**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 2  Peak 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 | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** | Hot and Cold Places | | **3** | Peak District | | **5** | Biomes and Vegetation Belts | | **6** |  | | |
| **Interdependence** | * Lessons 2 and 5 | | | | | | |
| **Environment and sustainability** | * Lessons 3 and 6 | | | | | | |
| **Cultural understanding and diversity** | * Lesson 6 | | | | | | |