


Medium Term Plan Y3/4: Geography
What makes the Earth angry? (Volcanoes & Earthquakes)

Geographical concept	Previous Geographical Vocabulary	New Geographical Vocabulary
<ul style="list-style-type: none"> Place knowledge Human and physical Geography Geographical Skills 	Continents, Europe, North America, South America, Africa, Asia, Australasia, Antarctica, mountain	Volcano, tsunami, earthquake, eruption, aftershock, magma, lava, magnitude, fault, tectonic plate, landslide, saturated, crater, main vent,
Previous Learning End Point Assessment	End Point Assessment Statements:	
<ul style="list-style-type: none"> I can name and locate the seven continents of the world I can name the five oceans of the world To use maps, atlases and globes to identify the UK and other countries, continents and oceans 	<ul style="list-style-type: none"> I can understand and describe how volcanoes are formed I know the features of a volcano I know where some of the most well-known volcanic regions of the world are located I know the names of some famous volcanoes I can use digital technology to find famous volcanoes around the world I can explain the impact a volcano has on the lives of people living close by I know what causes an earthquake I know what an aftershock is I know what a Tsunami is and why they occur 	

		Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7
Learning Question	Short AFL lesson	What causes a volcano to erupt?	Where are the famous volcanoes in the world?	How do volcanoes impact the lives of people and why do people choose to live near them?	What causes an earthquake and how are they measured?	What are the features of an earthquake and why are they dangerous?	What is a tsunami and how are they caused?
Conceptual knowledge	What do you already know about volcanoes, earthquakes and tsunamis?	I can understand and describe how volcanoes are formed I know the features of a volcano	I know where some of the most well-known volcanic regions of the world are located I know the names of some famous volcanoes I can use digital technology to find famous volcanoes around the world	I can explain the impact a volcano has on the lives of people living close by	I know what causes an earthquake	I know what causes an earthquake I know what an aftershock is	I know what a Tsunami is and why they occur
Review/ Revisit	What do you want to find out? Give each child a different coloured post-it note for each question. Put on working wall.	Flashback Continents & oceans	Knowledge Organiser quiz <ul style="list-style-type: none"> Eruption Magma Lava Volcanoes Parts of an erupting volcano Why volcanoes erupt	Knowledge Organiser quiz name famous volcanoes	Knowledge Organiser quiz <ul style="list-style-type: none"> Eruption Magma Lava Fault Tectonic plates Where do volcanoes happen? List 1 advantage & 1 disadvantage for living close to a volcano Which continent can named volcanoes be found.	How do volcanoes erupt? What can the children remember?	Definitions quiz: <ul style="list-style-type: none"> Fault Tectonic plates Aftershock landslide
Read		Flip. Information about how volcanoes erupt.	Interesting volcano facts.	What effects do volcanoes have? Pros & cons of volcanoes	How do earthquakes occur?	Why are earthquakes dangerous? Why are they dangerous after?	A tsunami is a series of very long ocean waves created when a large body of water is displaced. A tsunami can hit shore with devastating impact, as one did on Dec. 26 2004, when a series of waves pounded the coastlines of Southeast Asia, levelling whole villages and killing around 200,000 people.
Teach		Play video clip: https://www.youtube.com/watch?v=WgktM2luLok Volcanoes are formed when magma from within the Earth's upper mantle works its way to the surface. At the surface, it erupts to form lava flows and ash deposits. Over time as	Tectonic plates are pieces of land that connect together on the Earth's outer shell. You can think of them like a giant round puzzle that cover Earth underneath the ground. These pieces bump together and move, even though it is only a couple of centimeters a year. This	Look at the photos of the effects of volcanic eruptions. Discuss. (all show the devastation of volcanic eruptions) Play video clips: Hawaii: https://www.theguardian.com/us-news/video/2018/may/10/the-	Play Earthquakes clip: https://safeshare.tv/x/ss61e2ed55a88cf Compare earthquake map & tectonic plate boundaries. Explain how they occur – tectonic plates moving towards each other,	Play earthquakes clip: https://safeshare.tv/x/ss61f91553d0a3a Explain the features of an earthquake: <ul style="list-style-type: none"> ground shaking 	Play tsunami clip: https://video.nationalgeographic.com/video/101-videos/tsunami-101 Tsunamis can be generated by any disturbance that displaces a large amount of water, including earthquakes, volcanic eruptions,

		the volcano continues to erupt , it will get bigger and bigger.	movement causes all kinds of things to happen, such as volcanoes, earthquakes, and tsunamis.	impact-of-lava-destruction-caused-by-the-volcano-in-hawaii-video Pompeii: https://www.youtube.com/watch?v=dY_3ggKg0Bc (skip through as 8mins) These all show the bad effects of volcanoes. Explain that volcanoes can also be good for people.	away from each other or sliding next to each other. Seismic waves are measured and are given a measurement called a magnitude which tells us the size of the earthquake. Tsunamis https://safeshare.tv/x/ss61e2f66741fdf	<ul style="list-style-type: none"> • tsunamis • landslides • raising or lowering of the ground • liquefaction • buildings moving 	meteorites or landslides into the water or below its surface. The tsunamis that hit the shorelines of 11 countries on Dec. 26, 2004, were triggered by a megathrust earthquake. Megathrust earthquakes are a potentially very destructive type caused when a tectonic plate in the Earth's crust slips under another one.
Practice		Learn and correctly use the vocabulary associated with volcanoes. Explain how volcanoes erupt to a partner.	Use the internet to find famous volcanoes around the world.	Highlight the Pros and Cons sheet to show which things are advantages and which are disadvantages.	Explain how earthquakes and tsunamis occur to your partner.	Explain the features of an earthquake and why they are so dangerous to your partner. What would you see/hear/smell?	Explain the tsunami experiment 
Apply		Label a volcano. Write a paragraph about how volcanoes erupt.	Locate specific famous volcanoes and label them on a world map. EXS: Colour the Ring of Fire in red.	Split page and write lists of the advantages and the disadvantages of volcanoes. WTS: Stick the advantages and disadvantages in the correct columns.	Write an explanation of how earthquakes and tsunamis occur in books.	Provide pictures of the aftermath of an earthquake and ask them to write a diary entry about the aftermath. There will be prompts about the features of an earthquake. Differentiation: Some will be provided with pictures and some sentence starters..	Children complete the experiment in groups. One child in each group to take a photo. Children then put a photo of the experiment in their books and explain what they did.
Reflect		Look at the knowledge organizer. What vocabulary have we used today? What new facts do we know about volcanoes?	Can you explain why the volcanoes are located in these places? How many famous volcanoes can you remember? What continents are they located in?	Discuss the impact of volcanoes on people. Why do some people choose to live near them when they can be so destructive?	What should you do if there is an earthquake?	Discuss the impact of earthquakes on people. How would you feel in an earthquake?	How can countries that experience tsunamis make their population safer in the future?
End of unit assessment: Questions about aspects of the unit.							

Medium Term Plan Y3/4: Geography

Why are most of the world's cities located near a river?

Geographical Concept	Previous Geographical Vocabulary	New Geographical Vocabulary
<ul style="list-style-type: none"> Locational knowledge Place knowledge Human and physical Geography Geographical Skill 	Continents, Europe, North America, South America, Africa, Asia, Australasia, Antarctica, mountain, valley, harbor, sea, ocean	Source, mouth, estuary, meander, tributary, upper course, middle course, lower course, waterfall, oxbow lake, erosion, deposition, Water cycle, evaporation.
Previous Learning End Point Assessment	End Point Assessment Statements:	
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> I can explain how a river is formed I can identify the features of a river I can describe how the features of a river can change over time (erosion/deposition) I can explain the water cycle I can name and locate the major rivers of the UK I can explain why many cities are located close to a river I can name and locate the major rivers of the world 	

		Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7 & 8
Learning Question	AFL	How is a river formed? What do you know about the features of a river?	What do you understand about erosion and depositions?	What do we mean by the water cycle?	Where are the major rivers located in the UK?	What are the advantages for cities to be located by rivers?	Where are the world's largest and most famous rivers located?
Conceptual knowledge		I can explain how a river is formed I can identify the features of a river	I can describe how the features of a river can change over time (erosion/deposition)	I can explain the water cycle	I can name and locate the major rivers of the UK	I can explain why many cities are located close to a river	I can name and locate the major rivers of the world
Review/ Revisit		Information on the flip and in Rivers – The study book P4 & p5	Information on the flip and in Rivers – The study book P6 & p7	Information on the flip and in Rivers – The study book P2 & p3	Rivers – The study book P10 & p11 Exploring the River Severn The longest river in the UK	Information on the flip and in Rivers – The study book P12 & p13	Fun facts about rivers: https://www.ducksters.com/geography/worldrivers.php
Read	What do you already know about rivers? What rivers do you already know and where are they located? What do you want to find out? Give each child a different coloured post-it note for each question. Put on working wall.		Knowledge Organiser quiz <ul style="list-style-type: none"> River Mouth Source Meander Tributary Estuary Waterfall Ox bow lake Upper, middle, lower course Confluence Flood plain delta 	Mind map: Why is water important? Ask the chn to take a sip of water and then tell you how old they think the water is.	Put the unlabeled river diagram on IWB. Ask the children to label it correctly. Put a map of the world on IWB. Where is Europe? Put map of Europe on IWB. Where is UK? Put map of UK on IWB. Can you label each home nation and name the capital cities?	Draw arrows to show where the major rivers of the UK are located. Think back to Ancient Egypt. What can the chn remember about the River Nile and its advantages?	What are the major rivers of the UK? Which river is the longest? How long is it?
Teach		Lesson 1 & 2 Play video clip:	Erosion and deposition is the processes by which water, ice, wind, or gravity moves fragments of rock	Play video clips:	Skills: Show the children what a globe is.	Many, if not most, of the world's most famous cities are situated by rivers.	Play video clip: https://www.youtube.com/watch?v=naJcs-Snys0

		<p>https://safeshare.tv/x/ss62497e242d432</p> <p>explaining how rivers are formed.</p> <p>Explain that rivers have 3 courses:</p> <p>Upper, middle and lower and that each course has a number of features:</p> <p>Source, waterfall, tributary, confluence, meander, oxbow lake, floodplain, delta, estuary, mouth.</p> <p>https://www.youtube.com/watch?v=ednXhLcwZz0</p>	<p>and soil from one place (erosion) to another place (deposition).</p> <p>Play video clip:</p> <p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</p> <p>How meanders are formed:</p> <p>https://www.bbc.co.uk/programmes/p00gb6ly</p>	<p>https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39</p> <p>https://www.youtube.com/watch?v=IO9tT186mZw</p> <p>Talk through the processes of the water cycle using the PowerPoint.</p>	<p>Explain the different parts of the atlas and demonstrate how to use one to find information.</p> <p>Model how to use google maps.</p>	<ul style="list-style-type: none"> close to drinking water and to food sources such as fish. growing crops and raising farm animals. Transportation Tourism Housing 	<p>Children take notes.</p>
Practice		<p>Learn and correctly use the vocabulary associated with rivers.</p> <p>Explain each feature of a river to a partner.</p>	<p>Pairs - explain how meanders and oxbow lakes are formed</p> <p>Ensure that chn are using correct technical vocabulary.</p>	<p>Use the diagram of the water cycle on IWB for pairs to talk through the process.</p> <p>Use the next page to check that they have the terms etc correct.</p>	<p>https://wordwall.net/resource/16348254/major-rivers-of-the-uk</p> <p>As a class or in groups, use the program to locate key rivers in the UK.</p>	<p>Put a sheet of paper on each table with one heading of the following:</p> <ul style="list-style-type: none"> Farming Transportation Tourism Housing <p>Children move around the room adding information on each sheet.</p>	<p>Use internet identify the names of major rivers of the world.</p>
Apply		<p>Label a river.</p> <p>Y4/ more able Y3: Write a paragraph describing the journey of water in a river from its source to the mouth of the river.</p>	<p>Look at a picture of a river and create a key to show where erosion and deposition would occur.</p> <p>Explain how this happens.</p> <p>Label an OS map to show where</p> <p>Differentiated sheets</p>	<p>Label a diagram of the water cycle and explain the process.</p> <p>Differentiated 3 ways.</p>	<p>Use maps, atlas's and google earth to locate 10 major rivers in the UK.</p> <p>WTS – given name find the number it refers to</p> <p>EXT – given number find name of river</p> <p>GD – as with EXS, then use the resources to identify the major cities that are situated next to these rivers.</p>	<p>Create a poster or write a letter to persuade people to move to a city close to a river.</p>	<p>Lesson 1</p> <p>Label famous rivers of the world sheet.</p> <p>Lesson 2</p> <p>Writing Activity:</p> <p>Children choose a river and write a fact file on it.</p> <p>Compile a class fact file on world rivers to share with KS1.</p>
Reflect		<p>Match the river feature with its name.</p> <p>Play this as a class:</p> <p>https://wordwall.net/resource/4577315/geography/river-features-matching-game</p>	<p>Look at the knowledge organizer.</p> <p>What vocabulary have we used today?</p> <p>What new facts do we know about rivers?</p>	<p>Explain why the water cycle is so important.</p> <p>Discuss drought and flood</p>	<p>Pairs:</p> <p>Can you correctly match each river with its city?</p> <p>Why do you think there are lots of cities located near rivers?</p>	<p>Which rivers flow through Sheffield?</p> <p>Why were these rivers important to Sheffield?</p> <p>How much information can the children find out at home and at school?</p>	<p>Share the river fact files.</p> <p>Look at the statistics and put the rivers in order by length.</p> <p>Why are rivers in the UK so much shorter than the major rivers that we have identified around the world?</p>