





| Year 6 Spring Term -Natural Disasters | | |
|--|---|---|
| Domain of Knowledge: Are Natural Disasters Occurring More Frequently? | | Vocabulary |
| Building on Prior Knowledge: <ul style="list-style-type: none"> Know the continents and oceans. Know the difference between climate and weather. Know the water cycle. Know about land use. Know about the impact of pollution on the environment. Know about cause and effect. Know about climate of a contrasting country outside of the UK. Understanding of structures (Y3) |  Context: To know that the Earth has 4 layers and the top layer-the crust is made of several tectonic plates which are constantly moving. To know Pangea, and over a long period of time the crust broke apart forming volcanoes and earthquakes. Know plates may either move apart, converge and form mountains or one plate slides under the other causing earthquakes. Know about the major fault lines and ring of fire. There have always been Natural disasters with different levels of severity. Some countries are more impacted by natural disasters than others. e.g. Japan. Countries impacted have engineered buildings and structures to withstand. Know that flooding has always occurred, but the risk of flooding in the UK has increased (local study). Compare with Bangladesh/Ghana/India flooding. The current debate is 'Is climate change affecting the severity and frequency of natural disasters?' It is possible to harness the Earth's energy for sustainability e.g. Iceland Geothermal energy. | Pangea Tectonic plates- convergent, divergent, transform Volcanoes-cone, dormant, active, extinct, composite, shield, crust, fault line, mantle, core, flood plain, tsunami, molten, impact, sustainability, defense, climate, geothermal energy |
| Possible misconceptions/barriers to learning: <ul style="list-style-type: none"> That all of this happened over a short period of time. That this happens elsewhere in the world. To think that all volcanoes erupt. To think all earthquakes cause devastation. | Geography - (disciplinary skills): Skills children develop to make sense of their world -how do we know what we know. Locational and Place Knowledge: Global, pulling together all that has been taught -oceans, continents, countries, etc. and understanding of space. Human and Physical: Difference between human, physical. Tectonics, volcanoes, rivers, water cycle, earthquakes. Climate, weather. Human impact on environment and sustainability: Climate change; Land use and impact on flooding. How are humans adapting to Natural disasters. Culture and connections: Different impact on developing countries of Natural disasters and different responses. Impact on land. Fieldwork and mapping: Out and about looking at local flood measures. Look at how many gardens are concreted, drains, flood barriers. Further prevention models. Environmental Agency visit. Atlas', OS maps of contouring, Digimaps of local area. | Texts Little People, Big Dream -David Attenborough  |
| Substantive knowledge: What children must know: The Earth's crust is made of tectonic plates. The 4 layers of the earth are, crust, mantle, outer core, inner core. The names of the plates are continental and oceanic. The plates can converge to form mountains, diverge to cause new land, transform to cause earthquakes. There is a lot of geological activity at plate boundaries (ring of fire). | Key substantive knowledge/concepts (refer to knowledge organiser for more detail): What will we adapt and prepare for? What world that is not yet known, what can we change and what can't we change?   Breaking it down <ol style="list-style-type: none"> Know about the structure of the Earth, know about Pangea, know about tectonic plates. Use Digimap overlays to support. Retrieve prior knowledge of continents, oceans, mountain ranges. Children to know about the theory that in the future the plates will eventually drift to join once more. Children to know what volcanoes are, different types, how they are formed. Use a current example to put into context. Children to be able to locate volcanoes, (link History -Vesuvius) Children to know about earthquakes, to know why they happen, where they happen, impact or not based on engineering of buildings. Children to know that tsunamis are the result of earthquakes and landslides. Why do people still live in these regions (link Pompeii -History) Children to know that climate change is having an impact on the frequency and severity of extreme weather and the natural disasters that follow. | Scaffolding, Adaptations and Resources to promote inclusion Adapted texts/can all children read texts? Sentence stems Writing Frames Adapted knowledge organiser Pre-teach Modelled examples Simple word mats Partner talk |

| | | |
|--|--|--|
| <p>People still live near volcanoes and in earthquake regions because of historical, economic/agricultural reasons.</p> <p>We can detect geological activity with a Richter scale.</p> <p>There have always been natural disasters; current scientific thinking is that climate change has caused more extreme weather events.</p> <p>Floods can be caused by the sea, rainfall and rivers bursting their banks.</p> <p>Urbanisation has increased the risk of flooding, floods are more likely to occur in Autumn winter due to extreme weather.</p> | <ol style="list-style-type: none"> 6. Watch a documentary about climate change and the effect on extreme weather. (examples: It Takes a Flood- ITV, Planet Earth -David Attenborough/Greta Thunberg. What role can we play in the future in reducing global warming and climate change. 7. Children to be taught how to use the Environment agency flood map to raise questions about their local area. Answer questions by fieldwork, exploring local area, possible invite environment agency person to speak. Collect data, take photographs, questionnaires. 8. Compare flooding in local area with a contrasting locality. | <p>Oral recording Pictures/drawing</p> |
| <p>Geographical sources: Environmental agency Digimaps Atlas Google Earth</p> | | |
| <p>National Curriculum End Points for Key Stage 2</p> <ul style="list-style-type: none"> • Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. • Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. • Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently. | | |

