

Year 3 Term 4

**What has a greater impact on our lives: humans or nature?
GEOGRAPHY**



National Curriculum Links:

Describe and understand key aspects of:

- physical geography including: volcanoes and earthquakes.

Essential Prior Learning:

Know and use some geographical language used to describe the features of a place, both physical and human, e.g. valley, mountain, landscape, harbour, cliff, lake, etc.

Environments can change as a result of humans and naturally, e.g. buildings can be erected or taken down; heavy rain can flood an area.

Progression in Skill:

Ask and respond to geographical questions using evidence to support answers, e.g. why do people choose to settle in the places they do? What do these symbols on the map mean? What causes an earthquake?

Start to think and ask how a geographer knows their information to be true, e.g. carrying out a survey multiple times.

Locate places in the world where volcanoes and earthquakes occur, showing an awareness of the similarities and differences between these.

Identify the key features of a volcano (magma chamber, conduit, main vent, secondary vent, crater and ash cloud). Understand why and how volcanic eruptions and earthquakes occur.

Describe how volcanoes and earthquakes affect the landscape.

Describe what it is like to live in volcanic/earthquake zones, why people do so and the adaptations they need to make (to

the environment and to their own behaviours) to do so successfully.

Name some of the effects an earthquake or a volcano eruption has on the environment.

Suggest some of the ways settlements are adapted in earthquake/volcano zones.

Explain some of the benefits of living near a volcano and some of the ways a community adapts to do so successfully.

Use digital/computer mapping to locate countries (France, Germany, Italy, Spain, Greece, Iceland, Portugal and Turkey) and earthquake and volcano zones.

Use symbols and keys to identify and locate key features.

Long-term Memory Knowledge:

Talk about how given evidence could be used to answer a question or generate a new one.

Talk about some of the different ways a geographer might check their information is true.

Know where in the world volcanoes and earthquakes occur and why this is.

Name the key features of a volcano.

Explain how and why earthquakes and volcanoes happen.

Understand what it is like to live in a volcano and earthquake zone and understand how people have adapted to do so.

Explain how volcanoes and earthquakes change the landscape.

Use maps (including digital ones) to locate places where earthquakes and volcanoes happen.

Use map symbols and keys to help understand geographical information.

Ask geographical questions and **use** evidence to help find answers.

Key Vocabulary

volcano	a landform where molten rock and gases erupt through a hole in the surface of the planet
earthquake	the shaking, rolling or sudden shock of the earth's surface
tectonic plates	large, moving pieces that make up the Earth's outer surface; all of Earth's land

	and water sit on these; they are made of solid rock
layers of the earth	The Earth is made up of four layers: <ul style="list-style-type: none"> • crust • mantle • inner core • outer core
Pacific Ocean	extends from the Arctic Ocean in the north to the Southern Ocean in the south; bounded by the continents of Asia and Australia in the west and the Americas in the east
Ring of Fire	a major area in the basin of the Pacific Ocean where many earthquakes and volcanic eruptions occur

Progression in Resources:

Atlases
World maps

Relevance

Now	Children develop an understanding of the natural world: how and why these natural phenomena occur.
Future	Children continue to develop a wider understanding of how our natural world is created and why some areas of the world are more habitable than others; they use this information to make choices about where to live, work and holiday.
Aspiration	Children are encouraged to study and work in fields such as designing earthquake proof buildings or early detection systems.