

Topic:

Bright Sparks

National Curriculum Link:

United Kingdom, Location Knowledge, Place Knowledge, Human and Physical Geography and geographical skills and fieldwork

Fieldwork:

Yorkshire Moors

Prior Learning:

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To describe their local area
- To use simple letter and number coordinates.
- To draw and use simple field sketches.
- To use secondary sources- photos
- To begin to use geographical terms and directions such as North, South, East and West.

Locational Knowledge:

- To begin to identify and describe where places are through use of simple maps, atlases and globes.
- To understand that the world extends outside their locality.

Place knowledge:

- To begin to ask geographical questions about places in their immediate locality.
- Begin to use geographical vocabulary to describe features of the locality.

Human and physical geography:

- To begin to ask geographical questions about people, places, climates and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge for topic:

- The famous landmarks: York Minster, Castle Howard, Scarborough Castle and Whitby Abbey.
- Some of the main cities of North Yorkshire are Leeds, York and Harrogate.
- A National Park is a conservation area, which means the land and species are protected.

Topic Vocabulary: Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern North Yorkshire	significant global international locality European/non- European physical (feature) human (feature) similarity difference
	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	City, Town, Village, Port, Harbour
	Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain
	World map, Atlas, Aerial Plan, Globe, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature
	Direction, North, South, East, West, Compass
Sequence: <ul style="list-style-type: none"> Where do I live? What does 'local' mean? To discuss the word local in terms of the place they live and the surrounding areas What are the key features of our local area? Use a range of aerial maps such as Google maps. What is special about our local area? 	
Thinking Deeper: Why do people choose to live in our local area?	
Possible books/resources: <ul style="list-style-type: none"> The Secret Garden by Frances Hodgson Burnett Collected Poems for Children by Ted Hughes Usborne abridged and illustrated Wuthering Heights and Jane Eyre 	
Links: Subject Specific links- Computing- using Google Maps/Earth/Street View; DT – Looking at the different kinds of buildings and structures in the local area; History- Anglo-Saxon links to West Heslerton, take the children out to see the site where there was once buildings. Personal development – understand community spirit; family networks; appreciation of local area. SMSC – community spirit and family networks Cultural Capital – Awareness of what their local area has to offer. Careers – Local businesses British Values – mutual respect and tolerance – community spirit/faiths. Equality – Recognising West Heslerton and Malton and surrounding areas as multi-cultural and everyone living together in one community. Independence – to ask question to enquire about the locality. Community – how are the communities in North Yorkshire similar/different? Outdoor learning - Forest schools in the local area, field work.	

Year 3 & 4 Geography - United Kingdom – Yorkshire - Local Field Study Year B - Autumn Term

Topic:

Bright Sparks

National Curriculum Link:

See long term plan.

United Kingdom, Location Knowledge, Place Knowledge, Human and Physical Geography and geographical skills and fieldwork

Fieldwork:

Yorkshire Moors

Prior Learning:

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To use appropriate geographical vocabulary
- Ask geographical questions during research to further their understanding.
- To communicate in ways appropriate to the task and issue, e.g. using appropriate geographical terms.
- To understand how asking geographical questions can support their enquiries.
- To analyse evidence and draw conclusions, e.g. make comparisons between locations using temp/populations.
- To use a key accurately.
- To describe route and direction, linking N/S/E/W with degrees on the compass.
- To begin to use 8 compass points.
- To draw maps and plans (from above) at a range of scales during geographical enquiries
- To begin to approximate distances using a scale.
- To use appropriate fieldwork skills and instruments to measure and record.
- To draw annotated sketches

Locational Knowledge:

- To identify where places are (e.g. countries, towns, villages and more specific locations) through use of maps, atlases and globes.
- To know the specific location and environments of places they study.

Place knowledge:

- To use secondary sources to further understand and compare contrasting localities.
- To describe where these places are- e.g. region, country, proximity to rivers or hills etc.
- To recognise how places are linked to other places in the world.

Human and Physical Geography:

- To identify and explain different views of people, including themselves.
- To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features

- To recognise and explain patterns made by individual physical and human features in the environment- e.g. where front forms in the playground, distribution of hotels along the seafront.
- To respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways
- To recognise and explain patterns and changes.

Sticky Knowledge for topic:

- A country can be broken down into counties to help identify different areas.
- The counties of Yorkshire are North Yorkshire, South Yorkshire, East Yorkshire and West Yorkshire.
- The famous landmarks: York Minster, Castle Howard, Scarborough Castle and Whitby Abbey.
- Some of the main cities of North Yorkshire are Leeds, York and Harrogate.
- A National Park is a conservation area, which means the land and species are protected.
- The North York Moors is a heather moorland and nesting area for birds such as the grouse. The climate is wet and cold in the winter and warm in the summer.

Topic Vocabulary:

Continent,
City,
County,
Equator,
Europe,
Paris
Berlin
Germany,
Poland,
France,
Eastern Europe,
Border

Region, rural, urban effect/impact compare, contrast
pattern, physical geography human geography (introduce) compare
contrast, pattern, effect, impact
physical geography human geography

Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business,
Population
Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave,
Magnitude, Tsunami, Tornado, natural disaster
Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food,
Location, Transport, Residential, Urban, Rural
Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active,
Dormant, Extinct, Evaporation, Condensation, Precipitation, Pollution,
Source, Tributary, Meander, Mouth

<p>Wales, Scotland, Northern Ireland Edinburgh Cardiff London Belfast United Kingdom, Tropic of Cancer Tropic of Capricorn Continent, Country, Europe, Border, Boundary, Rome, Greece, Italy, River Ouse, River Thames, Source, Ocean, Sea North Yorkshire, South Yorkshire, East Yorkshire, West Yorkshire, Hull Leeds Moorland</p>	<p>Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols 4 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction Sketch map, OS symbols, Satellite images, Key, Legend, Landform 8 compass points, Compass rose, North, North East, South, South west, East, South east, West, North west, Coordinates</p>
<p>Sequence:</p> <ul style="list-style-type: none"> • Where do I live? • What does 'local' mean? To discuss the word local in terms of the place they live and the surrounding areas • What are the key features of our local area? Use a range of aerial maps such as Google ma • What is special about our local area? 	
<p>Thinking Deeper: Why do people choose to live in our local area?</p>	
<p>Possible books/resources:</p> <ul style="list-style-type: none"> • The Secret Garden by Frances Hodgson Burnett • Collected Poems for Children by Ted Hughes • Usborne abridged and illustrated Wuthering Heights and Jane Eyre 	
<p>Links: Subject Specific links- Computing- using Google Maps/Earth/Street View; DT – Looking at the different kinds of buildings and structures in the local area; History- Anglo-Saxon links to West Heslerton, take the children out to see the site where there was once buildings.</p>	

Personal development – understand community spirit; family networks; appreciation of local area.

SMSC – community spirit and family networks

Cultural Capital – Awareness of what their local area has to offer.

Careers – Local businesses

British Values – mutual respect and tolerance – community spirit/faiths.

Equality – Recognising West Heslerton and Malton and surrounding areas as multi-cultural and everyone living together in one community.

Independence – to ask question to enquire about the locality.

Community – how are the communities in North Yorkshire similar/different?

Outdoor learning - Forest schools in the local area, field work.

Year 2 Geography – Europe - Italy

Year B - Spring Term

Topic:

The Romans

National Curriculum Link:

United Kingdom, Location Knowledge, Place Knowledge, Human and Physical Geography and geographical skills and fieldwork

Prior Learning:

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To use secondary sources- photos,
- To begin to use geographical terms and directions such as North, South, East and West.
- To make plans- i.e. *journey lines*
- To begin to use audio media. (listening to music from other countries)

Locational Knowledge:

- To understand that the world extends outside their locality.
- To recognise which places are linked to other places in the world- e.g. through travel.
- To begin to identify and describe where places are through use of simple maps, atlases and globes.

Place Knowledge:

- To make simple comparisons between individual features of different places and recognise how places are linked to other places in the world (contrasts and relationships).
- Begin to use geographical vocabulary to describe features of the locality.

Human and physical geography:

- To begin to ask geographical questions about people, places, climates and environments.

Geographical Enquiry:

<ul style="list-style-type: none"> Using: maps, counts, photographs, graphs, measurements, films and reports Researching secondary sources Working at different scales of enquiry e.g. local, regional, global but in connected ways 	
Sticky Knowledge for topic: <ul style="list-style-type: none"> Locate Italy in an atlas, globe and using digital maps. Locate Italy in comparison to the UK, the Equator, the tropics of Capricorn and Cancer, the Arctic Circle. Rome is the capital city of Italy. Understand why Italy has a warm climate (equator). Human features – Leaning Tower of Pisa, Colosseum etc Physical features – The Alps etc 	
Topic Vocabulary: Continent, Country, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Arctic, Indian, Southern North Yorkshire	significant global international locality European/non- European physical (feature) human (feature) similarity difference
	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	City, Town, Village, Port, Harbour
	Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain
	World map, Atlas, Aerial Plan, Globe, 'Birds eye' view, Location, Route, Human, Physical, Key, Symbols, Feature
	Direction, North, South, East, West, Compass
Sequence: <ul style="list-style-type: none"> Where in the world are we? Why visit Yorkshire? Why visit York/Scarborough? Why visit Rome? What are similarities and differences between York/Scarborough and Rome? Where is the best place to live – York/Scarborough or Rome? 	
Thinking Deeper: Possibly set up links with a school in Rome with a class of similar aged children.	
Possible books/resources: <ul style="list-style-type: none"> The Geographical association https://www.geography.org.uk/ https://www.bbc.co.uk/programmes/p011549k (Italian primary school) 	
Links: Subject Specific links- Maths - reading co-ordinates, looking at data e.g. temperature, rainfall, population, land mass; Computing– developing use of technology to aid research and use of interactive maps.	

Personal development – Developing interest in the world around them.
SMSC – Citizenship and regional identity; being proud of where they come from
Cultural Capital – What is Italy famous for?
Careers – Travel agent, tour guide
British Values – Developing understanding of how people in other countries live and how countries differ.
Equality – Although the UK is split into different counties and regions, we all live under the same rights and laws.
Independence – to enquire and ask questions about other places in the world.
Community – How are communities in other countries the same/different to the UK?
Outdoor learning – forest school sessions.

Year 3 & 4 Geography - Europe - Italy

Year B - Spring Term

Topic:

The Romans

National Curriculum Link:

United Kingdom, Location Knowledge, Place Knowledge, Human and Physical Geography and geographical skills and fieldwork

Prior Learning:

See long term plan.

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential Skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To use appropriate geographical vocabulary, e.g. *to extend use of geographical terms such as the eight compass points. Begin to use terms such as temperature, transport, industry.*
- Ask geographical questions during research to further their understanding- e.g. *what is this landscape like? What do I think about it?*
- To analyse evidence and draw conclusions, e.g. *make comparisons between locations using temp/populations.*
- To use a key accurately.
- To use large scale OS maps.
- To recognise some common OS symbols.
- Begin to use charts, graphs and tables to record information.
- To use more complex letter and number coordinates to locate features on a map confidently, and to use aerial and satellite images.
- To describe route and direction, linking N/S/E/W with degrees on the compass
- To begin to use 8 compass points.

Locational Knowledge:

- To identify where places are (*e.g. countries, towns, villages and more specific locations*) through use of maps, atlases and globes.
- To know the specific location and environments of places they study.

Place Knowledge:

- To use secondary sources to further understand and compare contrasting localities.
- To describe where these places are- e.g. *region, country, proximity to rivers or hills etc.*
- To recognise how places are linked to other places in the world.

Human and physical geography:

- To identify and explain different views of people, including themselves.
- To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- e.g. *in terms of weather and jobs.*
- To recognise and explain patterns made by individual physical and human features in the environment- e.g. *where front forms in the playground, distribution of hotels along the seafront.*

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways
- To recognise and explain patterns and changes.

Sticky Knowledge for topic:

- Greece has is on the mainland and also includes over 2000 islands.
- Greece has a warm climate, and this effects its physical geography, climate and land use.
- Humans can have a negative effect on natural places through various activities including tourism, population and industry.
- Nature reserves and planned parks can have positive effects on the environment.
- Increasing development and population impacts all living things and adds to the growing problem of climate change.
- There are many different landscapes, climates, physical and human characteristics within Greece.

Topic Vocabulary:

Continent,

City,

County,

Equator,

Europe,

Paris

Berlin

Germany,

Poland,

France,

Eastern Europe,

Border

Wales, Scotland,

Northern Ireland

Edinburgh

Cardiff

London

Region, rural, urban effect/impact compare, contrast

pattern, physical geography human geography (introduce) compare

contrast, pattern, effect, impact

physical geography human geography

Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business, Population

Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, natural disaster

Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food, Location, Transport, Residential, Urban, Rural

Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct, Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth

Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols

4 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction

Sketch map, OS symbols, Satellite images, Key, Legend, Landform

<p>Belfast United Kingdom, Tropic of Cancer Tropic of Capricorn Continent, Country, Europe, Border, Boundary, Rome, Greece, Italy, River Ouse, River Thames, Source, Ocean, Sea North Yorkshire, South Yorkshire, East Yorkshire, West Yorkshire, Hull Leeds Moorland</p>	<p>8 compass points, Compass rose, North, North East, South, South west, East, South east, West, North west, Coordinates</p>
<p>Sequence:</p> <ul style="list-style-type: none"> • Where in the world are we? • Why visit Yorkshire? • Why visit York/Scarborough? • Why visit Rome? • What are similarities and differences between York/Scarborough and Rome? • Where is the best place to live – York/Scarborough or Rome? 	
<p>Thinking Deeper: Possibly set up links with a school in Rome with a class of similar aged children.</p>	
<p>Possible books/resources:</p> <ul style="list-style-type: none"> • The Geographical association • https://www.geography.org.uk/ • https://www.bbc.co.uk/programmes/p011549k (Italian primary school) 	
<p>Links:</p> <p>Subject Specific links- Maths - reading co-ordinates, looking at data e.g. temperature, rainfall, population, land mass; Computing– developing use of technology to aid research and use of interactive maps.</p> <p>Personal development – Developing interest in the world around them.</p> <p>SMSC – Citizenship and regional identity; being proud of where they come from</p> <p>Cultural Capital – What is Italy famous for?</p> <p>Careers – Travel agent, tour guide.</p> <p>British Values – Developing understanding of how people in other countries live and how countries differ.</p>	

Equality – Although the UK is split into different counties and regions, we all live under the same rights and laws.

Independence – to enquire and ask questions about other places in the world.

Community – How are communities in other countries the same/different to the UK?

Outdoor learning – forest school sessions.

Year 2 Geography -

Year B - Summer Term

Worldwide – Mountains, Volcanoes and Earthquakes

Topic:

Awesome Earth

National Curriculum Link:

United Kingdom, Location Knowledge, Place Knowledge, Human and Physical Geography and geographical skills and fieldwork

Prior Learning:

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential skills and Knowledge for this Unit:

Geographical skills and fieldwork:

- To use secondary sources- photos,
- To begin to use geographical terms and directions such as North, South, East and West.
- To make plans- i.e. *journey lines*
- To begin to use audio media. (listening to music from other countries)

Locational Knowledge:

- To understand that the world extends outside their locality.
- To recognise which places are linked to other places in the world- e.g. through travel.
- To begin to identify and describe where places are through use of simple maps, atlases and globes

Place knowledge:

- To make simple comparisons between individual features of different places and recognise how places are linked to other places in the world (contrasts and relationships).
- Begin to use geographical vocabulary to describe features of the locality.

Human and physical geography:

- To begin to ask geographical questions about people, places, climates and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Researching secondary sources
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge for topic:

- Locate 4 mountain ranges on a world map.
- Mountains are created when the movement of the tectonic plates forces the crust upwards.
- Know that Mount Everest is the highest mountain on earth.
- Know that the climate is very cold and windy at Mt Everest.
- Volcanoes are caused when magma rises to the surface of the Earth,
- Earthquakes are usually caused when rock underground suddenly breaks that make the ground shake.

Topic Vocabulary:

Continent,
Country,
Europe,
Asia,
Africa,
North America,
South America,
Australasia,
Antarctica,
Atlantic,
Pacific,
Arctic,
Indian,
Southern
North Yorkshire

significant
global international locality European/non- European
physical (feature) human (feature) similarity difference

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

City, Town, Village, Port, Harbour

Soil, Vegetation, Valley, Hot area, Cold area, Ocean, Mountain

Sequence:

- Where in the world are we?
- What are tectonic plates? - To look at the structure of the earth including a map of tectonic plates - To look at how the continents have moved over time due to tectonic plates and heat from the core What is the ring of fire?
- Where in the world might we find mountains/volcanoes/earthquakes?
- What is an earthquake/volcano?
- How is a mountain formed?
- What is the human and physical landscape like on a mountain/ volcano/ in an earthquake zone?
- Why do people live in volcanic regions?

Thinking Deeper:

What was the effect of this eruption on the landscape and people living nearby?

Possible books/resources:

- Majestic Mountains: Discover Earth's Mighty Peaks by Mia Cassany
- Pop-up Volcano by Tom Vaillant
- Earthshattering Events!: The Science Behind Natural Disasters by Sophie Williams

Links:

Subject Specific links- DT – Looking at building structures and how they withstand earthquakes; Computing - Use of Google Earth.

Personal development – Develops children’s respect for the natural world and how major earthquakes and volcanic eruptions effect people’s lives and livelihoods.

SMSC – Develops an understanding of different ways of life and why some people choose to live in the regions they do.

Cultural Capital – Why is the fertile land near volcanoes so important?

Careers – Look at careers such as mountaineers, volcanologist, seismologist.

British Values – Developing empathy for those effected by natural disasters.

Equality – Helping others in times of natural disasters.

Independence – asking and answering questions to follow own line of enquiry

Community – Who has visited these types of areas in our local community?

Outdoor learning - Forest schools activities – links?

Year 3 & 4 Geography –

Year B - Summer Term

Worldwide – Mountains, Volcanoes and Earthquakes

Topic:

Awesome Earth

National Curriculum Link:

United Kingdom, Location Knowledge, Place Knowledge, Human and Physical Geography and geographical skills and fieldwork

Prior Learning:

See long term plan.

KS1- Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork

Key Essential skills and Knowledge:

Geographical skills and fieldwork

- To use appropriate geographical vocabulary, e.g. to extend use of geographical terms such as the eight compass points. Begin to use terms such as temperature, transport, industry.
- Ask geographical questions during research to further their understanding- e.g. what is this landscape like? What do I think about it?
- To communicate in ways appropriate to the task and issue, e.g. writing to a newspaper about a local issue, using email to communicate and share information, using appropriate geographical terms.
- To understand how asking geographical questions can support their enquiries.
- To use a key accurately.
- Analyse evidence and begin to draw conclusions.

Locational Knowledge

- To identify where places are (e.g. countries, towns, villages and more specific locations) through use of maps, atlases and globes.
- To know the specific location and environments of places they study.

Place knowledge

- To use secondary sources to further understand and compare contrasting localities.
- To describe where these places are- e.g. region, country, proximity to rivers or hills etc.
- To recognise how places are linked to other places in the world.

Human and physical geography

- To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- e.g. in terms of weather and jobs.
- To respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge for topic:

- Know that the earth is made up of three layers – the core, mantle and crust
- The earth's crust is made up of tectonic plates
- These plates move and this movement causes changes on the surface of the earth including mountains, volcanoes and earthquakes
- The ring of fire is an area around the Pacific plate in the Pacific Ocean where frequent earthquakes happen and many active volcanoes are found
- The main countries the ring of fire includes are Chile, Mexico, America, The Philippines and Japan.
- Mountains are created when the movement of the tectonic plates forces the crust upwards.
- Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes.
- Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. - Earthquakes vary in severity and are measured on the Richter scale

Topic Vocabulary:

Continent,
City,
County,
Equator,
Europe,
Paris
Berlin
Germany,
Poland,
France,
Eastern Europe,
Border
Wales, Scotland,
Northern Ireland

Region, rural, urban effect/impact compare, contrast
pattern, physical geography human geography (introduce) compare,
contrast, pattern, effect, impact
physical geography human geography

Land use, Agriculture, Farming, Food, Industry, Retail, Housing, Business,
Population
Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave,
Magnitude, Tsunami, Tornado, natural disaster
Settlement, Settler, Site, Push factors, Pull factors, Need, Shelter, Food,
Location, Transport, Residential, Urban, Rural

Water cycle, Volcano, Mantle, Outer core, Inner core, Magma, Active,
Dormant, Extinct, Evaporation, Condensation, Precipitation, Pollution,
Source, Tributary, Meander, Mouth

Edinburgh Cardiff London Belfast United Kingdom, Tropic of Cancer Tropic of Capricorn Continent, Country, Europe, Border, Boundary, Rome, Greece, Italy, River Ouse, River Thames, Source, Ocean, Sea North Yorkshire, South Yorkshire, East Yorkshire, West Yorkshire, Hull Leeds Moorland	Sketch map, Aerial photographs, Feature, Human, Physical, Land use, Key, Legend, Symbols 4 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction Sketch map, OS symbols, Satellite images, Key, Legend, Landform 8 compass points, Compass rose, North, North East, South, South west, East, South east, West, North west, Coordinates
---	--

Sequence:

- Where in the world are we?
- What are tectonic plates? - To look at the structure of the earth including a map of tectonic plates - To look at how the continents have moved over time due to tectonic plates and heat from the core What is the ring of fire?
- Where in the world might we find mountains/volcanoes/earthquakes?
- What is an earthquake/volcano?
- How is a mountain formed?
- What is the human and physical landscape like on a mountain/ volcano/ in an earthquake zone?
- Why do people live in volcanic regions?

Thinking Deeper:

Look into the frequency of earthquakes in Chiba and how the people of Chiba live with these and are protected. Look at the most recent activity of Mt St Helens. What was the effect of this eruption on the landscape and people living nearby?

Possible books/resources:

- Majestic Mountains: Discover Earth's Mighty Peaks by Mia Cassany
- Pop-up Volcano by Tom Vaillant
- Earthshattering Events: The Science Behind Natural Disasters by Sophie Williams

Links:

Subject Specific links- DT – Looking at building structures and how they withstand earthquakes; Computing - Use of Google Earth.

Personal development – Develops children's respect for the natural world and how major earthquakes and volcanic eruptions effect people's lives and livelihoods.

SMSC – Develops an understanding of different ways of life and why some people choose to live in the regions they do.

Cultural Capital – Why is the fertile land near volcanoes so important?

Careers – Look at careers such as mountaineers, volcanologist, seismologist.

British Values – Developing empathy for those effected by natural disasters.

Equality – Helping others in times of natural disasters.

Independence – asking and answering questions to follow own line of enquiry.

Community – Who has visited these types of areas in our local community?

Outdoor learning - Forest schools activities