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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 3 / 4  | **Half term:** Year ASpring 2 | **Scope:** Can the earth shake, rattle and roll?Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the ‘Pacific Ring of Fire’, the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are many different types. In the Big Finish, the children will make their own erupting volcano.**Content / Intent:** In this unit, the children will: Describe and understand the key aspects of volcanoes and earthquakes; Understand that the distribution of earthquakes and volcanoes follows a pattern; Learn about the ‘Pacific Ring of Fire’. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| In KS1, children will have developed their understanding of their local area and used world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. | **LO:** What is happening when the earth shakes?To have an understanding of the causes, outcomes and location of earthquakes | **LO:** What is happening when the earth rattles and rolls?To have some understanding of the causes, outcomes and locations of volcanoes | **LO:** Does the earth shake, rattle and roll all over?To understand list of hazards of the distribution of earthquakes and volcanoes, and to know where the world’s most active earthquake and volcanic zone is today. | **LO:** How and why do people live where the earth shakes, rattles and rolls?To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones | **LO:** How disastrous have recent earthquakes and/or volcanic eruptions been?To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues | **LO:** The big finish: We’ll make a model volcano that erupt.To create a Big Finish by making a working model of a volcano. | Reflect on Memory book and use low stake questioning to embed into long-term memory.Children will then move onto the Great American Road Trip in Summer 1. |
| **Success Criteria**To know what earthquakes are. Know how earthquakes are caused. To describe the location of earthquakes. | **Success Criteria**  To know: What volcanoes are. describe what happens when a volcano erupts. Describe the location of volcanoes. | **Success Criteria**To describe the distribution of earthquakes and volcanoes. Understand that volcanoes can be active, dormant and extinct. Know about the ‘Pacific Ring of Fire’. | **Success Criteria**Be able to describe examples where, and know the main reasons why, people live in the vicinity of volcanoes. To know some of the hazards for people who live in earthquake and volcanic zones. To describe how some of these can be/have been overcome, and life made safer for people | **Success Criteria**Talk about a recent example(s) of an earthquake and/or volcanic eruption. | **Success Criteria**Make a model volcano that erupts safely and understand what it represents. |
| **Prior Vocabulary**: 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. | **Vocabulary: Active volcano:** a volcano that has had an eruption in the last 10,000 years, and it is possible it may erupt in the future. **Crater:** a cup-shaped depression in the surface of the earth, caused by volcanic activity’. **Dormant volcano:** a volcano that has not erupted in the last 10,000 years, but it is possible that it will erupt in the future. **Earthquake**: movements, fractures and vibrations in the earth’s crust as tectonic plates move. **Eruption**: the ejection of rock and gas from a volcano. **Extinct volcano:** a volcano that has not had an eruption in the last 10,000 years, and will not erupt in the future. **Lava**: molten, fluid rock that is ejected from a volcano and solidifies as it cools. **Plate boundary:** where two tectonic plates meet. **Richter scale:** a scale to measure the magnitude of an earthquake. **Tectonic plate:** a massive slab of rock that ‘floats’ on top of the mantle (and inner layer) of the Earth. **Tsunami:** a series of waves of water caused by the movement of tectonic plates below the surface. **Volcano:** a vent in the earth’s crust where lava, steam and ash is ejected during an eruption. |

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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 3 / 4 | Half term: Year ASummer 1 | **SCOPE**: Can you come on a great American road trip?This unit travels the North and South American continents, and distinguishes between the terms ‘continent’, ‘country’, ‘state’ and ‘city’ along the journey. Finding and using images and maps on the internet, children will make notes on cities and record their States. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. **CONTENT** / **INTENT**: In this unit, the children will: Enhance their locational and place knowledgeFocus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major citiesUnderstand geographical similarities and differences through the study of a region in North and South America Use maps, atlases, globes and digital/computer mappingLearn to use the eight points of a compass. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children have been introduced to maps in KS1 and have looked at where they live and Europe.They have been taught to name and locate the world’s seven continents and five oceansUse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | **LO:** Can you be a city detective?To use the eight points of the compass to locate cities in the continent of North America, and to discover something about (some of) these cities | **LO:** What are the north American cities like?To discover something about North American cities, and improve knowledge about the difference between continent, country, state and city | **LO:** Are you a good city detective?To discover something about South American cities, and improve knowledge about the difference between continent, country and city | **LO:** Are South American cities similar to North American?To research some countries and cities of South America, and compare them to North American cities | **LO:** What is route 66?To work on the presentations for The Big Finish, and to introduce ‘Route 66’ | **LO:** The big finish: Where have you been?To complete the unit by making presentations of ‘The Big Finish’, and to elicit learning through question-and-answer time, and conversation | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Children will be learning about the Water cycle in Summer 2. |
| **Success Criteria**To locate Denver, Colorado using longitude and latitude. Find the names of cities that are located approximately N, NE, E, SE, S, SW, W, NW of Denver. Record the names of the cities and the country and State they are in. | **Success Criteria**Locate and name cities that are N, NE, E, SE, S, SW, W, NW of Denver, Colorado. Record the names of the cities, and the country and State they are in. Identify and write down geographical information about these cities. | **Success Criteria**Locate and name cities that are N, NE, E, SE, S, SW, W, NW of Cuiabá, Brazil. Record the names of the cities and the country they are in. Identify and write down geographical information about these cities. | **Success Criteria**I can find, and record, the names of countries and cities that are N, NE, E, SE, S, SW, W, NW of Cuiabá, Brazil. Discover something about these countries and cities. Identify some similarities and differences between North and South American cities. | **Success Criteria**Create a rap/song and a presentation ready for performing in Lesson 6. To know what and where Route 66 is, and some of the cities it passes through. | **Success Criteria**To talk about the countries, States and cities of the North and South American continents. Compare cities in North and South America. Explain about some of the regions of North and South America. |
| See previous year groups vocabulary box in this document. | **Vocabulary:****Amazon** **Basin**: the area drained by the River Amazon and all of its tributaries **Amazon** **River**: the longest river in South America. It flows through Peru, Bolivia, Venezuela, Colombia, Ecuador and Brazil **Compass** **points**: points on a magnetic compass marking the four main directions: North, South, East, West, and intermediate directions **Continent**: very large land mass with no standard definition: Europe, Africa, Antarctica, Asia, Oceania, North America or South America **Latitude**: imaginary horizontal line used to show NSS position on the Earth’s surface **Longitude**: imaginary vertical line used to show E-W position on the Earth’s surface **Mountain**: large landform, often with a peak, rising and earth rising high above the surrounding area; higher and steeper than a hill **Mountain** range: a chain of mountains **Physical** **feature**: naturally occurring, e.g. rivers, mountains, lakes **River**: natural watercourse, flowing downhill towards the sea, ocean or a lake **Rockies**: another name for the Rocky Mountains These are a mountain range in North America that stretches N-S across Canada and the USA **Slum**: a densely-populated and run-down area of a city, associated with poverty **Source**: the original point where a river begins **Tributary**: a river or stream that flows into a larger river **Village**: place where people live, smaller than a town. |

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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 3 / 4 | Half term: Summer 2 | SCOPE: How does water go round and round?This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. In addition, the unit looks at mountains, the source of many rivers, and is underpinned by the water cycle. It looks at how people interact with rivers as well as their geographical features. A case study of one of the UK’s major rivers, the River Thames, is featured but we may prefer to use a local river or local stream for this work, adapting the ideas given. Some of the world’s great rivers and mountain environments are included to extend children’s geographical general or locational knowledge.CONTENT / INTENT:In this unit, the children will: Name and locate (some of) the UK’s most significant rivers and mountain environmentsDescribe features of a river and a mountain environment in the UKLearn how rivers and mountains are formedUnderstand where rivers and mountains fit into the water cycle. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| In KS1 children will have identified seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South PolesLKS2 Science also looks briefly at a water cycle in Autumn 2 | **LO:** Where does all the rain go?To introduce the land part of the water cycle using geographical vocabulary | **LO:** Where does all of the rainfall come from?To introduce the sky (atmosphere) and its role in the water cycle | **LO:** What can we learn about the river Thames?To learn about a major UK river – the River Thames – and to follow a river from source to mouth | **LO:** How and why do people change rivers?To explore the ways in which people use and change some of the world’s major rivers | **LO:** How do rivers wear away mountains?To name and locate some of the world’s main mountainous areas, and to learn about how these are shaped | **LO:** The big finish: how can we model a river or a stream?To model a river or stream, and to see how changes in water flow affect the river or stream | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Children in year 3 will continue with year B curriculum. Children in year 4 will move onto Year 5 Geography curriculum. |
| **Success Criteria**To describe where rainfall goes when it falls to earth. Know that rain water forms streams and rivers. Use the appropriate geographical vocabulary. | **Success Criteria**To know that water evaporates from oceans, seas, lakes and the ground. Understand that water condenses as clouds. Appreciate how and why rain falls from clouds. | **Success Criteria**Follow the River Thames on a map from source to mouth. Identify a range of rural river features, including settlements. Identify a range of urban river features, including settlements. | **Success Criteria**Describe some ways people change rivers. Explain some ways people change rivers. Know something about several of the world’s major rivers. | **Success Criteria**Name some of the world’s main mountain ranges. Locate some of the world’s main mountain ranges on a map. Describe how water has helped to make these mountain ranges the shapes they are today | **Success Criteria**Identify river features on an OS map. Identify (some of) the changes that different rates of water flow produce. Describe erosion, transportation and deposition by water. |
| KS1 Vocabulary:beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | **Vocabulary:****Altitude**: the height of something above sea level **Channel**: a landform, it is the outline of the path that a river takes **Condensation**: the change of a state of matter – from gas to liquid **Confluence**: the meeting of two or more streams of water **Erosion**: the process of breaking things down and wearing things away, e.g. by water, wind or ice **Estuary**: where the mouth of a river where fresh river water and salt sea water meet and mix **Evaporation**: the change of a state of matter – from liquid to gas **Glacier**: a mass of ice that moves very slowly down from mountains **Infiltration**: the process where water seeps into the ground (soil or rock) **Peak**: the top of a mountain **Percolation**: the movement of rainwater through soil and rock **Precipitation**: forms of water that fall through the sky, e.g. rain, snow, sleet etc **River**: a large stream of flowing water that usually ends at the sea **Run**-**off**: water that flows over the earth and does not evaporate away or filter into the ground **Scree**: a pile of rock material that has eroded off a cliff and fallen to the base **Source**: the beginning (original) part of a river. |