

***Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.***



## Forton Primary School Geography

Clougha Class  
Summer 1  
Year A

### **N.C. LINKS: Human and Physical**

Pupils should be taught to:

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Key Concept: Extreme Earth

Key Question: What would you find if you dug through the Earth's layers?

How is a tornado different to a tsunami?

### Unit Overview:

Layers of Soil

Layers of the Earth

Volcanoes

Tornadoes

Earthquakes

### Vocabulary:

Extreme, Earth, crust, mantle, outer core, inner core, erupt, magma, lava, tectonic plates, cumulonimbus cloud, fossils, volcano, tsunami, tornado, earthquake.

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Tsunamis		
<b>. New Knowledge Progression:</b> <ul style="list-style-type: none"><li>• To describe and understand key aspects of physical geography in the context of what is under the Earth's surface.</li><li>• To describe and understand the physical nature of volcanoes.</li><li>• To describe and understand the physical nature of earthquakes.</li><li>• To describe and understand the physical nature of tsunamis.</li><li>• To describe and understand the physical nature of tornadoes.</li></ul>	<b>Building on Prior learning KS1:</b> <ul style="list-style-type: none"><li>• To understand what weather is like in our country.</li><li>• To look at weather where we live.</li><li>• To understand different seasons of the year.</li><li>• To describe how the weather can affect us.</li><li>• To understand what weather forecasts show.</li><li>• To understand the dangers of weather.</li><li>• To understand what hot and cold countries are like.</li><li>• To understand what a cold area of the world is like.</li><li>• To use map skills to locate hot and cold countries.</li></ul>	<b>Building on Prior learning when B follow A:</b> <ul style="list-style-type: none"><li>• To use a key on a map.</li><li>• To use simple sketch maps to show how land is used.</li><li>• To create simple maps.</li><li>• Use maps to describe rural and urban areas.</li><li>• Use maps to explain land use for farming.</li></ul>
<b>Key Skills (Disciplinary)</b> <ul style="list-style-type: none"><li>• Use geographical language to describe some aspects of human and physical features and patterns.</li><li>• Make observations about places and features that change over time.</li><li>• Use geographical language to identify and explain some aspects of human and physical features and patterns.</li><li>• Describe how features and places change and the links between people and environments.</li><li>• Ask and answer more searching geographical questions when investigating different places and environments.</li><li>• Identify similarities, differences and patterns when comparing places and features.</li></ul>		

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- Ask and respond to more searching geographical questions including 'how?' and 'why?'.
- Identify and describe similarities, differences and patterns when investigating different places, environments and people.

#### **Sequence of Lessons:**

1. **Under Our Feet** – To describe what you find underground.
2. **Volcanoes** – To explain how volcanoes are formed.
3. **More Volcanoes** – To explain how volcanoes affect people's lives.
4. **Earthquakes** – To explain what causes earthquakes and how they are measured.
5. **Tsunamis** – To explain what causes tsunamis and how they affect people.
6. **Tornadoes** – To explain what causes tornadoes and the effects they have.

#### **Enhancements:**

The Science and Industry Museum.

#### **End of Unit Outcome: Natural disaster fact file.**

Children will create a fact file on a catastrophic disaster of their choice choosing from a volcano, tsunami, earthquake or tornado.