



Curriculum

Year 6 Scheme of Work for Geography

Term: Autumn 1

Topic: Volcanoes and Earthquakes

Key Skills and Knowledge:

Substantive knowledge: Locational Knowledge: name and locate locations, use positioning systems, Place Knowledge: the connection of location with personal experiences, Human Processes: land use, Geography Skills: using maps and atlases.

Concepts: Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity.

Locational Knowledge

To locate volcanoes and earthquake zones on world maps (political and physical, tectonic plates).

To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

To understand geographical similarities and differences through the study physical geography.

To know where Montserrat is.

To know what Montserrat is like and why.

To know how Montserrat has changed over time.

To know how Montserrat is connected to other places.

To know why people, choose to live near Montserrat.

To know what Montserrat could be like in the future and can people affect it.

To know where Tohoku is.

To know what Tohoku is like and why.

To know how Tohoku has changed over time.

To know how Tohoku is connected to other places.

To know why people, choose to live near Tohoku.

To know what Tohoku could be like in the future and can people affect it.

Geographical Skills.

To use maps, atlases, globes and digital/computer mapping to locate volcanoes and earthquake zones and describe features studied.

Human and Physical Geography

To describe and understand (tell the story) key aspects of:

physical geography, including: volcanoes and earthquakes

To identify some of the physical features from aerial photographs and on maps and know the corresponding symbols.

To know what the earth is made of.

To know where volcanoes and earthquakes occur and why?

To know what fold mountains are.

To describe how fold mountains are formed - explore the Himalayas.

To know why these fold mountains are growing taller each year.

To know what volcanoes are.

To describe how volcanoes can vary - active, dormant, shield and stratovolcanoes.

To understand what happens when a volcano erupts.

To investigate a volcanic eruption study – Montserrat.

To know why people, choose to live near a volcano.

To know what an earthquake is.

To understand how an earthquake occurs.

To know what happens when an earthquake occurs.

To investigate an earthquake study – Tohoku, Japan 2011 – effects and responses.

To know how we can protect ourselves against earthquakes.

To examine the measures that cities across the world have taken to protect people and buildings from earthquakes.

To know how volcanoes and earthquakes affect the environment and the way people live.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Think like a Geographer

Key geographical questions

Where is this volcano in the world and what other places are near it?

What different types of land-use are nearby?

How do people use this landscape in different ways?

What evidence is there of connections to other places?

What was this place like in the past? How and why is it changing?

Can you recognise the climate of a given country according to its location on the map?

How is it similar or different to other localities that we have studied?

To ask and discover what it is physically like here by asking and researching:

To ask and discover why do people live near volcanoes?

To ask and discover what impact (positive/negative) do earthquake zones and or volcanoes have on the region, environment and the people that live near them?

Write like a Geographer

To tell the story

Write a report about the advantages and disadvantages of living in Montserrat/Tohoku.

Where would I rather live and why? Compare living in Montserrat and living in the northwest of England. Include the following -populations sizes, populations of the largest cities, population densities, popular tourist attractions, highest and lowest temperatures, precipitation, human and physical characteristics, and GDP.

Or

How and why is it changing? How do people feel about these changes? What will it look like in the future? Why will it look like this? What evidence supports your findings?

To write a report to explain how an volcanic eruption can cause global impact. (Iceland ash cloud in 2010)

Write a diary from the viewpoint of an evacuee fleeing from an area of disaster.

Digital Maps –

Use Google Earth to discuss how and why places are connected.

Discuss how different the aerial view of Montserrat looks when zooming in and out.

To discuss - Do we still need paper maps in this digital age?

ART/DT/Homework

Make a 3D model of a volcano and label it.

Create a fact on earthquakes about how they happen and the damage they can cause.

Drama - Now press play story and resources. – Natural Disasters

Links to PSHCE, Equality and British Values Work

<p>Respecting differences in the places studied – the distinctive characteristics of the world to build on the pupil’s sense of belonging and understand how people overcome dangerous hazards and learn to live with danger. What it means to be different. Equality and Diversity</p>	<p>Discuss how different the aerial view of Northwest England compared to Monserrat/Tohoku when zooming in and out. Picture News/ Newsround COP28 – Climate Change priorities. Sustainability – to discuss some of the risks involved in using natural resources to improve farming or to discuss thermal energy and how it can improve peoples lives.</p>	
Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
<p>Crater, disaster, dormant, eruption, magma, tsunami, epicentre, vibration, seismic waves, aftershock epicentre, fault line, foreshock, mainshock, magnitude, mercalli scale, richter scale, Ring of Fire, mantle, eruption, active, dormant, magma, extinct, pumice, volcano, crust, lava, core, ash.</p>	<p>Super Schemes Book Resources in school staff shared folder</p>	<p>www.earth.google.com www.digimapforschools.edina.ac.uk https://www.geography.org.uk/teaching-resources/volcano-case-studies-and-resources https://beyondpenguins.ehe.osu.edu/issue/earths-changing-surface/common-misconceptions-about-weathering-erosion-volcanoes-and-earthquakes http://news.bbc.co.uk/1/hi/world/europe/8634944.stm</p>
	<p>Misconceptions: Misconceptions about Volcanoes - Volcanoes are randomly located across the earth’s surface. Volcanoes are found only on land. Volcanoes are found only in hot climates. All volcanoes erupt violently. Volcanoes only erupt straight up through the top vent. If a volcano doesn’t erupt for a hundred years, it’s extinct. If a volcano does not produce lava, it is not dangerous. Misconceptions about Earthquakes - Earthquakes happen randomly across the earth’s surface. The ground opens up during an earthquake.</p>	<p>Previous knowledge: Y3/4/5 Children will learn to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p>