

Year 6 – Natural Disasters

National Curriculum:

- Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region North America
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Prior learning	In Year 6	Future learning
In Year 5, Children will be taught to... -Locate the main countries of the UK (England, Wales, Scotland and Northern Ireland, and understand that the British Isles are comprised of England, Wales and Scotland, Northern Ireland and the Republic of Ireland. Great Britain is England, Wales and Scotland -Identify that Bedworth is located in Warwickshire and locate the immediate surrounding counties to its locality. -Identify that Bedworth's nearest city is Coventry and use maps to locate some of the cities nearby. -Use OS maps to identify contour lines and describe the journey of water in the River Severn in comparison to its altitude.	In Year 6, Children will be taught to... -Understand the structures of the Earth and how it is structured including the crust, mantle, core, lithosphere, asthenosphere, lava and magma. Identify how the Earth has changed through time, (Pangaea, Gondwana and Laurasia) and how the Geographical position of land has changed. -Understand the theory of continental drift, including the location of tectonic plates around the world. -Locate and identify the countries that make up the volcano geography of the Ring of Fire and identify that the volcanoes sit on tectonic plates. -Explain the key aspects and process of volcanoes in detail, including the position on tectonic plates,	(National Curriculum) In KS3, Children will be taught to ... <u>Locational knowledge</u> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. <u>Place Knowledge</u> Understand geographical similarities, differences and links between places through the study of human and physical geography of a region

-Identify some of the main cities and counties in the United Kingdom, especially those in close locality to Bedworth, Warwickshire. -Identify features of a coastal region (Happisburgh) and environmental impacts of physical processes including erosion, arches, stacks, stumps and longshore drift. -Identify human processes including tourism buildings and land use. -Compare Happisburgh to an inland region of the UK – Skipton, identifying key similarities and differences between human and physical features. -Compare Skipton and Happisburgh to Paris, including human and physical features such as large, built up areas, population, tourism, landmarks, buildings and transport routes. -Give their own opinion of different regions studied, identifying key advantages and disadvantages of those areas, including land use, environmental issues, tourism, landmarks, features and transport links.	convergent and divergent plates, how volcanoes are formed, and discuss how volcanoes can be active or dormant. -Analyse how volcanic eruptions can affect the people living there, looking specifically at Mount St Helens, and discuss how the landscape and people's lives changed as a result of the eruption. -Explore how earthquakes happen, including the processes of tectonic plates. -Analyse how earthquakes can affect people living there, the physical and human features and how people can take steps to prevent long term effects. -Understand what a tsunami is and the factors that may trigger a tsunami, including earthquakes under the sea. -Explore the effects of tsunamis on people and the environments, how this can have long and short term impacts and what can be done to prevent further damage.	within Africa, and of a region within Asia Human and physical geography. Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. <u>Geographical skills and fieldwork</u> Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
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Key Vocabulary

Natural disaster, Earthquake, Volcano, Tsunami

Natural disaster - An event caused by nature such as: tsunamis, volcanic eruptions, earthquakes, tornadoes, hurricanes, floods and many more. These events caused financial hardship for people living in the area and can also result in loss of life.

Earthquake - The shaking of the earth's surface resulting from a sudden release of energy in the lithosphere that creates seismic waves

Volcano - An opening in the earth's crust through which lava, volcanic ash and gasses escape

Tsunami - A long, high sea wave caused by an earthquake or other disturbance.

