>
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	and a region in a European country		To compare the human geography of European regions with that of my own area.	
<p>Lesson 6 UK vs Europe: Where would you rather live?</p> <p>WALT: use knowledge learned about the UK and Europe.</p> <p>Outcome: Evaluate everything learned some far to create a debate/discussion/piece of work explaining where you would rather live and why</p>	<p>Lesson 7 Could you do a one-off lesson on the Chernobyl disaster and how it affected different countries?</p> <p>WALT: explain how nuclear power is used to generate electricity.</p> <p>Outcome: Why the Chernobyl nuclear disaster Happened. Identify the countries affected by the Chernobyl nuclear disaster. Explain some of the after-effects of the Chernobyl nuclear disaster.</p>	<p>Lesson 8 Why does Oxford have twinned cities? What do they mean?</p> <p>WALT: understand the meaning of 'Twinned cities'.</p> <p>Outcome: To understand the meaning of 'twinned' and why and which cities are linked to Oxford. This could be done through group research – see suggested web links for info.</p>	<p>Lesson 9 Mini research project on twinned cities. Pick one and compare to Oxford</p> <p>WALT: compare a 'twinned' city to Oxford.</p> <p>Outcome: To know where in the world different cities are, why Oxford is linked to them, to discuss if they have any importance to oxford itself, does it benefit oxford? Does it offer inclusion?</p>	<p>Celebration Present projects to another year group</p>

<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> Extend 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 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> KS1 units 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> Comparing lifestyles/climates/location 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> Comparing lifestyles/climates/location
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<p>their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		<p>methods, including sketch maps, plans and graphs, and digital technologies.</p>		
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