

























## Prior Learning

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

<b>Autumn - Mountains</b> (Linked to the topic Rampaging Raiders)	<b>Spring - Volcanoes</b> (Linked to the Topic Go Greece Lightning)	<b>Summer - Earthquakes</b> (Linked to the Topic Going for Gold)
<p><b>Relevant Prior Learning</b></p> <p>Children should know that the countries of the world are grouped into continents and be able to name and locate them on a map. They will know that Hull is similar and different to other cities in Europe and say how it is so. They will know the difference between a physical and human feature and name examples in the setting of a seaside resort. They will also know that the world's climate is changing as a consequence of our actions</p>	<p><b>Relevant Prior Learning</b></p> <p>Children will know, name and locate the continents and oceans on a world map. They will understand that the earth's core is molten lava and that this is responsible for the formation of mountains. They will know some of the different ways mountains are formed and be able to name mountain ranges in UK. Children will have made a map of the local area with a key.</p>	<p><b>Relevant Prior Learning</b></p> <p>Children will know, name and locate the continents and oceans on a world map. They will know that mountains and volcanoes are formed where tectonic plates are convergent or divergent, and they will understand the structure of the Earth. They will know the name of some key world volcanoes and why it is dangerous to live near them, but how countries borders dictate where people can live.</p>

### Key Concept Key

Navigation	Fieldwork	Population	Economic Activity	Tectonic Activity	Human Features	Physical Features	Natural Resources	Sustainability	Climate and Landscape
									

Autumn - Mountains (Linked to the topic Rampaging Raiders)	Spring - Volcanoes (Linked to the Topic Go Greece Lightning)	Summer - Earthquakes (Linked to the Topic Going for Gold)
Priority Key Concepts	Priority Key Concepts	Priority Key Concepts
  	  	 
Through the unit the children will also experience	Through the unit the children will also experience	Through the unit the children will also experience
	  	 

Autumn - Mountains (Linked to the topic Rampaging Raiders)	Spring - Volcanoes (Linked to the Topic Go Greece Lightning)	Summer - Earthquakes (Linked to the Topic Going for Gold)
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Year 3 Cycle 2

<p>Geographical skills and field work</p> <p>I can use various sources to identify different locations around the world</p> <p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Sustainability</p>	<p>I can locate all continents, oceans and major countries on a world map</p> <p>I describe how some places are similar and dissimilar in relation to their human and physical features (within UK)</p> <p>I can describe and explain the key physical features of mountains</p> <p>I understand the structure of the earth and features such as tectonic plates and molten lava</p> <p>I understand some of the effects of climate change</p>	<p>Geographical skills and field work</p> <p>Human and Physical Geography</p> <p>I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes</p> <p>I understand the structure of the earth and features such as tectonic plates and molten lava</p> <p>Locational Knowledge</p> <p>Place Knowledge</p>	<p>I can use a map to locate the world's countries, including the countries of Europe</p> <p>I understand that countries are separated by borders</p> <p>I describe how some places are similar and dissimilar in relation to their human and physical features (within UK) to look at within Greece</p> <p>I can create maps and plan routes, using the 8 points of the compass, in the local area</p>	<p>Locational Knowledge</p> <p>Geographical skills and field work</p> <p>Human and Physical Geography</p> <p>I can use various sources to identify different locations around the world</p>	<p>I can identify the position of the Arctic and Antarctic Circles on a world map</p> <p>I can locate all continents, oceans and major countries on a world map</p> <p>I understand that countries are separated by borders</p> <p>I describe and understand the key aspects of earthquakes</p> <p>I understand the structure of the earth and features such as tectonic plates and molten lava</p> <p>I understand and demonstrate some of the actions humans can take to reduce the effects of climate change</p>
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### Year 3 Geography – Autumn term Cycle 2 – Mountains– Linked to Rampaging Raiders topic

- At the end of this unit of work, the children will know and know how to:
- Remember continents and oceans and locate MAJOR world countries
- Explain how mountains are formed and relate it to the structure of the earth
- Know and understand the term “Tectonic plate”
- Know that the Earth is molten rock at its core under the crust.
- Compare mountainous regions based on human and physical features
- Recognise the impact of climate change on mountainous areas.

#### Relevant Prior Learning

Children should know that the countries of the world are grouped into continents and be able to name and locate them on a map. They will know that Hull is similar and different to other cities in Europe and say how it is so. They will know the difference between a physical and human feature and name examples in the setting of a seaside resort. They will also know that the world's climate is changing as a consequence of our actions

#### Priority Key Concepts to be addressed



## Additional Key concepts which will be experienced



Elements in red will be addresses in this unit

- **Navigation:** (interpreting a key, **conventions of maps**, map symbols, **atlases**, GIS, **google maps**, scale factor, reading and calculating from a scale, **using compass points**, the equator, the tropic lines, the poles, **borders, countries and continents**)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, **tectonic plates, structure of the earth**)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, **mountains, hills, rivers, seas, oceans, tides, islands, tsunami**)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, **climate change, renewable and non-renewable resources**, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

- *Written and oral expression:* (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

### Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

### Teaching sequence

- **Geographical enquiry (GE)**

*Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge*

- **Locational skills (LS)**

*Identify and locate their place of interest using maps, aerial photographs and other sources.  
Identify and locate examples in other locations.*

- **Physical and human geography (P&H)**

*Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features...*

- **Place knowledge (PK)**

- *Compare and contrast the features in difference locations around the world.*

- **Apply their knowledge to the world around them locally and globally (AK)**

*What could/ should the world look like in the future? What can we do to influence change?*



**Vocabulary** NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

*Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context*

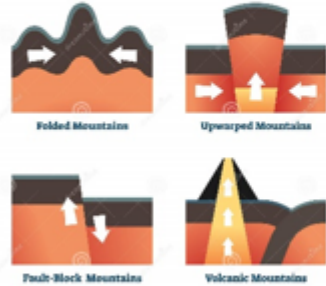
**Written and oral expression (W&O)** Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
GE, LS	<p data-bbox="427 260 721 336"><b>Navigation Written and Oral expression</b></p> <hr/> <p data-bbox="427 368 721 392"><b>Second Order Concepts</b></p> <p data-bbox="427 400 721 456">Significance Enquiry</p>	<p data-bbox="748 260 1086 347">I can locate all continents, oceans and major countries on a world map</p>	<p data-bbox="1113 260 1462 308"><b>Enquiry – What is a continent? What is an ocean?</b></p> <p data-bbox="1113 339 1648 387">Children to watch the continent song you tube clip: <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p data-bbox="1113 419 1966 475">Listen twice, then play a game of continent not continent. Say different words and children say continent or not.</p> <p data-bbox="1113 499 1458 523">Write these names on the board.</p> <p data-bbox="1113 555 1995 611"><b>Outcome – children add the names of continents to appropriate areas of blank maps using atlases to identify them</b></p> <p data-bbox="1113 643 1861 691">Now watch the Ocean song – children write down the names they hear. <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a></p> <p data-bbox="1113 746 1939 802"><b>Outcome – Children use atlases to support them in labelling the oceans – children to also carefully shade the edge of continents</b></p> <p data-bbox="1113 834 1592 858"><b>Share names – correct spellings on board.</b></p> <p data-bbox="1113 890 1966 938">Once complete ask if the children know any of the major countries in any of these continents.</p> <p data-bbox="1113 970 2011 1026"><b>Outcome: Children to then be given a list of countries which they should use an atlas to neatly locate</b></p> <p data-bbox="1113 1050 1966 1106"><b>Plenary – Quick quiz on continents and countries – say a country from list – children share the continent</b></p> <p data-bbox="1113 1137 1760 1161">Finish by watching continent film again – sing along to chorus</p> <p data-bbox="1113 1193 1939 1217"><b>S&amp;L – Children pronounce and say correct vocabulary throughout lesson</b></p> <p data-bbox="1113 1249 1637 1273"><b>Vocabulary – continent, ocean, country, major</b></p>



LS, LS	<b>Navigation Written and Oral expression</b>	I describe how some places are similar and dissimilar in relation to their human and physical features (within UK)	<p><b>Enquiry – what is a mountain range?</b></p>  <p>Examine the map – where do the children think the mountain ranges are. From prior learning the children should know which countries are which and be able to state that Scotland and Wales appear most mountainous, then England, then NI. They can use the coloured key to estimate the height of areas too.</p> <p><b>Outcome - Given the same map, children use an atlas to label the major mountain ranges in each country using a ruler. Write sentences describing each country.</b></p> <p>Show images of Mountain ranges in UK and those from the Himalayas</p>  <p>Looking at the two images what can the children deduce about the mountains in UK and those in Nepal?</p> <p><u>Children</u> give their arguments and support these orally.</p> <p><b>S&amp;L – oral responses and reasoned arguments</b></p> <p><b>Outcome – labelled images of each mountain range with a sentence underneath explaining that one is much higher therefore much colder therefore has snow and ice.</b></p>
	<b>Second Order Concepts</b>		
	<b>Significance Similarity and difference</b>		

			<p>Plenary – recap on main ranges in UK, then show a map that demonstrates where the major mountain ranges are around the world. Do the children recognise any of the names? They should be able to identify the continents</p> <p>Children can use a brown pencil crayon to neatly add key ranges of choice to world map</p> <p><b>Vocabulary – range, physical, snow, ice, melts, freezes</b></p>
P&H W&O	<p>Physical Features Tectonic activity</p> <p><b>Second order concepts</b></p> <p><b>Significance Cause and effect</b></p>	<p>I can describe and explain the key physical features of mountains</p> <p>I understand the structure of the earth and features such as tectonic plates and molten lava</p>	<p>Enquiry – How are mountains formed?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3</a></p> <p><i>PPT also with diagrams and examples provided What is a mountain and how are mountains formed in different ways: tectonic plates, lava eruptions, ancient volcanoes</i></p> <p><i>Watch a video clip linked to how mountains are formed</i></p> <p><i>S&amp;L Stop at different points and make notes as class on the process and discuss what is occurring. Real life demonstration using props or with the children acting out the processes would support understanding too.</i></p> <p><b>Outcome</b> <i>Children to have images that show the different formations of mountains. Children to explain what is happening in each picture in simple sentences given sentence stems to support them. Or children can just label the different type of formation</i></p> <p>Plenary – show the names and pictures of the 3 highest peaks in the world. Can children remember these for next time.</p>

			<p>Vocabulary – peak, formed, tectonic plates, lava, molten, folded, fault block, volcanic, <u>unwarped</u>.</p> <p><b>4 TYPES OF MOUNTAINS</b></p>  <p>The diagram illustrates four types of mountains with cross-sectional views and arrows indicating the forces involved:</p> <ul style="list-style-type: none"> <li><b>Folded Mountains:</b> Shows layers of rock being pushed together, causing them to fold and rise.</li> <li><b>Upwarped Mountains:</b> Shows a central block of rock being pushed upwards from below.</li> <li><b>Fault-Block Mountains:</b> Shows a block of rock being pushed upwards along a fault line.</li> <li><b>Volcanic Mountains:</b> Shows a volcano with a central vent and a conical shape.</li> </ul>
<p>LS P&amp;H W&amp;O</p>	<p>Physical features</p> <hr/> <p><b>Second order concepts</b></p> <hr/> <p>Continuity and change</p>	<p>I can describe and explain the key physical features of mountains</p>	<p>Enquiry – What is the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> highest mountain in the world?</p> <p>Remind children if needed and then explain which continent they are in and then locate on the children's maps from week 1</p> <p><b>Outcome – Updated world map</b></p> <p><i>Show some images of different mountains but explain that not all ranges are the same but there are some key features</i></p> <p><i>Ridge, range, summit, tree line, outcrop, valley</i></p> <p><i>Children given one of these words on a card, or the definition or the image.</i></p> <p><i>They need to find someone in the class who has the right definition and then find the image and pair up. Stop every so often and keep correct pairs together who should then not move.</i></p>

			<p><i>Outcome: Share the definition, word and images in the correct combinations on IWB</i></p> <p>Children receive a copy of each image and they label and explain what it is.</p> <p>Children also to receive an image of the features correctly labelled in the correct positions for them and then discuss together.</p> <p><b>S&amp;L</b> – children must communicate to organise themselves into <u>the</u> correct groups.</p> <p><b>Vocabulary</b> – Ridge, range, summit, tree line, outcrop, valley, image, description</p>
S&F CLASS VISIT	Fieldwork	I can describe and explain the key physical features of mountains	<p><i>. Quiz - show 3 words on IWB at a time and read out a definition - children to write down which word they think it is.</i></p> <p><i>Introduce the idea of the 3 Peaks</i></p> <p><i>Children to complete research using IPADS and an appropriate site to find out about the 3 Peaks</i></p> <p><b>Outcome</b> – <i>Children can name the 3 highest peaks in England, Scotland and Wales</i> <i>Children know the heights of these peaks.</i></p> <p><b>EXTENSION</b> – <i>children find out about the 3 Peak Challenge</i></p> <p><b>ENSURE ALSO THAT THE WIND FARMS OFF THE COAST OF HORNSEA HAVE BEEN OBSERVED BY ALL</b></p> <p><b>Vocabulary</b> – <i>summit, height, peak</i></p>
	<b>Second order concepts</b>		
	<b>Enquiry:</b> (observing, collecting and interpreting data, drawing conclusions)		

<b>W&amp;O</b>	Sustainability	I understand some of the effects of climate change	<p><b>Enquiry</b>  <b>What might happen if climate change continues and the world continues to heat up?</b></p> <p>Show a collection of images of snow covered mountains.  Show some images of communities based on mountains, ski resorts, animals</p> <p><b>Pose the question from enquiry</b>  <b>S&amp;L – can children think of effects?</b>  Discuss what impact climate change could have on mountain landscapes:  Rising temperatures brought by a <b>changing climate</b> are causing snow and ice to melt on Everest, leading to more avalanches and increased rock-falls, such as the 2014 avalanche that killed 16 climbers  <b>Melting glaciers</b>  <b>changing mountain</b> river flows, disrupting plants and wildlife, and increasing the risk of extreme rockslides,  <b>Mountains</b> are among the most sensitive ecosystems to <b>climate change</b> and are being affected at a faster rate than other terrestrial habitats</p> <p>Diagram – impact of climate change on mountains with reasons around</p> <p><b>Vocabulary – economy, turbine, renewable, non-renewable, global warming, sustainability</b></p>
	<b>Second order concepts</b>		
	<b>Responsibility:</b> <b>Cause and Consequence</b> (how humans affect the earth positively and negatively)		

## Year 3 Geography – Autumn term Cycle 2 – Volcanoes– Linked to Topic Go Greece Lightning

At the end of this unit of work, the children will know and know how to:

- Locate and remember world and European countries
- Understand the term “border” and what these do
- Explain how volcanoes are formed and relate it to the structure of the earth
- Remember and understand the term “Tectonic plate”
- Compare mountainous and volcanic regions based on human and physical features
- Know the 8 points of a compass
- Make/use a simple map plan a route using 8 points of the compass

### Prior Learning to be Reviewed

Children will know, name and locate the continents and oceans on a world map.

They will understand that the earth's core is molten lava and that this is responsible for the formation of mountains. They will know some of the different ways mountains are formed and be able to name mountain ranges in UK.

Children will have made a map of the local area with a key.

### Priority Key Concepts to be addressed



Additional Key concepts which will be experienced



Elements in **red** will be addressed in this unit.

- **Navigation:** (interpreting a key, **conventions of maps**, map symbols, **atlases**, GIS, **google maps**, scale factor, reading and calculating from a scale, **using compass points**, the equator, the tropic lines, the poles, **borders, countries and continents**)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (**Dispersal, settlement patterns**, infrastructure, **migration**)
- **Economic activity:** (**Trade**, land use, farming, **wealth, poverty**, imports and exports)
- **Tectonic activity:** (**Volcanoes**, earthquakes, **tectonic plates, structure of the earth**)
- **Human features:** (Transports, harbour, shops, **towns, villages, community**, places of worship)
- **Physical features:** (Water cycle, rainfall, **mountains, hills, rivers, seas, oceans, tides, islands, tsunamis**)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, **renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation**)



- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

### Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

### Teaching sequence

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources.  
Identify and locate examples in other locations.

- **Physical and human geography (P&H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Place knowledge (PK)**

- Compare and contrast the features in different locations around the world.



- *Apply their knowledge to the world around them locally and globally (AK)*

*What could/ should the world look like in the future? What can we do to influence change?*

**Vocabulary** ..... NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

*Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context*

**Written and oral expression (W&O)** Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
PRIOR LEARNING LESSON	<b>Navigation</b> <b>Tectonic Activity</b> <b>Physical Geography</b>	PRIOR LEARNING LESSON	<p><b>Ensure that all areas of Prior Learning from MTP have been covered and all misconceptions addressed</b></p> <p><b>Relevant Prior Learning</b></p> <p>Children will know, name and locate the continents and oceans on a world map.</p> <p>the continent song  <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>the Ocean song  <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a></p> <p>They will understand that the earth's core is molten lava and that this is responsible for the formation of mountains. They will know some of the different ways mountains are formed and be able to name mountain ranges in UK.</p> <p>Children will have made a map of the local area with a key.</p>
	<b>Second Order Concepts</b> Significance Enquiry Continuity and change		
Session 1	<b>Navigation</b> <b>Tectonic Activity</b>  <b>Similarity and Difference</b> <b>Significance</b>	I understand the structure of the earth and features such as tectonic plates and molten lava  I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes	<p><b><u>Stoneferry Starter</u></b></p> <p><b>Put up an image of the World showing tectonic plates – discussion – what do the black lines show? Partners then as a class.</b></p>



### Watch

[Plate Tectonics | Tectonic plates Theory | Video for kids - Bing video](#)

Ensure children understand that the lines represent the tectonic plates which show how the earth's crust is broken up and how these plates float on the molten core of the Earth.

Explain that we are going to be learning about the formation of **volcanoes which occur at convergent and divergent boundaries**

Children to make notes on Convergent and Divergent plate boundaries. Discuss the video to ensure children understand.

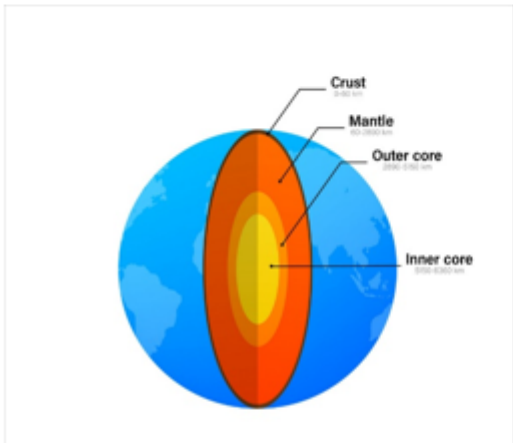
**S&L - Children to use this knowledge to explain the formation of volcanoes at these boundaries**

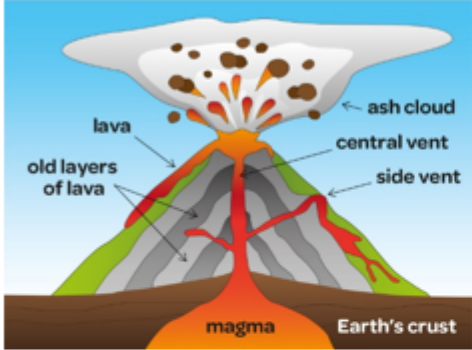

### Outcome:

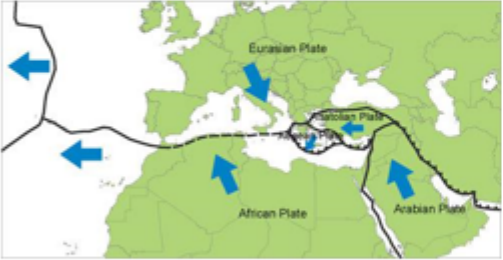
**Children to be given a map showing plate boundaries – write a definition for the children to copy into their books explaining what they are.**

### Then

**Children draw and label diagrams of the formation of volcanoes at convergent and divergent plate boundaries.**

			<b>Vocabulary – plate, boundary, tectonics, crust, core, magma, convergent, divergent, volcano</b>
Session 2	<b>Navigation Tectonic activity Written and Oral expression</b>	I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes	<b>Stoneferry Starter – Quick diagram showing divergent and convergent plate boundaries. Children given <u>vocabulary label</u> these.</b>
	<b>Second Order Concepts</b>		Start lesson by showing a cross section of the Earth – Children can draw this. Ensure they understand that below the Earth's crust the Earth is molten
	<b>Significance Similarity and difference</b>	I understand the structure of the earth and features such as tectonic plates and molten lava	 <p><b>Volcano structure</b>  <a href="#">Science Week - The Structure of a Volcano - Bing video</a></p> <ol style="list-style-type: none"> <li>1. Ensure children know the difference between magma and lava</li> <li>2. Ensure the children know that when lava comes out of a volcano it the cools and hardens making the volcano bigger</li> <li>3. Ensure that the children understand the term dormant – define this later in the lesson.</li> </ol> <p><b>Outcome</b>  Children will label the structure of a volcano – LA – Label, AA explain the different sections  <b>Write with the children for them to copy an explanation of how the volcano erupts</b></p>

			 <p><b>S&amp;L – Show the following image</b></p>  <p><b>S&amp;L - Why would living near a volcano be dangerous?</b>  Children work in pairs to discuss the image. Share oral responses and reasoned arguments.  <b>EXPLAIN TO THE CHILDREN WHAT THE TERM DORMANT MEANS</b></p> <p><b>Plenary – recap the main parts of a volcano and what causes it to erupt.</b></p> <p><b>QN – do the children know of any volcanoes or where there are volcanoes in the world.</b></p> <p><b>Vocabulary – magma chamber, vent (pipe), crater, side vent, eruption, dormant</b></p>
Session 3	Navigation Economic Activity	I can use a map to locate the	Enquiry – World map showing continents. 3 labelled and then 4 words to complete the others. One of these will be Europe.

	<p>Population Physical and human features</p>	<p>worlds countries, including the countries of Europe</p>	<p>Show an enlarged version of Europe.</p> <p>Activity/Outcome – children will use atlases to locate 10 key European countries (<b>One of these must be Greece</b>). Have the map with lines going to countries with boxes for the children to write names in. <b>LA have the countries in a word bank already.</b> Discuss how countries are separated and introduce the word “border” – <b>define and children to write this into their books.</b></p> <p><b>Using Google Maps identify the position of volcanoes within Europe and add onto maps</b></p> <p>Discuss why countries have borders – can you cross borders easily?</p> <p><b>S&amp;L - As a class positive things and negative things about countries having borders</b></p> <p><b>Complete a table together and copy into pre-drawn table to stick in books</b></p> <p>Vocabulary – countries, Europe, major, border, cross, passport, migration</p>
<p>Session 4</p>	<p>Physical features</p>	<p>I describe how some places are similar and dissimilar in relation to their human and physical features <b>(within UK) to look at within Greece</b></p>	<p><b>Stoneferry Starter</b> – Can children label 5 of the countries they had last week onto a map (lines drawn with boxes and word bank)</p> <p><b>Locate Greece on a Map of Europe and UK</b></p> <p>Show map showing plate tectonics – What do the children see about the location of the two countries?</p>
	<p><b>Second order concepts</b></p>	<p>I can name some of the world’s most famous volcanoes</p>	<p></p> <p><b>OUTCOME – Stick in books and label UK and Greece</b></p>
	<p>Continuity and change</p>		

What physical features do the children think might be present in Greece and why?



Show physical map of Greece – What do children notice?

- Lots of islands in the sea (why?)
- Lots of mountainous regions
- What do they also think Greece will have a lot of? **Volcanoes**



Volcanoes of the Hellenic arc. Arrows show direction of plate movement. Modified from Nichols (1971).

**S&L** – Children discuss the position of the volcanoes and using prior learning regarding tectonic plates and formation of volcanoes explain why they are where they are.

			<p><b>Outcome – Children write a short explanation as to why Greece has volcanoes and is a very mountainous country.</b>  <b>LA – Shared writing activity – children work as a group to discuss with support from Teacher and then scribe ideas into books.</b>  <b>Challenge – would they want to live in Greece?</b></p> <p><b>Vocabulary –</b> plate boundary, volcano, physical feature, mountains, convergent, divergent</p>
Session 5	<p>Tectonic Activity  Population  Navigation</p> <p><b>Second order concepts</b></p> <p><b>Enquiry:</b>  Significance  Similarity and difference</p>	I can describe and explain the key physical features of mountains	<p><b>Stoneferry Starter – Question on Board – How is Greece different to UK and why?</b></p> <p><b>END OF UNIT ASSESSMENT TASK ( 30 minutes)</b>  Children complete the following task  <b>Why do you think people still live near volcanoes? What dangers could there be in doing so? Why is England a safe place to live with respect to volcanoes?</b></p> <p>Children should tie in their learning on borders and location of volcanoes in Europe to explain that this is not a decision people get to make as they can't just live where they want. They should consider how the landscape around a volcano can be very beautiful but also be aware of the dangers of living in such proximity linking it to recent volcanic eruptions in Indonesia and Las Palmas. They could also reference disasters such as those experienced in Pompeii.</p> <p>Children should be able to describe that UK is not on a plate boundary but countries like Greece are. Children should also comment that volcanoes can remain dormant for hundreds even thousands of years.</p> <p><b>Children could make notes and be recorded explaining their response (LA) or write a longer text and then read this out, based on ability.</b></p> <p><b>As teacher – remind children of prior learning and to look back through their books for reasons and evidence</b></p>
Session 5.5 and 6	Navigation	I can create maps and plan routes, using the 8 points of the compass, in the local area	<p><b>In the second half of Lesson 5 – children will go on a quick walk of the local area. They will have a blank piece of paper and will draw a sketch map of the local area as they walk around the following route.</b></p> <p><b>Left out of school, down Lorraine St, Along the track, Up Foredyke, Along Stoneferry Road.</b></p>



			<p>This is basically a rectangle. (Give LA children this initial shape) but check they understand where they are on the map at all times and they can orientate it properly.</p> <p>Children should also <u>locat</u> on their maps, key physical and human features: Roads, factories, school, Rockford fields, path, houses etc.</p> <p>Outcome – all children have a sketch map – on return to school go through this so children have all of the key things on their maps that were wanted.</p>
Session 6	Navigation Physical and Human features		<p><u>Stoneferry</u> Starter – sorting physical and human features</p> <p>Recap with the children the walk and what was seen – discuss simple keys (House, school, factory, parkland)</p> <p>LA – Work with them to create their map MA and AA work in pairs to create their maps – name roads, create a key and add symbols (DO NOT COLOUR THESE MAPS)</p> <p>As a class add a compass rose, (Lorraine St travels in an easterly direction from <u>Stoneferry</u>)</p> <p>Plenary. Children describe their journeys from different points on the map using directional language.</p> <p>e.g. walk east then at the end of the road travel north until you reach the destination</p> <p>Vocabulary – compass rose, east, west, north, south, physical, human, key</p>
	<b>Second order concepts</b>		
	Enquiry (observing, collecting and interpreting data, drawing conclusions)		

## Year 3 Geography - Summer term Cycle 2 - Earthquakes - Linked to Going for Gold

At the end of this unit of work, the children will know and know how to:

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### Prior Learning to be Reviewed

Children will know, name and locate the continents and oceans on a world map. They will know what a tectonic plate is and what the structure of the Earth is like. They will know that mountains and volcanoes are formed where tectonic plates are convergent or divergent, and they will understand the structure of the Earth. They will know the name of some key world volcanoes and why it is dangerous to live near them, but how countries borders dictate where people can live. They will know what happens when a volcano erupts and what the word dormant means.

### Priority Key Concepts to be addressed



### Additional Key concepts which will be experienced

Elements in **red** will be addressed in this unit.



- **Navigation:** (interpreting a key, **conventions of maps**, map symbols, **atlases**, GIS, **google maps**, scale factor, reading and calculating from a scale, **using compass points**, the equator, the tropic lines, **the poles**, **borders**, **countries and continents**.)

- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

### Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

### Teaching sequence

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Physical and human geography (P&H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Place knowledge (PK)**
- Compare and contrast the features in different locations around the world.

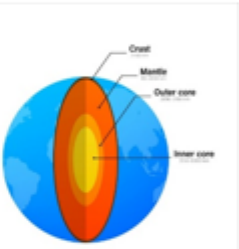
- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

**Vocabulary** NB - Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom.

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

**Written and oral expression (W&O)** Written and Oral Expression will form the basis for a number of lessons within this unit. Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
	<p>Throughout the unit of work, continue to share the Oceans and Continents song with the children and check they can locate these on a world map. This is ongoing learning and revisiting facts and knowledge learnt previously in the year so should be familiar.</p> <p>NB - CHILDREN IN THIS UNIT ALSO NEED TO LEARN ABOUT THE POSITION OF THE ARCTIC AND ANTARCTIC CIRCLE</p>		
<p>PRIOR LEARNING LESSON</p>	<p>Navigation Tectonic Activity Physical Geography</p> <hr/> <p>Second Order Concepts</p> <p>Significance Enquiry Continuity and change</p>	<p>PRIOR LEARNING LESSON</p> 	<p>Relevant Prior Learning</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>• <b>name and locate the continents and oceans on a world map</b></li> <li>• <b>what a tectonic plate is</b></li> <li>• <b>what the structure of the Earth is like</b></li> <li>• how mountains and volcanoes are formed</li> <li>• <b>the meaning of convergent or divergent</b></li> <li>• the name of some key world volcanoes</li> <li>• why it can be dangerous to live volcanoes</li> <li>• how countries borders exist between countries</li> <li>• how a volcano erupts</li> <li>• <b>what the word dormant means</b></li> <li>• <b>the names of mountain ranges in UK</b></li> </ul> <p><b>This may just be recapping but items in BOLD are key areas which must be secure.</b></p>
<p>Session 1</p>	<p>Navigation Tectonic Activity</p>	<p>I understand the structure of the earth and features such as</p>	<p><b>Stoneferry Starter</b></p>

**Second Order Similarity and Difference Significance**

tectonic plates and molten lava



**What does this show the children? You may want to locate Greece on this map too and the Arctic and Antarctic circles.**

Explain that when 2 plates, converge (or sometimes diverge) this creates mountains and volcanoes. Explain that this often happens underwater. Explain that the children have studied mountains and volcanoes already this year and how they are all linked to plate tectonics.

Explain that as well as converging and diverging sometimes the plates can rub together which releases a huge amount of energy.

**Qn - What phenomenon might happen where two plates rub together?**

Earthquakes take place where 2 plates converge (destructive) or rub together (conservative)

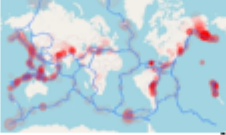
Share PPT Lesson 1 up to page 5

**Outcome 1 - Using images provided from Page 5, children explain what the second image is showing - i.e. that the focus of most earthquakes is where plate boundaries meet.**

**Outcome 2 - Children take images from Page 4 and Write a brief explanation stating that Earthquakes can happen at either of these sites. They should use the terms, destructive and conservative in the explanation.**

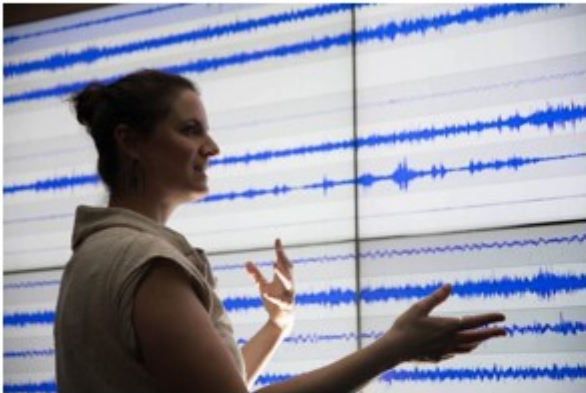
**Qn - What is an Earthquake and what would happen?**

[Earthquakes - BBC Bitesize](#)

			<p><a href="#">Dad Grabs Daughter During Alaska Earthquake - Bing video</a></p> <p><b>S&amp;L - What do the children think might be the result of a bad Earthquake?</b></p> <p>Show images on P6 of PPT - What can the children see? Discuss and define what the epicentre of an earthquake is.</p> <p><b>Outcome 3 - Children to have 2 of these images to put in books. They are to explain what types of damage can be caused by using the evidence in the pictures. They must also be aware that in severe earthquakes people may lose their lives.</b></p> <p><b>S&amp;L - How do the children think they would feel in an Earthquake</b></p> <p><b>Vocabulary</b> - plate, boundary, tectonics, crust, core, magma, convergent, divergent, run, energy, release, earthquake, destructive, constructive, epicentre</p>
<p>Session 2</p>	<p><b>Navigation</b> <b>Tectonic activity</b> <b>Written and Oral expression</b></p> <hr/> <p><b>Second Order Concepts</b></p> <hr/> <p><b>Significance</b> <b>Consequence and change</b></p>	<p>I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes</p> <hr/> <p>I understand the structure of the earth and features such as</p>	<p><b>Stanferry Starter - Using  plus an atlas with a world map</b></p> <p>Children identify 5 locations in the world from arrows provided where Earthquakes happen frequently. (Japan, America (West coast), Chile</p>

		<p>tectonic plates and molten lava</p>	<p><b>S&amp;L</b> - <i>qn</i> - what do the children remember from last session of the effects of Earthquakes on land?</p> <p><b>Qn</b> - what if the earthquake took place in the sea? What might happen? Introduce the word tsunami</p> <p><b>Watch</b> - <a href="#">Tsunami animation video - Bing video</a></p> <p>S&amp;L Children in pairs discuss what they saw in the video, then watch again. Show the children some illustrations of the different stages of a tsunami</p> <p>Ensure the children are aware of the <u>destructive</u> nature of a tsunami.</p> <p><b>S&amp;L</b> - Children tell their partner what is happening in each stage, then share as a class. (1,2 and 3)</p> <p><b>Outcome</b> - Children will add explanation text to images demonstrating a tsunami, explaining what is happening at position 1,2 and 3. They should use information from the video to add extra detail, such as the speed of the wave in part 2</p> <p><b>Plenary</b> - do the children think there is <u>anyway</u> of knowing a Tsunami is coming?</p> <p><b>Vocabulary</b> - tsunami, wave, energy, shallow.</p>
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<p>Session 3</p>	<p>Navigation Economic Activity Population Physical and human features Tectonic activity</p> <hr/> <p><b>Second order concepts</b></p> <hr/> <p><b>Significance</b></p>	<p>I can use a map to locate the worlds countries, including the countries of Europe</p> <p>I understand that countries are separated by borders</p> <p>I can use various sources to identify different locations around the world</p>	<p><u>Stanferry Starter</u>- Show the children a picture of a seismologist and <u>seismometer</u> - what do they think this person does and what can they see?</p>  <p>Discuss what it does and how people can sometimes be warned that a tsunami might hit. Discuss how this might not always be much help. Look at communities where tsunamis take place a lot. Tend to be poorer less developed areas which have less ability to detect the tsunamis, but where damage is even more pronounced.</p> <p><b>Activity</b> - What is the Richter scale? Link to previous discussions around <u>seismometers</u>.</p>
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## EARTHQUAKE MAGNITUDE SCALE



Using the image, children create their own Richter scale and consequences.


Qn - What is the Ring of Fire? [Ring of Fire Facts \(kids-fun-science.com\)](http://kids-fun-science.com)

Children use Laptops to investigate. They will then highlight where the Ring of fire is located on a blank world map using a red pencil crayon.

**OUTCOME** - Highlight Ring of Fire, write down a specified number of facts from the information gained.

**S&L** - Present facts to the class and magpie if relevant.

**S&L** - What would it be like to live in this region? Why do people still do so?

			<p><b>Vocabulary</b> - Richter scale, seismometer, magnitude</p>
<p>Session 4</p>	<p>Navigation Economic Population Tectonic activity</p>	<p>I describe and understand the key aspects of earthquakes</p>	<p><b>Stanferry Starter</b> - Show the Ring of Fire. What would it be like to live in this region. Oral discussion.</p> <p>Children to find Haiti on a World Map and relate its position to the Ring of Fire.</p> <p>Provide some images relating to the Earthquake in 2010 - using last week's work on the Richter Scale, what magnitude do the children think this Earthquake was?</p>
	<p><b>Second order concepts</b></p> <p>Significance Cause and effect Continuity and Change</p>		 <p><a href="http://kids-fun-science.com">2010 Dominican &amp; Haiti Earthquake (kids-fun-science.com)</a></p> <p>Children work to examine the evidence and information</p>

			<p>They are to recognise that it is an island A poor country Explain that as Haiti is a <b>remote island</b> and also a very poor country, supplying aid and repairing the damage was incredibly difficult.</p> <p><b>Outcome</b> - Children answer the following question</p> <p><b>What impact do you think this Earthquake would have had on communities in Haiti?</b></p> <p><b>S&amp;L</b> - Children share their paragraphs with the class</p> <p><b>Vocabulary</b> - remote, survivor, casualties</p>
Session 5	Sustainability	I understand and demonstrate some of the actions humans can take to reduce the effects of climate change	<p><u>Stoneferry</u> Starter - Who has a car in the class? Why do we have them and what alternative forms of transport could be used to make a journey?</p> <p><u>On</u> - how can we reduce pollution and global warming caused by cars?</p> <p><u>Electric Cars &amp; Global Warming Emissions</u> - Bing video</p> <p>Electric buses Car sharing</p> <p>10 minute task Car survey - Children to count the number of vehicles passing <u>Stoneferry</u> School which have 1 person in them over a 10 minute period. Children should tally this.</p> <p>Children should then calculate how many equivalent electric buses could transport these same people (roughly 90 people on a single bus.</p>
	<b>Second order concepts</b>		
	<b>Enquiry Responsibility</b>		

			<p><i>Outcome - Children use the information they have gained to write a paragraph about</i></p> <p><i>1) why electric vehicles are better than petrol vehicles</i></p> <p><i>or</i></p> <p><i>2) why more people should be made to travel by bus.</i></p> <p><i>Children should use their research, information from the film to support their arguments.</i></p> <p><i>S&amp;L Children read their paragraphs to the class.</i></p> <p><i>This lesson can be supplemented with any additional information that may support the children's arguments</i></p> <p><i>Vocabulary – climate change, fumes, exhaust, global warming, fossil fuels, electric, care share</i></p>
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