

**Thematic Planning for Spring Term**  
**Europe – ‘You’re in Europe!’**  
**Year 3**

**Big Questions**

1. Where can Geographical features be found in Europe and what are they?
2. How is Poland similar or different to the UK?
3. Is the weather in a European country affected by its location?
4. Who was Claude Monet?

**Values Question**

**Knowledge**

- Understand what a continent is
- Know the countries which comprise Europe and which waters surround it
- Recall major physical geographical features in European countries eg. The Alps
- Recall major human geographical features in European eg. Leaning tower of Pisa, Eiffel Tower, St Peter, Colosseum, Sagrada Familia
- Recall some of the Capital cities in Europe
- Understand that European countries have different climates depending on their location
- Know that Europe is in the Northern Hemisphere
- Know how a given location appeals to tourists
- Know the eight points of a compass
- Know how to navigate using symbols and simple grid references
- Recall the geographical differences and similarities between Gdansk and Coventry
- Know that some of the European countries have different cultures

**Vocabulary**

North and southern hemisphere, Continent, country, city, Physical and human features, Equator, Capital city, Urban and rural, Climate, Population, Trade – natural resources and manmade, Monument

**Skills**

**Geography**

**Investigate places**

Use maps, atlases, globes and digital computer mapping to locate countries and describe features (Europe)

Name and locate the equator

Ask and answer geographical questions about physical and human features (France)

Describe geographical similarities and differences between locations within countries studied (Nice, France and Coventry, England)



	<p>Use fieldwork to observe and record the human and physical features of local area using a range of methods including maps and plans</p> <p><b>Investigate patterns</b></p> <p>Describe some of the simple characteristics (weather) of European countries in relation to the equator.</p> <p><b>Communicate Geographically</b></p> <p>Use literacy skills to communicate geographical understanding.</p> <p>Explain own views about locations giving reasons.</p> <p>Devise a simple map and use and construct basic symbols in a key including the eight compass points</p> <p>Use simple grid references</p>
<p><b>Art</b></p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>

