

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Geography – Mountains, Volcanoes and Earthquakes Year: LKS2 - Year B – Spring

NC/PoS:

### Locational knowledge

- 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, 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

### Human and physical geography

- describe and understand key aspects of:
- physical geography, including: rivers, mountains,

### Geographical skills and fieldwork

- 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 (what pupils already know and can do)

Children will know that a mountain is an area of land that is much higher than the land surrounding them. Children will know mountains in the UK – Scafell Pike, Ben Nevis, Snowdon, Slieve Donard (KS1 Year A) Children know the world continents (KS1). Children will be familiar with some significant volcanoes and earthquakes in Europe (LKS2 Year A).

End Points (what pupils MUST know and remember)

Know how mountains are formed.

Name and locate the world's largest mountains – Mount Everest, Godwin Austen, Kangchenjunga, Lhotse, Makalu.

Name and locate where the most active volcanoes are – Kilauea. Mount Nyiragongo, Mount Merapi, Sakurajima, Mount Etna

Name and locate where the strongest earthquakes have and are, occurring – Valdivia, Chile; Alaska, USA; Sumatra, Indonesia; Tohoku, Japan; Kamchatka, Russia.

Know how volcanoes are formed and why volcanoes erupt

Know how earthquakes are formed and where they occur

Know why do people choose to live in volcanic/earthquake zones? Is location and severity changing? Why?

Key Vocabulary

summit, altitude, crusts, gorges, magma, lava, tectonic plate, contour lines, topography, eruption, magma, main vent, crater, magma chamber, epicentre, shock wave, magnitude, Rickter, Mercalli, geothermal energy, fossil fuels, tourism, mining, farming

Session 1:

Mountains

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

Using a range of maps, atlases and images discuss how mountains are formed, the name and location of some of the world's highest mountains and how mountains and mountain ranges appear on maps e.g. topography, contour lines.

Vocabulary: summit, altitude, crusts, gorges, magma, lava, tectonic plate, contour lines, topography.

Session 2:

Volcanoes

Using a range of maps, atlases and images discuss how volcanoes are formed, name and locate some of the world's active volcanoes and name and locate the largest eruptions. Locate where the 'ring of fire' is in the world.

Vocabulary: eruption, magma, main vent, crater, magma chamber

Session 3:

Earthquakes

Using a range of maps, atlases and images discuss how and why earthquakes happen. Name and locate where the world's largest earthquakes have happened and why.

Vocabulary: epicentre, shock wave, magnitude, Rickter, Mercalli

Session 4:

Why do people choose to live in volcanic/earthquake zones?

Look and the positive and negative impact of living near volcanic and earthquake zones. Consider destruction, power, energy, tourism, mining farming. Is location and severity changing? Why?

Vocabulary: geothermal energy, fossil fuels, tourism, mining, farming

Future learning this content supports: