



Scheme of Work		
Years: 3&4	Title: Passport to Europe	Weeks: 6 weeks
<p>Rationale</p> <p>This unit develops pupils' understanding of Europe through geographical enquiry, cultural exploration and the interpretation of information. Pupils explore the countries, landscapes, landmarks, traditions and communities of Europe whilst developing curiosity, comparison skills and understanding of the wider world. Through learning about Europe, pupils investigate how places can be similar and different and how geographical features, cultures and human experiences shape people's lives.</p> <p>Learning is carefully sequenced across six weeks so pupils progressively develop substantive geographical knowledge, disciplinary understanding and increasingly ambitious vocabulary through reading, discussion, map work, investigation and purposeful outcomes. Pupils explore countries and capital cities, physical and human geography, landmarks, traditions and cultural experiences whilst learning to retrieve information, interpret evidence and communicate ideas confidently.</p> <p>The curriculum maintains subject integrity whilst creating meaningful opportunities for literacy development, geographical thinking, communication and critical reflection.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • locate Europe and identify countries and capital cities within Europe • identify and describe physical and human geographical features • use maps, atlases, globes and digital mapping tools to interpret information • compare similarities and differences between countries, environments and cultures • ask questions and investigate geographical information using evidence • retrieve and apply prior knowledge independently • use increasingly ambitious geographical and disciplinary vocabulary accurately • justify ideas using evidence and discussion • communicate understanding through spoken, practical and written outcomes • work collaboratively and increasingly independently • reflect thoughtfully on learning and make connections with the wider world • identify and describe the functions of roots, stems, leaves and flowers • explain what plants need to grow and stay healthy • investigate how water moves through plants • describe the life cycle of flowering plants including pollination and seed formation • use and interpret maps, atlases and digital mapping tools • use the eight points of a compass to describe locations and routes • use four-figure grid references to locate places on maps • recognise and use common map and OS symbols • identify key European countries, regions and cities • compare physical and human features across locations <p>This unit demonstrates how a knowledge-rich, ambitious and SEMH-informed curriculum can simultaneously develop substantive geographical knowledge, disciplinary understanding, communication, curiosity and independence.</p> <p>Within the Storyybrook context, carefully selected texts, discussion opportunities and practical experiences support pupils to develop confidence, belonging and understanding of the wider world whilst accessing ambitious learning.</p> <p>For SEMH learners, learning is scaffolded through predictable routines, retrieval practice, visual supports, explicit modelling, oral rehearsal, chunked tasks, emotional regulation opportunities and relationship-based teaching. Adults carefully support executive functioning, confidence and engagement without reducing curriculum ambition.</p>		



Adaptive Teaching

Examples of adaptation within this unit include:

- visual timetables and now/next supports
- vocabulary pre-teaching and rehearsal
- sentence stems and modelling
- chunked instructions and reduced cognitive load
- oral rehearsal before recording ideas
- alternative recording methods (drawing, practical outcomes, verbal responses)
- sensory and movement opportunities where needed
- emotional check-ins and regulation support

Challenge and Greater Depth Opportunities

Pupils demonstrating secure understanding may be challenged through:

- increasingly independent application of learning
- deeper questioning and higher-order thinking
- interpretation and evaluation of evidence
- more sophisticated use of disciplinary and subject-specific vocabulary
- extended reasoning and justification of ideas
- leadership, collaboration and peer-support opportunities
- greater complexity within written, practical and presentation outcomes
- opportunities to make connections across subjects and contexts
- analyse similarities and differences between European countries and environments
- interpret maps and geographical information independently
- justify conclusions using geographical evidence and vocabulary

Hook

Pupils are immersed in the theme of **Passport to Europe** through interactive experiences, maps, artefacts, travel objects, images, music and collaborative challenges designed to provoke curiosity, questioning and discussion.

Create a Passport to Europe Exploration Zone containing:

- passports, tickets and travel brochures
- maps of Europe and globes
- photographs of landmarks and landscapes from different European countries
- flags and symbols from different countries
- postcards, menus and travel guides
- music and sounds from different European cultures
- mystery suitcases containing objects linked to different countries
- books, images and media examples linked to Europe

Writing outcomes

By the end of the unit pupils will:

- orally rehearse ideas before recording and explaining thinking
- write descriptive phrases and sentences using ambitious vocabulary linked to Europe, countries, landmarks and cultures
- create labels, captions and annotated maps linked to European countries and geographical features
- record predictions, observations and questions linked to discussions and investigations
- compose short explanation texts describing features of European countries, landmarks and environments
- write comparative responses identifying similarities and differences between countries, cultures and geographical features
- communicate understanding through geographical and cultural writing outcomes
- use evidence from maps, texts, images and discussion to explain ideas and justify thinking



<p>Opening Challenge</p> <p>Can you become a Europe Explorer and create an outcome that helps others understand Europe and its people, places and cultures?</p>	<ul style="list-style-type: none"> • create information texts, fact files, travel guides, postcards or persuasive writing linked to European countries and cultures • organise ideas into sentences and increasingly coherent paragraphs appropriate to purpose and audience • edit and improve writing through discussion, peer support and adult guidance • present ideas and learning through spoken, practical and written outcomes for different audiences <p>Mixed-age challenge (Year 4 depth):</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise geographical and disciplinary vocabulary independently • justify ideas and comparisons using evidence from maps, texts and discussion • organise explanations into coherent sections and paragraphs • compare and evaluate information from different sources independently • adapt writing for different purposes including explanation, information, persuasion and presentation writing
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a Passport to Europe Showcase shared with adults, peers or visitors demonstrating understanding of European countries, cultures and geographical features • a collection of spoken, practical and written learning evidence • a written explanation, information text, travel guide or persuasive outcome demonstrating understanding of Europe and its countries • labelled maps, annotated drawings and geographical representations linked to European countries, landmarks and physical and human features • predictions, questions and responses linked to maps, texts and enquiry activities • comparative work linked to countries, traditions, environments and cultures across Europe • a practical or creative outcome linked to learning (<i>e.g. passports, travel brochures, country fact files, landmark models, flags or collaborative displays</i>) • vocabulary-rich classroom display work linked to geographical concepts and disciplinary vocabulary 	<p>Success Criteria:</p> <p>By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary accurately within discussion and learning activities • identify and locate Europe and selected countries and capital cities on maps and globe • identify and describe physical and human geographical features within different European countries • recognise similarities and differences between countries, cultures, environments and traditions across Europe • use maps, atlases, globes and digital resources to retrieve and interpret information • ask questions and discuss ideas thoughtfully using geographical vocabulary • retrieve information and apply learning during discussion, investigation and reflection activities • record ideas, observations and responses using appropriate vocabulary and sentence structures • participate in collaborative activities, geographical enquiry and practical learning opportunities • communicate understanding confidently through practical, spoken and written outcomes • use evidence from maps, texts, images and investigations to explain ideas and justify thinking



<ul style="list-style-type: none"> • a collaborative presentation, demonstration or exploration outcome explaining learning and ideas • digital or creative outcomes such as photographs, presentations, videos or recorded explanations where appropriate 	<ul style="list-style-type: none"> • apply learning independently with increasing confidence and accuracy <p>Year 4 extension:</p> <ul style="list-style-type: none"> • explain similarities and differences between countries and cultures using increasingly precise geographical vocabulary independently • interpret information from maps, atlases, diagrams and digital sources independently • justify ideas and comparisons using evidence from texts, maps and discussion • identify relationships between physical and human geographical features and how they affect people and places • compare and evaluate information from multiple sources • communicate understanding and explanations with increasing accuracy, independence and depth
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<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain similarities and differences between European countries, environments and cultures • identify and describe key human and physical geographical features across Europe • interpret maps, geographical information and evidence to explain ideas and make comparisons • use geographical vocabulary accurately to communicate understanding • communicate understanding confidently through spoken, practical and written outcomes 	
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<p>Common Misconceptions</p> <ul style="list-style-type: none"> • Europe is one country • all countries in Europe are the same • everyone in Europe speaks the same language • climate is the same across Europe • countries have identical cultures and environments 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • Europe contains many countries • countries have different human and physical features • environments and climates vary across Europe • maps help us understand places and locations • geographical evidence can be used to compare places • similarities and differences exist across communities and cultures
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<p>Retrieval Opportunities</p> <p>Week 1 - prior knowledge discussion linked to countries, communities, maps and places previously studied; discuss existing knowledge and misconceptions about Europe</p>	
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Week 2 - recall key vocabulary linked to Europe, countries, capital cities and geographical features through discussion and oral rehearsal

Week 3 - retrieve information from maps, atlases and globes; identify and locate countries and landmarks using geographical language

Week 4 - compare physical and human features across different European countries and environments using evidence and discussion

Week 5 - retrieve and apply information linked to traditions, cultures and communities across Europe

Week 6 - explain and communicate learning about Europe using key vocabulary, maps and evidence from learning activities

Retrieval methods used throughout the unit:

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk tasks
- map and atlas retrieval activities
- retrieval linked to texts, images and geographical sources
- revisit prior learning through practical activities and collaborative challenges

Learning may be revisited and strengthened through geography, PSHE and wider curriculum opportunities across the year.

Prior Learning

Pupils may already:

Reading

- retrieve information from fiction and non-fiction texts
- identify key information from maps, images and diagrams
- discuss similarities and differences between people, places and experiences
- use illustrations, captions and text features to support understanding
- discuss themes, ideas and information from texts and wider curriculum learning

Retrieval Opportunities

- retrieval of geographical vocabulary and place knowledge
- flashback questions linked to mapping skills and prior geography
- recall of sticky knowledge through comparison activities
- retrieval through fieldwork and discussion

Writing

- orally rehearse ideas before recording them
- write descriptions, explanations and information texts
- create labels, captions and simple comparative responses
- organise ideas into linked sentences and short paragraphs



- communicate ideas through spoken and written outcomes

Grammar and Punctuation

- use adjectives and expanded noun phrases to add detail and description
- use conjunctions including *and, because, but* and *so*
- use capital letters, full stops and question marks accurately
- begin to organise ideas into coherent sentence structures

Spoken Language / Oracy

- ask and answer questions about learning experiences
- explain ideas and opinions in discussion
- participate in collaborative learning activities
- communicate reasons and preferences clearly

Geography and Wider Curriculum

- identify countries within the United Kingdom and the surrounding seas
- recognise similarities and differences between places and environments
- use simple maps, globes and directional language
- identify physical and human features within familiar environments
- discuss communities, traditions and experiences linked to previous learning
- recognise that places around the world can be different from their own experiences

Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- common exception words appropriate to Year 3 and Year 4 expectations
- topic vocabulary linked to Europe, countries, capital cities, landmarks and geographical features
- prefixes and suffixes introduced within Year 3/4 learning (*e.g. inter-, sub-, re-, -tion, -ous, -ly*)
- oral segmenting, syllabification and proofreading strategies
- spelling through repeated retrieval, oral rehearsal and purposeful application within writing tasks
- increasing independence in checking and editing spelling within written outcomes
- accurate application of geographical and disciplinary vocabulary within spoken and written responses

Spelling Progression Links - Unit Specific

- consolidate prefixes, suffixes and Year 3-4 spelling rules through geographical and cultural vocabulary

Grammar and Punctuation Focus

Pupils develop

- use of expanded noun phrases to add detail and precision (*e.g. famous European landmarks, diverse cultural traditions, bustling capital cities*)
- use of conjunctions including *because, but, so, when* and *although* to explain, compare and justify ideas
- use of present tense accurately within information and explanation texts
- use of adverbs and fronted adverbials to describe actions, locations and comparisons (*e.g. Across Europe..., In Northern Europe..., Traditionally..., Frequently...*)
- use of commas after fronted adverbials where appropriate
- use of commas within lists when recording countries, landmarks and geographical features
- use of question marks when recording geographical questions and enquiry activities
- organisation of ideas into increasingly coherent sentences and paragraphs appropriate to purpose and audience
- increasing control of paragraph organisation to group related ideas



<ul style="list-style-type: none"> • practise Year 3-4 statutory spelling words through information texts and comparisons • apply spelling knowledge independently within maps, reports and presentation outcomes • use ambitious vocabulary including continent, capital, landscape, culture, environment and diversity 	<ul style="list-style-type: none"> • use of appropriate punctuation including capital letters, full stops, commas, question marks and apostrophes accurately • editing and improving writing for meaning, clarity and accuracy through discussion and support • increasing use of geographical and disciplinary vocabulary within spoken and written responses • comparative language when discussing countries and environments • fronted adverbials for location and sequencing • conjunctions to explain similarities and differences • paragraph organisation within reports and information texts • increasingly precise geographical vocabulary within spoken and written outcomes
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<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use digital maps and databases • collect, organise and present information • use search technology effectively and safely <p>NC coverage:</p> <ul style="list-style-type: none"> • search technology • data handling 	
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<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • relying on adult support to discuss and organise ideas • using prompts and models to explain thinking • identifying countries, landmarks and geographical features with support • retrieving information from maps, texts and visual sources with guidance • recording ideas through supported discussion and scaffolded tasks • using geographical vocabulary with prompting • participating in collaborative activities with regular adult direction <p>To:</p> <ul style="list-style-type: none"> • independently discussing and justifying ideas using evidence 	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • observation and noticing patterns • questioning and curiosity • retrieval and recall of prior learning • comparison and classification • explanation and reasoning • interpreting and organising information • geographical enquiry and evidence use • identifying similarities and differences • evaluating viewpoints and information sources • decision-making and problem-solving • reflection and understanding of the wider world • communication and justification of ideas <p>Cognitive Progression</p> <p>Pupils move from:</p>
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<ul style="list-style-type: none"> • selecting and applying appropriate geographical vocabulary confidently • identifying and explaining similarities and differences between countries, cultures and environments • retrieving and organising information from maps, atlases, texts and discussions independently • recording learning through spoken, practical and written outcomes with increasing confidence • asking relevant geographical questions and making informed observations during investigations and discussion • working collaboratively whilst demonstrating increasing resilience and self-management <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise geographical vocabulary • apply prior learning independently within discussions and activities • justify ideas and comparisons using evidence • complete learning tasks with reduced adult support • communicate learning confidently through practical, spoken and written outcomes • show increasing ownership, resilience and independence within learning activities 	<ul style="list-style-type: none"> • identifying simple information from maps, images and discussion • recognising familiar countries, places and landmarks • giving simple opinions and preferences • retrieving information from familiar experiences and texts • explaining ideas with adult support <p>To:</p> <ul style="list-style-type: none"> • interpreting information from maps, atlases, globes and visual sources • identifying patterns and relationships between countries, environments and cultures • comparing viewpoints, places and geographical features • evaluating information from different sources • using evidence to justify ideas and explanations • applying learning independently to unfamiliar places and contexts • reflecting critically on similarities, differences and global understanding <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> • ask relevant geographical questions and explain thinking clearly • use evidence to support opinions and conclusions • identify connections between places, people and environments • compare countries and cultures using increasingly precise vocabulary • communicate understanding using increasingly sophisticated reasoning and geographical language • apply learning independently across discussions and practical activities
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<p>3 Lead Subjects National Curriculum Links</p> <p>Subject 1: Geography</p> <p>Core Knowledge</p> <p>Pupils develop understanding of Europe through geographical enquiry, cultural exploration and interpretation of information. Pupils explore countries, capital cities, landmarks, physical and human features and cultural traditions whilst developing understanding of how places can be similar and different.</p> <p>Year 3</p> <ul style="list-style-type: none"> • identify Europe and locate selected countries and capital cities • identify physical and human geographical features within different countries • use maps, atlases and globes to locate places and gather information • identify similarities and differences between places and environments



- communicate geographical understanding using appropriate vocabulary

Year 4 Extension

- interpret maps and geographical information independently
- explain relationships between physical and human geographical features
- compare countries and environments using evidence and increasingly precise geographical vocabulary
- justify geographical ideas and observations using evidence from maps and texts
- evaluate information from multiple sources independently

Disciplinary Knowledge

Pupils work as geographers by:

- locating
- observing
- comparing
- interpreting
- identifying patterns
- explaining findings

Disciplinary Progression

locate → observe → question → compare → interpret → explain

Secure End Point

Pupils independently use geographical knowledge, evidence and disciplinary thinking to explain similarities and differences between European countries, environments and cultures whilst communicating ideas using increasingly precise vocabulary.

Subject 2: English

Core Knowledge

Pupils develop understanding of explanation texts, information texts and communication linked to Europe and geographical enquiry. Pupils use texts, discussion and vocabulary to communicate ideas and understanding.

Year 3

- retrieve information from non-fiction texts and visual sources
- discuss ideas and information from texts
- compose explanation and information writing
- organise ideas into sentences and paragraphs
- communicate understanding through discussion

Year 4 Extension

- compare viewpoints across texts independently
- justify ideas using evidence
- adapt writing for different audiences and purposes
- organise writing into coherent sections
- communicate ideas using increasingly ambitious vocabulary



Disciplinary Knowledge

Pupils work as readers, writers and communicators by:

- retrieving
- interpreting
- discussing
- explaining
- communicating

Disciplinary Progression

retrieve → interpret → explain → justify → communicate

Secure End Point

Pupils independently communicate understanding of Europe through spoken, written and practical outcomes.

Area	Coverage within this unit
Reading	Retrieval and interpretation of information from maps, atlases, travel guides, information texts and geographical sources; identifying key information; comparing viewpoints and cultures; interpreting maps and visual information; developing disciplinary reading linked to geography and wider world understanding
Writing	Explanation texts; information texts; travel guides; postcards; persuasive writing; captions and labels; comparative responses; reflective writing; recording observations and geographical findings
Spelling	Common exception words; topic vocabulary linked to Europe, countries, capital cities, landmarks and geographical features; prefixes and suffixes; proofreading and editing strategies; repeated retrieval and purposeful vocabulary application
Grammar and Punctuation	Expanded noun phrases; conjunctions (<i>because, but, so, when, although</i>); present tense; adverbs and fronted adverbials; commas in lists; commas after fronted adverbials; capital letters, full stops, question marks and increasingly coherent sentence and paragraph organisation
Spoken Language / Oracy	Partner and group discussion; questioning and reasoning; oral rehearsal before writing; explanation and justification of ideas; collaborative discussion; presentation and communication of learning; use of increasingly ambitious geographical vocabulary

Genre Coverage

Subject 3: PSHE / Citizenship

Core Knowledge

Pupils develop understanding of communities, identity, diversity and respectful relationships through exploring countries and cultures across Europe. Pupils explore how people may live differently whilst recognising shared experiences and values.

Year 3

- identify similarities and differences between communities and cultures
- discuss experiences and traditions respectfully
- recognise how people can have different viewpoints and experiences
- communicate ideas and opinions appropriately



- develop understanding of belonging and identity

Year 4 Extension

- explain how experiences and environments can influence perspectives
- justify opinions and ideas using evidence and discussion
- compare viewpoints and experiences independently
- evaluate information and perspectives thoughtfully
- communicate increasingly reflective responses

Disciplinary Knowledge

Pupils work as reflective learners by:

- identifying
- discussing
- reflecting
- evaluating
- applying learning

Disciplinary Progression

identify → discuss → reflect → evaluate → apply

Secure End Point

Pupils independently apply understanding of diversity, belonging and respectful relationships when discussing different countries, cultures and communities.

Genre	Coverage
Narrative	diary entries, travel journals, postcards and first-person responses linked to experiences of travelling through Europe
Explanation	texts describing geographical features, countries, landmarks and cultural traditions across Europe
Information	fact files, travel guides, country profiles, maps, brochures and information texts linked to European countries and landmarks
Persuasion	persuasive travel brochures, advertisements and campaigns encouraging visits to European countries and landmarks
Comparison	comparing countries, cultures, environments, landmarks and traditions using evidence and geographical vocabulary
Spoken presentation	collaborative presentations, travel showcases, discussion activities and final presentations explaining geographical understanding and recommendations

Application Subjects

Subject: Maths

Core Knowledge

Pupils develop understanding of measurement, data handling and mathematical reasoning through investigations linked to countries, distances, populations and geographical information. Pupils explore how mathematics can help explain and interpret information about Europe.

Year 3



- collect and organise information linked to countries and geographical features
- measure and compare information and distances
- identify patterns and relationships within information
- use mathematical vocabulary during discussion and activities

Year 4 Extension

- interpret and compare data independently
- identify patterns and relationships within increasingly complex information
- justify reasoning using mathematical evidence
- communicate findings clearly using mathematical language

Disciplinary Knowledge

Pupils work as mathematicians by:

- measuring
- comparing
- recording information
- identifying patterns
- interpreting results
- explaining reasoning

Disciplinary Progression

measure → compare → record → interpret → explain

Secure End Point

Pupils independently use mathematical knowledge and reasoning to interpret, compare and communicate information linked to Europe and geographical data.

Subject: ICT

Core Knowledge

Pupils develop understanding of how technology can support research, communication and presentation of learning. Pupils use digital tools to record, organise and communicate understanding linked to European countries and cultures.

Computing

Year 3

- use digital maps and online tools to locate countries and landmarks
- search for and organise information from different sources
- create simple digital presentations and outcomes
- communicate information using technology safely and appropriately

Year 4 Extension

- select appropriate digital tools independently
- organise and present information clearly for different audiences
- evaluate digital outcomes and improve presentations



- identify reliable information sources and justify choices

Disciplinary progression

find → organise → create → communicate → evaluate

Subject: Art / Design Technology

Core Knowledge

Pupils develop understanding of how artwork and design can communicate ideas about places, landmarks and cultures. Pupils explore how artists and designers represent environments, traditions and identity through visual outcomes.

Year 3

- explore ideas through drawing and practical design activities
- create visual responses linked to countries, landmarks and cultures
- discuss creative choices and outcomes
- represent ideas using different materials and techniques

Year 4 Extension

- select materials and techniques purposefully
- explain artistic and design choices using increasingly precise vocabulary
- evaluate and improve outcomes independently
- create increasingly detailed and purposeful outcomes

Design Technology

Design:

- design a culturally inspired product or food item

Make

- create using selected ingredients or materials

Evaluate

- compare outcomes against design intentions

DT coverage

- cooking and nutrition
- cultural design

Disciplinary Knowledge

Pupils work as artists and designers by:

- exploring
- planning
- creating



- refining
- evaluating

Disciplinary Progression

explore → plan → create → refine → evaluate

Secure End Point

Pupils independently create purposeful artistic or design outcomes that communicate understanding of Europe and its cultures.

Science

Core Knowledge

Pupils develop understanding of how environments, habitats and geographical features can influence living things and human activity. Pupils explore similarities and differences across European environments whilst developing scientific enquiry skills through observation, comparison and interpretation of information.

Year 3

- identify and compare environments and habitats across Europe
- observe how environments influence living things and human activity
- ask questions and identify similarities and differences between locations

Year 4 Extension

- explain how environments can affect living things and habitats
- interpret information and identify patterns independently
- justify ideas using evidence and increasingly precise vocabulary

Scientific Disciplinary Knowledge

Pupils work scientifically by:

- observing closely
- asking questions
- gathering information
- identifying patterns
- drawing conclusions

Disciplinary progression

observe → compare → investigate → identify patterns → conclude → justify

Subject: Music

Core Knowledge

Pupils develop understanding of how music can communicate culture, identity and traditions across Europe. Pupils explore how musical styles, instruments, rhythms and performances can reflect the characteristics and experiences of different countries and communities.

Year 3



- listen to and discuss music from different European countries and cultures
- identify how music can communicate feelings, traditions and ideas
- participate in singing and simple performance activities
- create simple rhythmic and musical responses inspired by European cultures

Year 4 Extension

- explain how musical elements including rhythm, tempo, pitch and dynamics communicate atmosphere and meaning
- compare musical styles and traditions from different countries independently
- create increasingly purposeful musical responses inspired by European influences
- evaluate musical choices using increasingly precise vocabulary

Disciplinary Knowledge

Pupils work as musicians by:

- listening and responding
- exploring musical elements
- creating and composing
- performing collaboratively
- evaluating outcomes

Disciplinary Progression

listen → explore → create → perform → evaluate

Secure End Point

Pupils independently create and perform musical outcomes that communicate understanding of European cultures and traditions whilst explaining how music can reflect identity, place and experiences.

Music element	Integration
Listening and appraising	explore music from different European countries
Singing	songs from European cultures
Composition	create music inspired by countries and journeys
Performance	present musical outcomes
Musical vocabulary	melody, rhythm, tempo, culture

English Progression and National Curriculum Links

Reading

Year 3

- retrieve and record information from non-fiction texts
- discuss words and phrases that capture interest and meaning
- identify key information from maps, images and information texts
- discuss themes, ideas and understanding through questioning and discussion

Year 4 Extension

- compare information and viewpoints across different texts independently
- justify ideas and interpretations using evidence from texts



- infer meaning and explain understanding using increasingly ambitious vocabulary
- interpret information from a range of written and visual sources

Writing

Year 3

- orally rehearse ideas before recording them
- create information texts, explanations and descriptive writing
- organise ideas into linked sentences and paragraphs
- record observations and responses linked to learning

Year 4 Extension

- organise writing into coherent sections and paragraphs independently
- adapt writing for different purposes and audiences
- justify ideas and communicate explanations using evidence
- use increasingly ambitious and precise vocabulary within written outcomes

Grammar and Punctuation

Year 3

- expanded noun phrases to add detail and description
- conjunctions including *because, but, when, so*
- accurate use of capital letters, full stops and question marks
- organisation of ideas into coherent sentence structures

Year 4 Extension

- fronted adverbials linked to place, time and sequence
- commas after fronted adverbials
- varying sentence openings and improving cohesion across writing
- increasing control of paragraph organisation

Spoken Language / Oracy

Year 3

- ask and answer questions linked to learning
- explain ideas and opinions during discussion
- participate in collaborative learning activities
- communicate reasons and preferences clearly

Year 4 Extension

- justify opinions and interpretations using evidence
- communicate understanding confidently for different audiences
- participate in presentations and collaborative discussion activities independently
- increasingly use ambitious geographical and disciplinary vocabulary accurately

Future Learning (English)



Reading

- retrieve and record information independently from increasingly complex non-fiction texts
- compare viewpoints and information across multiple texts and sources
- identify themes, language choices and author intent within texts
- develop increasingly sophisticated inference and interpretation skills
- use evidence from texts to justify opinions and conclusions
- engage with increasingly challenging geographical, historical and disciplinary texts

Writing

- create increasingly detailed explanation, information and persuasive texts
- organise writing into coherent sections and paragraphs appropriate to purpose and audience
- adapt writing style and structure for different forms and audiences
- select and apply ambitious vocabulary precisely and effectively
- edit and improve writing independently for clarity, cohesion and impact
- communicate ideas confidently through increasingly sustained written outcomes

Grammar and Punctuation

- develop increasing accuracy using fronted adverbials and varied sentence structures
- use conjunctions and expanded noun phrases effectively to extend and clarify ideas
- apply punctuation accurately including commas, apostrophes and speech punctuation where appropriate
- develop cohesion across paragraphs and linked ideas

Spoken Language / Oracy

- ask relevant questions and build understanding through discussion
- justify opinions and interpretations using evidence
- communicate ideas confidently for different audiences and purposes
- participate in debates, presentations and collaborative discussions
- increasingly use ambitious disciplinary vocabulary accurately within spoken communication

Curriculum Progression and National Curriculum Links

Lead Subject: Geography

Core Knowledge

Pupils develop understanding of Europe through geographical enquiry, interpretation and exploration of places, environments and cultures. Pupils investigate countries, capital cities, landmarks and physical and human features whilst developing understanding of how geographical information can help explain similarities and differences across places and communities.

Year 3

- identify Europe and locate selected countries and capital cities on maps and globes
- identify and describe physical and human geographical features
- use maps, atlases and globes to locate places and gather information
- identify similarities and differences between countries and environments
- communicate geographical understanding using appropriate vocabulary

Year 4 Extension



- interpret maps and geographical information independently
- explain relationships between physical and human geographical features
- compare countries and environments using evidence and increasingly precise geographical vocabulary
- justify geographical ideas and observations using evidence from maps, texts and discussion
- evaluate information from multiple geographical sources independently

Disciplinary Knowledge

Pupils work as geographers by:

- locating places
- observing features
- asking geographical questions
- comparing places and environments
- interpreting information and evidence
- identifying patterns and relationships
- communicating findings

Disciplinary Progression

locate → observe → question → compare → interpret → explain

Secure End Point

Pupils independently use geographical knowledge, maps and evidence to explain similarities and differences between European countries, environments and cultures.

National Curriculum Links

Locational Knowledge

- locate the world's countries using maps, focusing on Europe
- identify countries and capital cities within Europe
- identify geographical regions and their characteristics

Place Knowledge

- understand geographical similarities and differences through studying human and physical geography
- compare places and environments across Europe

Human and Physical Geography

- describe and understand key aspects of physical geography (*mountains, rivers, climates and landscapes*)
- describe and understand key aspects of human geography (*settlements, land use and communities*)

Geographical Skills and Fieldwork

- use maps, atlases, globes and digital mapping tools
- interpret information from maps and geographical sources
- ask questions and communicate geographical understanding using evidence

Subject: PSHE / Citizenship



Core Knowledge

Pupils develop understanding of communities, identity, diversity and respectful relationships through exploring countries and cultures across Europe. Pupils investigate how experiences, traditions and environments can shape people's lives whilst recognising similarities and shared experiences across communities.

Year 3

- identify similarities and differences between communities and cultures
- discuss experiences and traditions respectfully
- recognise that people can have different experiences and viewpoints
- communicate ideas and opinions appropriately
- develop understanding of belonging and identity

Year 4 Extension

- explain how experiences and environments can influence perspectives
- justify opinions and ideas using evidence and discussion
- compare viewpoints and experiences independently
- evaluate information and perspectives thoughtfully
- communicate increasingly reflective and reasoned responses

Disciplinary Knowledge

Pupils work as reflective learners by:

- identifying
- discussing
- reflecting
- comparing viewpoints
- evaluating ideas
- applying learning

Disciplinary Progression

identify → discuss → reflect → evaluate → apply

Secure End Point

Pupils independently apply understanding of diversity, belonging and respectful relationships when discussing different countries, cultures and communities.

National Curriculum Links

- recognise similarities and differences between people and communities
- develop respect for different beliefs, cultures and experiences
- communicate opinions appropriately and respectfully
- understand that communities can be diverse and interconnected
- discuss ideas and viewpoints using evidence and reflection

Application Subject Progression and National Curriculum Links

Subject: Maths



Core Knowledge

Pupils develop understanding of measurement, data handling and mathematical reasoning through information linked to Europe, including distances, populations, temperatures and geographical information. Pupils explore how mathematical understanding can help interpret and explain information about places and environments.

Year 3

- collect and organise information linked to countries and geographical features
- measure and compare information and distances
- identify patterns and relationships within information
- use mathematical vocabulary during discussions and activities

Year 4 Extension

- interpret and compare data independently
- identify patterns and relationships within increasingly complex information
- justify reasoning using mathematical evidence
- communicate findings clearly using mathematical language

Disciplinary Knowledge

Pupils work as mathematicians by:

- measuring
- comparing
- identifying patterns
- recording information
- interpreting results
- explaining reasoning

Disciplinary Progression

measure → compare → record → interpret → explain

Secure End Point

Pupils independently apply mathematical understanding to interpret and communicate geographical information linked to Europe.

National Curriculum Links

- interpret and present data using charts and tables
- compare and order measurements
- solve problems involving measures and information
- identify patterns and relationships
- communicate mathematical thinking and reasoning

Subject: ICT

Core Knowledge



Pupils develop understanding of how technology can support research, communication and presentation of learning. Pupils use digital tools to record, organise and communicate understanding linked to Europe and geographical enquiry.

Year 3

- use digital tools to record ideas and learning
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 4 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently through a range of media

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to create purposeful outcomes linked to Europe and geographical understanding.

National Curriculum Links

- use technology purposefully to create, organise and present information
- use digital tools to research and communicate information
- select and use appropriate technology safely and responsibly
- evaluate digital outcomes and improve effectiveness

Subject: Art / Design Technology

Core Knowledge

Pupils develop understanding of how artwork and design can communicate ideas about places, cultures and environments. Pupils explore how artists and designers represent landmarks, traditions and identity through visual and practical outcomes.

Year 3

- explore ideas through drawing and practical design activities



- create visual responses linked to countries, landmarks and cultures
- discuss creative choices and outcomes
- represent ideas using different materials and techniques

Year 4 Extension

- select materials and techniques purposefully
- explain artistic and design choices using increasingly precise vocabulary
- evaluate and improve outcomes independently
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge

Pupils work as artists and designers by:

- exploring
- planning
- creating
- refining
- evaluating

Disciplinary Progression

explore → plan → create → refine → evaluate

Secure End Point

Pupils independently create purposeful artistic or design outcomes which communicate understanding of Europe and its cultures.

National Curriculum Links

- improve mastery of art and design techniques
- create sketchbooks to record and develop ideas
- develop techniques using colour, pattern, texture, shape and form
- evaluate and improve creative outcomes
- communicate ideas through visual and practical design processes

Subject: Music

Core Knowledge:

Pupils develop understanding of how music can communicate culture, traditions and identity through listening, performance and creative responses. Pupils explore musical experiences from different European countries whilst developing understanding of how music can represent people, places and communities.

Performing

- play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy, control and expression
- use voices and instruments to communicate ideas linked to European countries, traditions and cultures

Composing

- improvise and compose music for different purposes linked to European themes and experiences



- create and develop musical ideas and responses inspired by European cultures and traditions

Listening and Appraising

- listen with attention to detail and recall sounds with increasing accuracy
- recognise and discuss similarities and differences between musical styles and traditions across Europe

Musical Knowledge and Understanding

- use and understand musical vocabulary including pulse, rhythm, pitch, tempo, dynamics and melody
- appreciate and understand a range of high-quality music and musical traditions from different countries and cultures

Cross-curricular links

Subject	Cross-curricular links within this unit
Geography	locating countries and capital cities; identifying physical and human features; using maps, atlases, globes and geographical information; comparing places and environments
English	information texts; travel guides; postcards; persuasive writing; explanation texts; retrieval from texts and discussion; vocabulary development and communication
PSHE / Citizenship	exploring communities, cultures and traditions; understanding diversity and belonging; respectful discussion of viewpoints and experiences
Maths	measuring and comparing distances; interpreting data and statistics linked to countries and populations; identifying patterns and relationships
ICT	researching countries and cultures; using digital maps; creating presentations and communicating learning through technology
Art / Design Technology	creating flags, landmarks, cultural artwork and design outcomes; exploring colour, pattern and symbolism
Music	listening to and discussing music from different European countries and cultures; recognising similarities and differences
Languages	exploring greetings, simple vocabulary and communication from different European languages
Reading Spine	engaging with fiction, non-fiction and information texts linked to Europe, countries, travel and cultures; developing disciplinary reading opportunities
Oracy	discussion circles; collaborative talk; questioning; presentations; explanation and justification of ideas using evidence

Substantive Knowledge Sequence

Week	Knowledge Focus	Substantive Knowledge
Week 1	Introducing Europe	Pupils understand that Europe is one of the world’s continents and can be located on maps and globes. Pupils identify selected countries and begin to recognise that countries have different locations, names and characteristics.
Week 2	Countries and Capital Cities	Pupils identify and locate selected European countries and capital cities. Pupils understand that countries have capitals and that maps help us locate and organise geographical information.
Week 3	Physical Geography of Europe	Pupils identify physical geographical features including mountains, rivers, coastlines and landscapes. Pupils recognise that environments and climates can differ across Europe.
Week 4	Human Geography of Europe	Pupils identify human geographical features including cities, landmarks, transport systems and settlements. Pupils understand that people shape places and environments in different ways.



Week 5	Cultures and Communities	Pupils understand that countries can have different traditions, languages, foods and customs. Pupils recognise similarities and differences between communities and experiences across Europe.
Week 6	Comparing and Communicating Understanding	Pupils use geographical knowledge to compare countries, environments and cultures. Pupils retrieve and apply learning using evidence from maps, texts, discussion and enquiry activities.

National Curriculum Coverage Audit

National Curriculum Area	Coverage within this Unit
Locational Knowledge	locating Europe on maps and globes; identifying countries and capital cities; recognising geographical regions and key locations
Place Knowledge	understanding similarities and differences between countries, communities and environments across Europe
Human Geography	identifying settlements, cities, landmarks, transport systems, communities and cultural features across European countries
Physical Geography	identifying mountains, rivers, coastlines, landscapes and environmental features across Europe
Geographical Skills and Fieldwork	using maps, atlases, globes and digital mapping tools; interpreting geographical information and evidence; asking geographical questions
Reading	retrieving information from fiction, non-fiction, maps, diagrams and geographical texts; interpreting and discussing information
Writing	explanation texts, information texts, travel guides, persuasive writing, comparative responses and geographical recording
Spoken Language / Oracy	discussion, questioning, explanation, collaborative talk, presentations and justification of ideas using evidence
PSHE / Citizenship	understanding diversity, belonging and respectful discussion of different cultures, experiences and viewpoints
Computing	researching information; using digital tools and presentations; communicating learning through technology
Mathematics	interpreting information and data; comparing distances and measurements; identifying patterns and relationships
Art / Design Technology	creating cultural artwork, flags, landmark designs and visual outcomes linked to countries and traditions

<p>Anchor Texts:</p> <ul style="list-style-type: none"> • The Journey – <i>Francesca Sanna</i> • Atlas of Adventures – <i>Lucy Letherland</i> <p>Supporting texts/recommended reads:</p> <ul style="list-style-type: none"> • Europe • The Incredible Book Eating Boy • To the Edge of the World • Cloud Tea Monkeys • Eiffel Tower Emergency 	<p>Reading Focus:</p> <ul style="list-style-type: none"> • retrieval and interpretation of information from maps, atlases and geographical texts • identifying key information from information texts, travel guides and visual sources • comparison of countries, cultures, environments and experiences • use of evidence to explain ideas and justify understanding • understanding and interpreting maps, diagrams and geographical features • discussion and explanation of similarities and differences across Europe • identifying and understanding ambitious geographical and disciplinary vocabulary • questioning and developing geographical enquiry skills • interpreting viewpoints and information from different sources
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- developing understanding of the wider world through carefully selected texts and reading experiences

Disciplinary Reading Opportunities

Pupils read as geographers by:

- using maps, atlases and geographical texts to locate countries and capital cities
- retrieving information from non-fiction texts and visual sources linked to Europe
- interpreting maps, diagrams, symbols and images to build understanding
- identifying physical and human geographical features across European countries
- comparing countries, cultures, traditions and environments using evidence from texts and images
- discussing similarities and differences between places and communities
- asking geographical questions and using evidence to justify ideas and conclusions
- interpreting information from travel guides, information texts and cultural sources
- developing geographical and disciplinary vocabulary through repeated reading and discussion
- communicating understanding through explanation, discussion and evidence-based responses
- using texts to develop wider world understanding and cultural awareness
- making connections between texts, geographical knowledge and personal experiences

Genre Coverage

Genre	Coverage
Narrative	<i>The Journey</i> and <i>To the Edge of the World</i> provide narrative opportunities linked to travel, experiences, adventure and inference
Information	<i>Europe</i> and <i>DK Europe</i> provide factual information linked to countries, landmarks, cultures and geographical features
Explanation	geographical texts and non-fiction sources support explanation of physical and human features, environments and traditions
Persuasion	travel brochures, tourism texts and promotional materials support understanding of persuasive language and audience
Comparison	texts support comparison of countries, traditions, cultures and environments using evidence and discussion
Visual / Graphic Texts	maps, atlases, diagrams, photographs and illustrations support retrieval and interpretation skills
Poetry	opportunities to explore descriptive language and imagery linked to places, journeys and cultures where appropriate
Spoken Presentation	discussion, presentations, oral explanation and collaborative outcomes linked to geographical understanding

Reading Progression Audit

Area	Progression within this unit
Vocabulary	everyday language linked to countries, travel and places → geographical and cultural vocabulary → precise use of geographical and disciplinary vocabulary within discussion and writing
Retrieval	recall information from maps, images and prior learning → retrieve relevant information from texts and geographical sources → select and apply evidence independently
Inference	identify clues from maps, images and texts → interpret meaning using evidence → justify ideas and conclusions using discussion and evidence
Geographical Reading	identify key information within maps, countries and geographical texts → interpret features, patterns and information → explain what geographical evidence communicates



Comparison	identify similarities and differences → compare countries, environments and traditions → explain viewpoints, relationships and connections
Discussion and Oracy	answer questions → explain ideas → justify understanding using evidence and increasingly ambitious vocabulary
Reading Behaviours	supported reading and discussion → increasing independence in interpreting information → confident application of disciplinary reading skills across the curriculum

Reading Spine Links

Reading Spine Unit: Passport to Europe (LKS2 Cycle 1)

Reading focus areas:

- geographical and cultural vocabulary
- retrieval and interpretation from non-fiction texts
- comparison of countries, traditions and environments
- discussion and questioning
- inference through images, maps and information texts

Fluency approaches:

- echo reading for geographical and disciplinary vocabulary
- paired reading
- oral storytelling linked to journeys, countries and cultural experiences
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play
- guided group reading aloud
- partner explanation and discussion
- questioning and geographical discussion

Retrieval focus:

- recalling key geographical vocabulary and concepts
- retrieving information from fiction, non-fiction, maps and visual texts
- identifying evidence from maps, diagrams, images and discussion
- using evidence to explain ideas and geographical understanding
- comparing countries, environments and traditions

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:

- fiction, non-fiction, maps, travel texts and geographical information texts
- increasingly ambitious geographical and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- repeated reading opportunities to strengthen fluency, prosody and confidence
- discussion and evidence-based reasoning opportunities to strengthen comprehension and communication
- texts which promote curiosity, cultural understanding and awareness of the wider world
- opportunities to develop confidence, belonging and positive reading identities within the Storybrook context



- opportunities to develop understanding of diversity, communities and global perspectives through carefully selected texts

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1:

country, city, town, map, river, mountain, travel, place, people, language, culture, Europe

Tier 2:

compare, explain, evidence, environment, community, tradition, interpretation, viewpoint, similarity, difference, investigate, explore

Tier 3:

continent, capital city, physical geography, human geography, atlas, landmark, climate, population, border, tourism, migration, geographical enquiry

Oracy & Fluency

- echo reading for geographical and disciplinary vocabulary
- paired reading
- oral storytelling linked to journeys, countries and cultural experiences
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play linked to European countries, landmarks and cultural traditions
- guided group reading aloud
- partner explanation and geographical discussion
- questioning and interpretation activities
- collaborative discussion of countries, environments and viewpoints
- explanation and justification using evidence

SEMH Reading Approach

- carefully selected texts provide accessibility whilst maintaining ambition and challenge
- geographical and cultural concepts are introduced through visual supports, maps, images and concrete experiences
- vocabulary is explicitly pre-taught and revisited through repeated retrieval opportunities
- oral rehearsal and structured discussion support confidence and understanding before written outcomes
- predictable routines and chunked learning reduce cognitive load and support engagement
- texts are explored through collaborative discussion and relationship-based learning approaches
- adults provide modelling, scaffolding and guided questioning where appropriate
- opportunities for movement, practical exploration and sensory engagement support sustained attention and regulation
- reading experiences promote curiosity, belonging and understanding of the wider world
- pupils are supported to develop confidence, positive reading identities and successful experiences of ambitious geographical reading within the Storybrook context

Visits and Visitors:

- develop understanding of countries, cultures and communities across Europe
- provide meaningful real-world experiences linked to geographical learning
- deepen understanding of landmarks, traditions and environments through practical experiences
- strengthen cultural awareness and appreciation of diversity
- develop geographical enquiry skills through observation, questioning and discussion
- provide opportunities to explore maps, artefacts and geographical information in authentic contexts



- support vocabulary development and disciplinary understanding through first-hand experiences
- strengthen communication, curiosity and confidence through collaborative learning opportunities
- provide opportunities for pupils to apply learning beyond the classroom

Examples may include:

- visitors sharing experiences of living, travelling or working within European countries
- virtual tours of landmarks and cities across Europe
- local visits linked to map skills and geographical fieldwork
- cultural workshops linked to food, music, language or traditions
- opportunities to explore maps, artefacts and travel resources linked to Europe

Home Learning:

- discuss countries, places and cultural experiences with family members or trusted adults
- explore maps, atlases and digital maps to locate countries and landmarks within Europe
- research a chosen European country and identify interesting facts, traditions or landmarks
- create simple travel brochures, postcards, fact files or cultural posters linked to learning
- practise retrieval of key geographical vocabulary through games, quizzes and discussion activities
- identify similarities and differences between places, traditions and environments
- read and discuss fiction, non-fiction and information texts linked to Europe and wider world experiences
- complete practical or creative activities linked to countries, landmarks and cultures where appropriate
- revisit key learning and vocabulary through discussion and reflection activities with families and carers

Home Reading Opportunities

- families are encouraged to revisit key texts together and discuss countries, landmarks, traditions and cultural experiences
- opportunities for discussion should support curiosity, questioning and understanding of similarities and differences across Europe
- pupils are encouraged to read and discuss fiction, non-fiction, maps, travel texts and information texts linked to Europe
- opportunities to practise retrieval of key geographical vocabulary through discussion and questioning are encouraged
- pupils may explore maps, images and geographical sources together to strengthen understanding and wider-world awareness
- opportunities for repeated reading should support fluency, confidence and understanding of increasingly ambitious vocabulary and concepts
- discussion opportunities should encourage pupils to explain ideas, justify opinions and make connections with wider learning experiences

Assessment opportunities:

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Assessment Area	Assessment Opportunities within this Unit
Vocabulary	use of geographical and disciplinary vocabulary during discussion, retrieval activities and written outcomes
Knowledge and Understanding	identification of countries, capital cities, physical and human features and understanding of cultural differences and similarities
Retrieval	recall of prior learning through retrieval grids, questioning, quizzes and discussion activities
Geographical Enquiry	asking questions, interpreting evidence and applying information from maps, atlases and geographical sources
Reading	retrieval and interpretation of information from fiction, non-fiction texts, maps and visual sources



Writing	explanation texts, information texts, comparative writing, travel guides and written responses linked to learning
Spoken Language / Oracy	participation in discussion, questioning, explanation and justification of ideas using evidence
Application of Learning	application of geographical knowledge within investigations, practical activities and independent outcomes
Independence	increasing confidence when selecting vocabulary, organising information and completing learning tasks with reduced adult support
Final Outcome	presentation or showcase demonstrating understanding of Europe, countries, cultures and geographical concepts

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify countries and key features of Europe
- recall geographical vocabulary linked to environments and cultures
- explain similarities and differences across Europe

Disciplinary Thinking

- interpret maps and geographical information
- compare places and identify patterns
- explain relationships between environments and communities

Application

- communicate understanding through spoken, practical and written outcomes
- justify ideas using geographical vocabulary
- apply learning independently within the final outcome

Leaders Monitor Impact Through:

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious geographical and disciplinary vocabulary in reading and writing
- monitoring interpretation and use of evidence within discussion and written outcomes
- monitoring application of geographical enquiry, comparison and critical thinking skills across learning outcomes
- monitoring pupils' ability to justify geographical understanding and communicate ideas using evidence
- monitoring pupils' use of maps, atlases and geographical sources to retrieve and interpret information
- monitoring pupils' ability to compare countries, cultures and environments using increasingly precise vocabulary



- monitoring confidence, participation and independence during discussion, enquiry and collaborative activities

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy
- Handwriting and Recording Development Policy



Appendix 1: Year 3-4 Spelling Progression Map

Term	Focus	Example patterns	Linked units
Autumn 1	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-	Stone Age
Autumn 2	Suffixes	-ation, -ly	Rock Detectives
Autumn 2	Statutory words	accident, actual, address, answer	Winter Wishes
Spring 1	Possessive apostrophes	plural possession	Ancient Egypt
Spring 1	Prefixes and root words	sub-, inter-, anti-, super-	Light and Shadows
Spring 2	Homophones	scene/seen, weather/whether	Easter Journeys
Summer 1	Suffix rules	-ous	Tremors
Summer 2	Statutory word review	favourite, grammar, guide, interest, knowledge	Passport to Europe

Appendix 2: Year 3-4 Grammar Progression Map

Unit	Main grammar focus
Stone Age	expanded noun phrases; chronological language
Rock Detectives	conjunctions; explanation language
Winter Wishes	descriptive language; figurative language
Ancient Egypt	fronted adverbials; paragraph organisation
Light and Shadows	subordinate clauses; scientific explanation
Easter Journeys	comparative language; reflection
Tremors	explanation and reasoning language
Healthy Me	persuasive and evaluative language
Passport to Europe	paragraph cohesion; comparative language

Appendix 3: Appendix: English Coverage and Progression Overview

Area	Coverage	Where evidenced
Year 3-4 statutory spelling words	✓	Spelling Appendix + unit retrieval
Prefixes/suffixes	✓	Unit spelling sections
Homophones	✓	Spelling Appendix
Word families/morphology	✓	Unit spelling progression
Expanded noun phrases	✓	Grammar Appendix + unit application
Fronted adverbials	✓	Unit grammar sections
Direct speech	✓	Narrative units
Present perfect tense	✓	Unit progression
Paragraphs	✓	Writing outcomes
Editing/proofreading	✓	Writing process sections
Handwriting	✓	Handwriting curriculum



Appendix 4: Storybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection

- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience