Espana (incl Andalusia) – Term 6
Southville Primary School

Year 4

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Making comparisons between Bristol and Andalucia.	Spanish natives from Andalucia and other areas of the country presenting to the children about Spain and culture.	Famous Bristolians for biography writing: Nick Park, Diana Wynne Jones, Francis Greenway, Princess Campbell	Iberian Lynx report and argument

Diversity, Equity and Inclusion	Linked Learning
National and Regional identities incl. autonomous communities and provinces; languages of Spain.	Writing: Non-Chronological Report and Balanced Argument

Driver 1: Geography	Driver 2: Science
What are the human and physical features of Spain and how do they compare to where we live?	*What is the relationship between living things and their habitats, how can changes pose dangers to them and what can we do about it?*

Driver 1 Objectives	Driver 2 Objectives
Locational knowledge ● locate the world's countries, using maps to focus on Europe, 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 in a European country **Human and physical geography** ● describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. ● 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 to build their knowledge of the wider world.	**Living Things & their Habitats** ● recognise that living things can be grouped in a variety of ways ● explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● recognise that environments can change and that this can sometimes pose dangers to living things.

Driver 1 Disciplinary Knowledge and Skills	Driver 2 Disciplinary Knowledge and Skills
The use of knowledge and how children become a little more 'expert' as a geographer. ● **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? ● **Builds knowledge** of a places, people, environments and processes and makes connections between them	This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes: ● **Planning**: Asking questions, fair testing, setting up simple tests ● **Doing**: Using different equipment safely, making systematic and careful observations ● **Recording**: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)

Considers the impact of human and geography on the environment, including the climate sustainability **Compares** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? **Collects and analyses data** **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs **Communicates geographical information**: creating maps, graphs, presenting, writing	**Concluding**: Suggesting answers, reporting, presenting (in oral and written forms) **Evaluating**: Seeking patterns, making predictions for the future

Driver 1 Key Vocabulary	Driver 2 Key Vocabulary
Tier 1: city, town, village, forest, mountain, river, sea, ocean, hill, beach, cliff, weather, season, world, country, map, people, town, tree, land **Tier 2:** region, distance, environment, population, comparison, economy, natural resources, capital, culture, border, nation, world, globe, province, urban, rural, settlement, environment **Tier 3:** physical geography, human geography, land use, economic activity, topographical features, climate zone, soil, vegetation, biome, coordinates, latitude, longitude, equator, hemisphere, atlas, sketch map, annotation, landmark, key, symbol, continent	**Tier 1:** positive, negative, key, climate, environment, impact **Tier 2:** suited, adapted, migrate, hibernate, nutrition, reproduction, characteristics **Tier 3:** habitat, organism, species, classification, vertebrate, invertebrate, mammal, reptile, excretion, Venn diagram, Carroll diagram

Driver 1 Sequence	Driver 2 Sequence
1. **WALT:** Locate Spain and its regions on a map. 2. **WALT:** Research and present physical aspects of Spain. 3. **WALT:** Research and present human aspects of Spain. 4. **WALT:** Use maps, atlases, globes and digital/computer mapping to explore Andalucia (including compass/grid references/symbols and keys). 5. **WALT:** Explain the key aspects of the physical geography of Andalucia**.** 6. **WALT:** Explain the key aspects of the human geography of Andalucia. 7. **WALT:** Identify similarities and differences (of human and physical geography) of the South-West of England and Andalucia. 8. **WALT:** Make comparisons between different countries and regions (Alaska, Andalucia, Bristol).	1. **WALT**: Group living things in a range of ways. 2. **WALT**: Classify vertebrates; use classification keys. 3. **WALT**: Recognise that environments can change and show how this can sometimes pose dangers to living things (e.g., the Iberian Lynx). 4. **WALT**: Recognise that environments can change and show how this can sometimes pose dangers to living things (continued, focusing on the Iberian Lynx and conservation). 5. **WALT**: Recognise that environments can change and that this can sometimes pose dangers to living things. 6. **WALT**: Use classification keys to help group, identify and name a variety of living things in their local and wider environment (Spain/Andalucia). 7. **WALT**: Use classification keys to help group, identify and name a variety of living things in their local and wider environment; use scientific evidence to explain identification of invertebrates. 8 & 9. WALT: Use classification keys to help group, identify and name a variety of living things; use scientific evidence to explain identification of invertebrates (continued, including invertebrate hunt and identification). 8. **WALT**: Create and use a classification key to name a variety of living things in the wider environment (e.g., different species of bees).