Geography

European comparison: Naples Year 4

Remember when
-Hot and cold places (Year 2)
-The UK (Year 1)
-Mountains (Year 3)

Sticky knowledge
-There are 44 countries in Europe.
-I know Naples is near Mount Vesuvius and is on the Amalfi coast.
-I know that Naples has a warmer climate compared to Hull.
-Hull exports, caravans, fish and wind turbines.
-In Naples they make wine, grow tomatoes to make pasta sauce
-Tourism brings money into a country.

Key vocabulary

Europe	climates
Euros	biomes
Italy	equator
state	hemisphere
mountains	tropics
lakes	continent
rivers	symbols
Mediterranean	keys
tourism	Area
2 figures grid	Tourism
reference	Economy
Countries	
Coast	
Export	
trade	

National curriculum
Locational Knowledge
-   Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place Knowledge
-   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, and a region within North or South America

Human and physical geography
-   describe and understand key aspects of:
    physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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

Geographical skills and fieldwork
-    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
-    use the eight points of a compass, four and 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

	Title / Focus	Lesson outline
Lesson 1	LO: To name and locate European countries including Russia SK: There are 44 countries in Europe.	Recap 2 Figure grid references – How do we read them? How do they help us identify things on a map? Identify the types of maps – political and physical. What different information do they show us? How many countries do we know in Europe? Children look at atlases to identify countries in Europe and their capital cities. Focus on UK, Italy, Russia, Spain, France Activity - Use maps atlases and globes to identify countries in Europe and their capital cities WTS - Identified with support. Differentiated by complexity of map/atlas. EXS/GD identify additional countries and use a key for colouring. Identify coasts, mountains, volcanoes and rivers using digimaps/googlemaps.

		Extension – identify Mediterranean Sea, North Sea, Alps and Pyrenees and Apennines
Lesson 2	LO: To know the physical features of Naples SK: I know Naples is near Mount Vesuvius and is on the Amalfi coast.	Recap - What is a physical feature? Give examples of physical features they already know in the UK and Italy. Revisit map work looking at physical features in Europe, mountain ranges and main rivers in Italy. Introduce the city Naples. Find on a map of Italy. Watch a video of what Naples is like. https://www.youtube.com/watch?v=s4ShVQ2lurI Children to make notes of physical features seen in the video – Mount Vesuvius, sea, cliffs, river, Amalfi coast Selection of photo's with different aspects – including birds eye view Activity - WTS – Locate physical features on a map of Naples and bay of Naples. (Adult to support when using atlas.) EXS – As above but using atlas independently. GD – Locate physical features on a blank map of Naples and surrounding area and use atlas and digimaps independently
Lesson 3	LO: To know the differences in weather and climate and use this to compare Naples and Hull SK: I know that Naples has a warmer climate compared to Hull.	Discuss with children what the difference is between weather and climate? https://www.youtube.com/watch?v=vH298zSCQzY Brainstorm and discuss different climates and different kinds of weather. Naples https://www.youtube.com/watch?v=s4ShVQ2lurI Hull – examples of weather forecast and video – Use Look North for that week Activity - Compare the weather between Napes and Hull. Both in Summer and Winter. Record on graphs (Cross curricular link to excel in computing for data recording.) WTS - Block graph for temperatures for both Naples and Hull. Identify hottest/coldest temperature in Naples and Hull. EXS - Block graph for both temperatures in Naples and Hull. Identify any patterns seen from the data. GDS - Line graph showing data. Compare as data for each city is on same graph. Identify any patterns in climate on graph.
Lesson 4	LO: To know what trade is and compare the trade of Hull and Naples SK: Hull exports, caravans, fish and wind turbines. In Naples they make wine, grow tomatoes to make pasta sauce	What is trade? Discuss the definition of trade and give examples. Explain the difference between import and export. Why do they children think we need to import and export? Brainstorm ideas as a class. What does Hull trade? Where do the exports go? Imports and Exports from Hull City of Culture Worksheet / Worksheets (twinkl.co.uk) What does Naples trade? Geography	Stoneyholme Community Primary School (lancsngfl.ac.uk) Discuss the following based on Hull and Naples - Human characteristics – Focusing on food trade Why do we trade with certain countries and not others? How is what we trade similar or different to Naples? Activity – All children to have 2 maps 1 of Naples and 1 of Hull. Identify and label the imports and exports. WTS – Colour coded for imports and exports. Questions to answer in books

		What does each city trade? Why do they trade these? (Sentence openers for each question and key vocabulary given.) EXS – subheadings answering questions and reasons why certain items were imported/exported. GDS – Subheadings with reasons. What goods are traded or could be introduced which have benefitted the economy?
Lesson 5	LO: To understand what tourism is and how it benefits a country SK: Tourism brings money into a country.	What is tourism? Discuss as a class if tourism is a good thing and what positive things it brings. Gather children's own opinions. How would it benefit? Where would benefit from tourism e.g the city/town/village or the country? What does Hull have that people might want to visit? What would attract people to visit Hull? List as a class. Discuss when Hull was a city of culture. Include photographs and brochures for Hull to look at https://www.youtube.com/watch?v=NYL1ZVSeNkA What does Naples have that people might want to visit? What would attract people to visit Naples? List as a class. Photos of Bay of Naples, Amalfi coast, Vesuvius etc. https://www.youtube.com/watch?v=ItlTyu1fY1M https://www.youtube.com/watch?v=fl91lGNc9CA Question to discuss – Which city benefits the most from tourism? Activity - Make a brochure. Mixed ability groups - half the class make a brochure for Hull half for Naples convincing the other group to visit the city because of what it can offer its tourists. What is there to see and do? Why should they visit the city?
Lesson 6	LO: To understand geographical similarities and differences of opinion Recap lesson	True for who? Which is better, Hull or Naples? Recap everything, we have learnt about during this topic – class discussion. Using this information children to answer true for who? Where would you rather live? Question to be based on different perspectives e.g. you... tomato farmer… tourists…fisherman… What is it about the landscape/ climate etc that influences you/them? Provide a range of accounts/videos of the different people chosen, E.g tomato farmer- Discuss that climate plays a big part in being able to grow tomatoes. Activity – WTS – True for who? If you got to pick a city to live in, which would it be and why? EXS – True for who? Focus on tourists and fishermen. Where would a tourist rather visit? Where would a fisherman rather work? Why? GDS – True for who? Tourist, fisherman, farmer? Where would you rather live/work and why?