GEOGRAPHY LEARNING JOURNEY – What is the Earth's deadliest hazard?	YEAR 5 SUMMER TERM

THEME OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
In Year 5 children will build on their understanding and knowledge of the world in this unit by locating and studying the natural disasters in all the continents of the world. They will be using all of their prior geography knowledge to understand the physical geography through exploring natural disasters (focusing on earthquakes and volcanoes) and the human geography through the impact of these disasters. Children will continue to develop their awareness of how they can become a global citizen through understanding the impacts of climate change on natural disasters.	In KS1 and LKS2, children have studied countries within the continents of Africa, Asia, Europe and South America and should now be familiar with the different continents that make up the world. Throughout school, pupils have developed their understanding of key aspects of human and physical geography. Year 3 - mountains, rivers and land use Year 4 – the water cycle, types of settlement, land use and economic activity, Year 5 – climate zones and biomes. In the 'How can we save the world?' In the geography unit in Year 4, the children explored how they can become global citizens and this was built upon earlier in this year by exploring the impact of deforestation. This acts as the foundation for learning about preventative measures.	This Learning Challenge will give the children a deeper understanding of the natural world and the impact humans have upon it. Children will have an understanding of the impact of natural disasters in preparation for deeper coverage in Key Stage 3.	natural disasters earthquake volcano tsunami tectonic plates plate boundaries/margin epicentre Richter Scale core mantle crust magma lava vent climate change

NC COVERAGE and SKILLS PROGRESSION	SUGGESTED SEQUENCE OF LEARNING/KNOWLEDGE
Pupils should be taught to: ● Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. ● They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Locational knowledge** ● 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.	**Lesson 1** **What is inside the Earth?** **L.O: To understand the structure of the Earth.** ● Know that the Earth is made of 3 main layers: core, mantle and crust. ● Know that the core is the hottest part of the Earth. ● Know that the mantle is semi-solid and moves very slowly. ● Know that the crust is made of huge pieces of land called tectonic plates. ● Know that tectonic plates move very slowly and it is this movement that causes volcanoes and earthquakes. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Lesson 2: Where do volcanoes occur?** (locational knowledge) **LO: To locate plate margins on a world map.** ● Oceanic plates are under the oceans. ● Continental plates are under land masses. ● Volcanoes are found along plates margins. ● Be able to locate some plate margins on a map of the world. ● Know that the Ring of Fire is an area of the Pacific Ocean that is home to most of the world's earthquakes and volcanoes. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect***

● 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** ● 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 **Human and physical geography** ● Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. **Geographical skills and fieldwork** ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Lesson 3: What is a volcano?** (physical geography) **LO: To describe and explain the key features of a volcano** ● Know that a volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape. ● Be able to label magma, lava, gas and ash on a diagram of a volcanic eruption. ● Composite volcanoes have steep sides and violent eruptions whereas shield volcanoes have gentle slopes and more gentle eruptions. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Lesson 4: Why do people choose to live near volcanoes?** (physical and human geography Mount Semeru in Java, 2021/2022 **LO: Explain the impact of a volcanic eruption.** ● Know the impact of a volcanic eruption. ● Know the advantages and disadvantages of living near a volcano. ● Be able to discuss why they think some people choose to live near a volcano. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Why and where do earthquakes happen?** (physical geography) – Map some earthquakes (either map the largest in history or ones that have occurred this week). **LO: To explain why and where earthquakes happen** ● Earthquakes are caused by the movement of tectonic plates. ● Know that an earthquake is a sudden violent shaking of the ground. ● The size of an earthquake is measured using the Richter scale. ● Research, locate and record the size of some earthquakes on a world map ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **How can we protect against earthquakes?** (physical and human geography) Focus on San Andreas Fault in North America **LO: To describe some hard reducing measures against earthquakes.** ● Know the impact of an earthquake (immediate and long term) ● Know some of the responses to earthquakes such as reinforcing buildings, rocking buildings, counterweights, etc. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Reading Lesson** **What is a tsunami?** (locational knowledge, human and physical geography) Boxing Day 2004 Asian Tsunami **LO: To describe the effect of a tsunami.** ● Know that a tsunami is caused by an earthquake under the sea. ● Know some of the immediate and long term effects of a tsunami. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect***

	How is climate change affecting natural disasters? (Human and physical geography) **LO: To explain how climate change is affecting natural disasters.** ● Know that climate change is increasing the number of floods, fires, hurricanes and tornadoes. ● Explain some ways in which humans can reduce these risks. ***Written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect***

By the end of this unit most children will:

- Know that the earth is made up of three layers: core, mantle and crust.
- Know that tectonic plates are pieces of land that connect together on the Earth's outer shell.
- Know that earthquakes and volcanoes occur at plate margins.
- Be able to label and describe the different features of a volcano.
- Know the impact of a volcanic eruption.
- Know that earthquakes are the shaking of the Earth's surface caused by movement of tectonic plates.
- Know that a tsunami is caused by an earthquake under the ocean.
- To know some of the short term and long-term effects of an earthquake/tsunami.
- Know that climate change is increasing the number of natural disasters.