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| European Countries – Year 3 | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Use atlases and digital resources to find Europe on a world map. Use the internet to find features of Europe | Use atlases and digital resources to identify and locate countries in Europe. | Use atlases and/or computers to find identifying features of European countries | Use atlases to identify the major capital cities of Europe. | Use digital resources to compare two European capital cities. | Use books and digital resources to investigate human and physical features of  a European country. |
| Show children the map of the world on the slides and explain that it shows how the globe is split into  seven continents. Do you know which of these continents is Europe? Can you name any other  continents? Children to discuss their ideas then check on the slides.  Explain that the UK is a country in the continent of Europe. Can you name any other European  countries? Children to share ideas.  Go through the information on the slides about Europe and its features, e.g. the largest country,  population, seas and oceans, etc.  See Planning file for activities | Show children the world map on the slides. Can you remember where Europe is? Children to share  ideas then check on the slides.  Explain that the continent of Europe is split up into different countries. Show children the map of Europe  on the slides. Where is the UK on this map? Children to share ideas then check on the slides.  How many other European countries can you name? Give children one minute to list as many as they  can with a partner, then discuss their ideas.  Go through the slides showing one European country at a time being highlighted, with certain letters of  its name showing. Can you guess which country this is?  Show children one final country highlighted on the map but with no clues. If we didn’t know what country  this was, how could we find out? Children to think, pair, share their ideas, then explain how to use a  map or atlas to find out. | Show children the blank map of Europe on the slides. Which country is France? Children to share ideas  then check on the slides. Repeat this with other countries, giving clues for the more difficult ones.  Explain that even though all these countries are in the same continent, they all have different features,  identities and histories. One way a country can show its identity is through its flag. Do you know what  the flag of the UK looks like? Show children the picture on the slides.  Which of these flags do you think goes with each of these countries? Children to discuss in pairs then  check on the slides. Repeat with another set of flags.  Can you think of any other ways European countries are different from each other? Children to think,  pair, share their ideas.  Go through the information on the slides about languages and currency. | What is the difference between a continent, a country and a city? Children to think, pair, share their  ideas then go through the information on the slides.  Do you know what the capital city of the UK is? Show children the photo of London and ask them to  identify it.  Explain that each country in Europe has a capital city. Go through the information on the slides about  several European capital cities, then see how many children can match to their correct countries. | Show children the map of Europe on the slides. How many capital cities can you remember? Can you  remember which country they are in? Give children a few moments to discuss their ideas.  Explain that today children will be comparing two different European capital cities to see what is similar  and what is different about them. What do you think would be the same about London and Paris? What  do you think would be different about London and Paris? Children to share ideas.  Go through the questions they can ask to explore the similarities and differences between two cities,  e.g. size, population, landmarks, rivers, cuisine, currency, etc. How many of these can you answer for  London? How many can you answer for Paris? Invite children to share any facts they know.  How can we find the answers to any of these questions that we don’t know the answers to? Children to  discuss ideas. | What have we found out so far about Europe? Children to think, pair, share their ideas, then list on the  slides.  Tell children that today they are going to be choosing one European country to explore in more detail. To  do this, they are going to be finding out about the human and physical geography of their chosen  country. Do you know what the difference between human and physical geography is? Invite children to  share their ideas, then go through the information on the slides.  Show children the list of example questions on the slides that they could use as the basis of their  research. If we didn’t know the answer to these questions already, how could we find out the  information? What sources could we use? Children to discuss ideas. |
| Key Vocabulary | | | | | |
| Albania Latvia Andorra Liechtenstein Armenia Lithuania Austria Luxembourg Azerbaijan Malta Belarus Moldova Belgium Monaco Bosnia and Herzegovina Montenegro Bulgaria Netherlands Croatia Norway Cyprus Poland Czech Republic Portugal Denmark Romania Estonia Russia Finland San Marino Former Yugoslav Republic of Macedonia Serbia France Slovakia Georgia Slovenia Germany Spain Greece Sweden Hungary Sweden Iceland Switzerland Ireland Turkey Italy Ukraine Kosovo United Kingdom  Continent  Populous  **Amsterdam, Berlin, Madrid, Rome, London, Paris, Prague, Stockholm, and Vienna**, | | | | | |
| Milestone Indicator | | | | | |
| Ask and answer geographical questions about the physical and human characteristics of a location.  Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Name and locate the countries of Europe and identify their main physical and human characteristics.  • Describe geographical similarities and differences between countries.  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | | | | | |