

Unit of Work	What made the world angry?
Text Driver	https://www.booksfortopics.com/mountains-and-volcanoes
NC Objectives	KS2 - 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) KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Unit of Work Summary	During the unit of work the children will learn about extreme weather conditions. They will learn about the many naturally occurring weather conditions which can be described as being extreme. Children will learn about volcanoes, tornadoes, tsunamis and earthquakes and the damage and destruction that they cause. They will also look at how climate change is impacting on our environment and how this may be causing extreme weathers.
Prior Learning	In the Early Years children will have been introduced to volcanoes as part of the Dinosaurs unit of work. In Year 2 children have learned about mountains and volcanoes.
Sticky Knowledge	• To know that the earth is made up of four layers: crust, mantle, outer core and inner core. • To know that the earth's crust is between 10 and 90km thick. • To know that the mantle is 3000km thick. • To know that the outer core is 4000°C and the inner core is 5000°C. • To locate and know about some of the world's most well-known volcanoes. • To know where these volcanoes are in relation to the northern and southern hemispheres, and the equator. • To know that volcanoes occur when magma suddenly erupts out of the earth's crust. • To know what causes a volcano to erupt and what happens during an eruption. • To know the impact volcanic eruptions, have on the surrounding environment. • To know the three types of volcanoes (composite, shield and dome), how they are formed and why they are different. • To know the difference between an extinct, active and dormant volcano. • To know why some people and animals live near volcanoes. • To know that not all volcanic regions are hostile. • To know how people, plants and animals adapt to a volcanic environment. • To know that tsunamis are large waves that hit land caused by an earthquake under the sea. • To know that earthquakes are caused by the earth's tectonic plates suddenly moving. • To know that tornadoes are funnels of swirling air that reach the ground from cloud.

	• To know that during these extreme weather events, damage to buildings, roads and property are all possible along with the danger to lives. • To know what climate change is, who is responsible and action that can be taken. • To know what the greenhouse effect is. • To know how people have adapted to climate change.														
New Vocabulary	<table> <tr> <td>cumulonimbus cloud</td><td>Large thunderstorm clouds.</td></tr> <tr> <td>erupt</td><td>To suddenly burst out causing lava to explode out of the earth's surface.</td></tr> <tr> <td>magma</td><td>Extremely hot, liquid rock.</td></tr> <tr> <td>volcano</td><td>Volcanoes occur when magma suddenly erupts out of the earth's crust.</td></tr> <tr> <td>tsunamis</td><td>Large waves that hit land caused by an earthquake under the sea.</td></tr> <tr> <td>tornadoes</td><td>Funnels of swirling air that reach the ground from cloud.</td></tr> <tr> <td>Earthquakes</td><td>Earthquakes are caused when the earth's tectonic plates suddenly move.</td></tr> </table>	cumulonimbus cloud	Large thunderstorm clouds.	erupt	To suddenly burst out causing lava to explode out of the earth's surface.	magma	Extremely hot, liquid rock.	volcano	Volcanoes occur when magma suddenly erupts out of the earth's crust.	tsunamis	Large waves that hit land caused by an earthquake under the sea.	tornadoes	Funnels of swirling air that reach the ground from cloud.	Earthquakes	Earthquakes are caused when the earth's tectonic plates suddenly move.
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Post Learning	<u>Planned Curriculum Units of Work</u> Children will study rivers as part of Year 5 and climate change as part of The Frozen Kingdom unit of work. Children will look at deforestation as part of the Amazon Rainforest unit of work in Year 6. <u>Wider Curriculum</u> Children will revisit the impact of climate change part of world events covered in collective worship. (Picture News coverage of World events.) <u>Climate Change Group</u> School has a climate change group to support the school's work in making the school and wider community a greener place to live.														

Year 8 Road Map

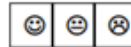
Topic 1 – Europe and Plate Tectonics:

- Earthquakes in Italy
- Volcanoes in Iceland



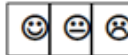
Topic 2 – Asia, Population and Development:

- Population in China
- Population in Singapore
- Development in India
- Development in Bhutan



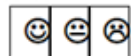
Topic 3 – Africa, Resources and Development:

- Energy in Morocco & Ethiopia
- Water in South Africa
- Food in Mali & Niger
- E-waste in Ghana



Topic 4 – Northern Europe's Physical Landscapes:

- Glacial landscapes in the Lake District
- Flooding in Sweden
- Cruise ships in Scandinavia



Topic 5 – Fieldwork:

- The temperate deciduous forest ecosystem
- Virtual fieldwork
- How to conduct fieldwork
- How to write up fieldwork



Continent by continent, we will look around the world at issues affecting our planet.

Each unit will look at:

- **Map skills**
- **Abiotic characteristics**
- **Biotic characteristics**
- **Issue**

We will then conduct a hinge assessment before looking at another relevant issue, considering the opportunities and challenges they present

To finish the year, we return to our own part of the world to look at how fieldwork is conducted in Geography.