Learning journey	Geography	Mountains, Volcanoes & Earthquakes	Year 3 Summer	

Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
Before the start of the unit the children… **The pupils know** how to use an atlas and find key countries on a map. **The pupils can use** positional and directional vocabulary while using a variety of maps. **The pupils have identified** suitable locations to build settlements **The pupils have studied** how land is used in cities through a variety of resources **The pupils have identified** the different mountains and mountain ranges of the UK. **The pupils have compared** the advantages and disadvantages of living in different locations around Europe.	**The pupils will learn** what the Earth is made of **The pupils will study** what happens when plate tectonics collide **The pupils will compare** different volcano types **The pupils will identify** how earthquakes occur **The pupils will study** how the eruption of Fuego affected people's lives **The pupils will identify** how the earthquake of Tohoku affected people's lives	**In Year 4** the pupils will go on to study **Migration** where they will need to use their mountain, volcano and earthquake knowledge to help them identify reasons for leaving natural disaster zones. **They will learn about** migration and how it affects people and places **The pupils will** study how natural disasters can contribute to people migrating	Crust Mantle Outer core Inner core Magma Lava Pressure Friction Basalt Granite Fold mountain Ocean trench Tsunami	Primary effects Secondary effects Immediate responses Long-term responses Shield volcano Stratovolcano

NC coverage and HWJS skills development

National curriculum coverage for Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify key topographical features and land-use patterns;
- understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within South America

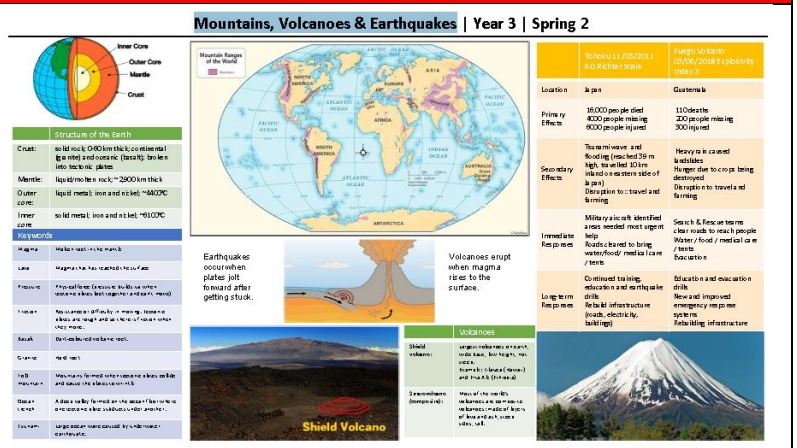
Describe and understand key aspects of:

- human geography, including: types of settlement and land use
- physical geography, including: mountains, volcanoes and earthquakes
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps

HWJS skills development

- Identify where mountains, volcanoes and earthquakes are likely to occur
- Compare different types of volcanoes
- Describe the different layers of the Earth
- Explain how tectonic plates cause mountains, volcanoes and earthquakes
- Evaluate how the eruption of two separate famous earthquake eruptions affected people

Knowledge organisers



Connections / deepening understanding	**RADE**	**Assessment**
English – Pompeii diary entry, Volcano poetry **Science -** Rocks **Art** – Hokusai artist study (Mount Fuji sketches)	**Article 6** - (life, survival and development) **Article 12** - (respect for the views of the child) **Article 13 -** (freedom of expression) **Article 17 -** (access to information from the media) **Article 22 -** (refugee children) **Article 27 -** (adequate standard of living) **Article 28 -** (right to education) **Article 29 -** (goals of education)	**The pupils will be assessed** through ongoing assessment using the 'Where am I?' starter and the retrieval practise at the start of each lesson. **By the end of the unit** most pupils will be able to explain what the Earth is made of, how earthquakes, mountains and volcanoes are formed, and how natural disasters can affect people's lives.

Assessment recording for the unit - checking the level of pitch of the work			
Key skill(s)/ knowledge to be assessed by the end of the unit	**Lower attaining**	**Middle attaining**	**Higher attaining**
Key skills: Describe how tectonic plates cause physical changes to land	**The pupils can** use simple geographical terminology to describe how the land can cause physical changes	**The pupils can** use correct geographical terminology to describe how the land can cause physical changes for mountains or volcanoes	**The pupils can** confidently use geographical terminology to describe how the land can cause physical changes for mountains and volcanoes
Key knowledge : **Know** how mountains, volcanoes and earthquakes form/occur	**The pupils can** identify the differences between mountains, volcanoes and earthquakes	**The pupils can** explain how mountains, volcanoes and earthquakes form/occur	**The pupils can** explain how mountains, volcanoes and earthquakes form/occur and why people live in natural disaster zones

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports