



# Curriculum Coherence – Year 4 Geography

Term 3 **Volcanoes, Mountains, Earthquakes and the Water Cycle (Extreme Earth)**

## Prior Learning and Starting Points:

### PUPILS will know

Key similarities and differences through the study of human and physical geography of a region of the UK and a European country.

### will be able to

Maps, atlases, globes and digital maps to locate countries, cities and towns.

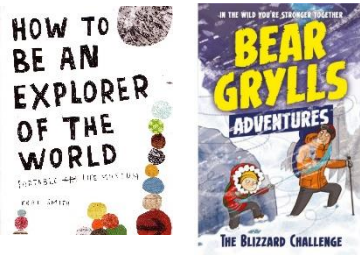
Describe features of the studied places.

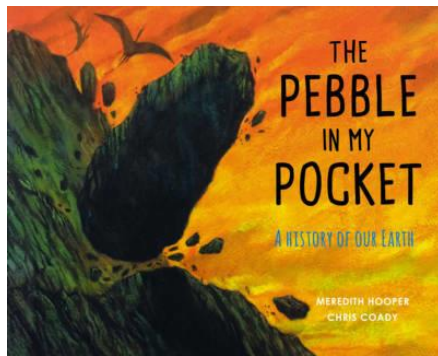
Make comparisons using key geographical language.

Use grid references, map symbols and keys to build knowledge of the places studied.

### will understand

Key aspects of human and physical geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

INTENT	IMPLEMENTATION	IMPACT
<p><b><u>KNOWLEDGE /NC Objectives</u></b></p> <p>Chn will know about the Earth's climate and areas of extreme temperatures.</p> <p>Chn will be able to discuss the water cycle and the distribution of water across the world.</p> <p>Chn will know about extreme weather conditions across the world.</p> <p>Chn will be able to discuss earthquakes and what causes them.</p> <p>Chn will know about tsunamis and how they are caused.</p> <p>Chn will be able to recall what volcanoes are and how they are formed.</p>	<p><b><u>ACTIVITIES</u></b></p> <p>Fact hunt – find facts about climate and extreme temperatures and then link these to a map; annotating the hottest/coldest/wettest, etc. places.</p> <p>Draw/label the water cycle and investigate why some places on earth get more/less rain than others.</p> <p>Match descriptions to extreme weather conditions.</p> <p>Identify places on a map where earthquakes have occurred and create a key showing the Richter Scale.</p> <p>Using computers, research tsunamis, where they have occurred, why and answer questions about tsunamis.</p> <p>Create own questions to research.</p> <p>Find out about volcanoes, what causes them, identify on a map and draw and label a picture of an erupting volcano.</p>	<p><b><u>OUTCOMES</u></b></p> <p><b><u>PUPILS will know</u></b></p> <p>Why some places get more rain than others that the hottest places in the world are near the equator</p> <p>That the coldest places in the world are by the poles</p> <p>What causes earthquakes</p> <p><b><u>will be able to</u></b></p> <p>Describe how climates and weather conditions vary around the world</p> <p>Describe what a drought is and how they are caused</p> <p>Identify and name examples of extreme weather</p> <p>Use maps to identify areas that are more prone to earthquakes/volcanoes/tsunamis.</p> <p><b><u>will understand</u></b></p> <p>That all the water in the world moves in a continuous cycle?</p> <p>The different stages of the water cycle</p> <p>Why some extreme weathers occur</p> <p>That some places are more prone to earthquakes and explain why</p>
<p><b><u>VOCABULARY</u></b></p> <p>Tropical storms, tornadoes, blizzards, hot, cold, rainy, snowy, foggy, climate, temperature, water cycle, distribution, energy, sun, environment, volcano, earthquake, tectonic plates, disaster, Richter scale, tsunami and natural disaster.</p>	<p><b><u>READING OPPORTUNITIES</u></b></p> 	<p><b><u>NEXT STEPS IN LEARNING:</u></b></p> <p><b><u>Key Stage 2:</u></b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b><u>Key Stage 3:</u></b></p> <p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding</p>



**SKILLS**

Chn will be able to use maps/globes/atlas to locate places where natural disasters have happened or are more likely to happen. They will be able to explain why and how they know this.

Chn will be able to locate extreme weather locations.

Chn will be able to explain the water cycle, linking this to why some areas have more or less rainfall than others.

**Key Questions:**

Can you find facts about climate and extreme temperatures and then link these to a map?

**LINKS**

English – How to be an Explorer, Bear Grylls: The Blizzard Challenge, Extreme Oceans and Survivors

Science – Animals and their habitats

Life Learning – Understanding the wider world

Art – Hokusai's Great Wave

**Challenge:** Present how a volcano happens. Research at least 5 volcanoes across the world

**Simplification:** Pre-teach, adult support and visuals

**AFL:** Feedback marking, recall verbally with teacher asking different questions

**SMSC:**

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.
- Opportunities for reflection on how our actions affect the planet and how we can implement change to protect the planet for future generations.

**Values:** Hope, love, belonging, courage.

**Preparation of Adulthood:** Climate in different countries, empathy for people that live in extreme weathers and near natural disasters