



Year group: Year 4
Term: Summer
Subject: Geography – Ancient Greeks

Prior learning

EYFS They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

KS1 Chn know about the human and physical features of their local area. They will have used this knowledge to compare human and physical features of the UK to countries in Africa.

KS2 – They will have studied Ancient Rome in Y3 and compared it to life now.

What comes next?

KS2. Chn will go on to compare the UK and Greece to Egypt and South America in Y5 and 6. Vocabulary will be built on throughout KS2 as they compare different places and see how places change over time

Notes and guidance

Children will compare **Crete** to their local area. How have they adapted to island living? What effect tourism has had on the island.

Look at maps, pictures and other sources to identify similarities and differences. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.

Identify main trade and economy in Crete and compare to region of the UK. Talk about how things changed as Crete modernised.

Look at settlements, particularly in relation to the mountains and rivers. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.

Key vocabulary

Civilisation, colony, island, peninsula, tourism

Assessment

Imagine you were a tour guide working on the Island of Crete. What would be the 5 key things you would highlight to tourists? Explain what and why.



Substantive Knowledge

I can locate the countries of Europe on a map

I can identify human and physical features of the UK and Greece

I can compare features of my local area to Crete

Disciplinary Knowledge

I know the reasons humans choose to settle in specific locations

I know geographers gather information from a range of primary and secondary sources

Procedural Knowledge

I know where Greece is

I know the human and physical geography of Greece

I know what island life is like compared to that on the mainland

I know how life in Crete is different to the lives of people in my local area

I know how tourism affects people's lives

Links to other curriculum areas

History – Ancient Greece

Learning Outside the Classroom

Explore/make Greek food thinking about how the land influences what they eat

Greek day – experience what life was like

End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)