**Year 4 Geography Curriculum – Autumn Term**

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| **Theme: Natural Disasters** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| * describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* 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
 | **Keyword** | Definition  | **Sicily** | An island in the Mediterranean Sea and a region of Italy, home to Mount Etna. | **PSHE** – **History –** **English** – **Science –**  |
| **Crater** | A bowl-shaped opening at the top of a volcano, formed by past volcanic activity. | **Tectonic Plate** | A large, rigid piece of the Earth's crust that moves over the mantle. |
| **Crust** | The Earth's outermost layer, which is broken into pieces called tectonic plates. | **Ash** | Fine particles of rock and volcanic glass thrown into the air during a volcanic eruption. |
| **Magma** | Hot, molten rock located beneath the Earth's surface. | **Erupt** | When a volcano expels lava, ash, and gases from its crater or vent. |
| **Mantle** | The layer of the Earth between the crust and the core, made of solid and molten rock. | **Glacier** | A large, slow-moving mass of ice and snow on land. |
| **Vent** | An opening in the Earth's crust through which magma and gases escape during a volcanic eruption. | **Particles (Dust Cloud)** | Tiny pieces of solid material suspended in the air, often from volcanic ash. |
| **Volcano** | A mountain or hill formed by the accumulation of materials erupted from the Earth's crust. | **Cluster (Earthquakes)** | A group of earthquakes occurring closely together in time and location. |
| **Crops** | Plants grown for food, fuel, or other uses. | **Earthquake** | A sudden shaking of the ground caused by the movement of tectonic plates. |
| **Fertile** | Rich in nutrients and good for growing plants. | **Plate Boundaries** | The edges where two tectonic plates meet. |
| **Lava** | Molten rock that flows out of a volcano during an eruption. | **Tsunami** | A large sea wave caused by an underwater earthquake, volcanic eruption, or landslide. |
| **Monitoring Centre** | A facility where scientists observe and track volcanic and earthquake activity. | **Aftershock** | A smaller earthquake that follows the main shock of a larger earthquake. |
| **Seismometer** | An instrument that detects and measures the vibrations caused by earthquakes. | **Earthquake Drill** | A practice activity where people learn and practice what to do during an earthquake, similar to a fire drill. |
| **Prior Learning:**Hot and Cold Places-Year 2Peak District- Year 3 | **Future Learning:**Biomes and Vegetation Belts-Year 5 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. What is a volcano like, and what are its main parts?
 | * Understanding what a volcano is.
* Identifying the parts of a volcano (magma chamber, vent, crater, lava flow).
* Learning about different types of volcanoes (shield, composite, cinder cone).
 | **Activity:** Create a model volcano using clay and demonstrate an eruption with baking soda and vinegar.**Skill:** Model creation and scientific observation. |
| 1. What is it like to live near Mount Etna?
 | * Learning about Mount Etna's location and activity.
* Understanding the daily life of people living near Mount Etna.
* Recognizing the benefits and challenges of living near an active volcano.
 | **Activity:** Write a diary entry from the perspective of a child living near Mount Etna, describing their experiences.**Skill:** Creative writing and empathy. |
| 1. How does volcanic activity affect people around the world?
 | * Understanding the global impact of volcanic eruptions (e.g., climate change, air travel disruptions).
* Learning about famous eruptions (e.g., Mount Vesuvius, Krakatoa).
 | **Activity:** Research and create a presentation on a major volcanic eruption, its impacts, and how people responded.**Skill:** Research and presentation skills. |
| 1. Where do earthquakes happen, and why?
 | * Understanding what an earthquake is.
* Learning about tectonic plates and fault lines.
* Identifying regions prone to earthquakes (e.g., Pacific Ring of Fire).
 | **Activity:** Use a world map to mark the locations of major earthquakes and tectonic plates.**Skill:** Map reading and spatial awareness. |
| 1. What causes earthquakes and tsunamis?
 | * Learning about the causes of earthquakes (tectonic plate movement, volcanic activity).
* Understanding how earthquakes can trigger tsunamis.
* Recognizing the signs of an impending tsunami.
 | **Activity:** Create a simple earthquake and tsunami simulation using a tray of water and a shaking table.**Skill:** Scientific experimentation and observation. |
| 1. How can people stay safe during an earthquakes?
 | * Understanding the immediate and long-term effects of earthquakes on communities.
* Learning about earthquake preparedness and safety measures.
* Recognizing the role of emergency response and relief efforts.
 | **Activity:** Create an earthquake emergency plan for their school or home, including safety measures and supplies needed.**Skill:** Critical thinking and planning. |
| **Themes and links** |
| **Geography themes** | **Where these are covered:** | **Links across the Geography curriculum** |
| **Space and scale** | * Lessons 1 and 4
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| **EYFS** |  |
| **1** |  |
| **2** | Hot and Cold Places |
| **3** | Peak District |
| **5** | Biomes and Vegetation Belts |
| **6** |  |

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| **Interdependence** | * Lessons 2 and 5
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| **Environment and sustainability** | * Lessons 3 and 6
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| **Cultural understanding and diversity** | * Lesson 6
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