

Y3 – Rocks, volcanoes and earthquakes; The North East as a region; Landscape change over time

Rationale

Children will continue to build on from their learning about different environments of the UK in KS1 by studying the types of rocks found in the UK. This will then lead into a study of volcanoes around the world, building on from their knowledge of different continents and oceans in Y2, and identifying why volcanoes and earthquakes occur in certain places. They then bring this knowledge back to the UK to identify why it has no active or dormant volcanoes and only smaller-scale earthquakes. This ties in with their historical study of the Stone Age to Iron Age and the use of rocks for tools and weapons, as well as their scientific study of rocks and fossils.

The children then build on from their previous topic and learning in KS1 by studying the North East as a region. This helps the children to understand the bigger picture of our area and how their immediate environment is only a small part of a larger area. This naturally expands the children’s locational knowledge and incorporates the larger towns and cities in our area that many of the children will have heard of or been to. This then provides the basis for a number of subsequent units which use the North East as a focal point. The children also use their learning about the human and physical features of the North East to compare it with the South West to see how similar or different it is and why that might be. Again, this provides the basis for future comparative studies in Y4, Y5 and Y6.

Children then further their understanding of the North East through a study of how the landscape in the area has changed over time. This offers an opportunity to delve into the human interaction of the area and the establishment of larger populations due to mining and industry and the effects of it. It also links with their historical study of ironstone mining and the growth and the decline of Teesside. It also links back to their prior learning about rocks and seeing how people have continued to use rocks in their daily lives.

Learning

| Prior Knowledge | In Year 3, pupils are taught | In Year 4 pupils will learn |
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| <p>In Y2, pupils are taught</p> <p>The countries and capitals of the United Kingdom</p> <p>Some of the similarities and differences in the environments of the UK</p> <p>The continents and oceans of the world</p> <p>How different parts of the world have similar or different features depending on their location and environment</p> <p>How humans adapt to survive and interact with different environments</p> | <p>How and why volcanoes exist in certain places and not the UK</p> <p>Why the UK only experiences smaller earthquakes than other places</p> <p>The human and physical features that make up the North East</p> <p>How the North East compares and contrasts with the South West</p> <p>How the landscape and land use of the North East, and Teesside in particular, has changed over time</p> <p>That humans interact with the physical world and can have long-lasting impacts</p> | <p>That regions in other parts of the world have similarities and differences to the North East</p> <p>That humans have to interact carefully with their environments to build successful settlements</p> <p>That humans interact with their environments in positive and negative ways which can affect the water cycle</p> <p>That different parts of the world contribute differently to the water cycle</p> <p>That areas that are close by can have different environments, different physical and human features and different purposes</p> |

Key Vocabulary

Using simple geographical language such as:

Rocks, volcanoes, earthquakes, tectonic plates

Region, identity, population, employment, landscape

Extract, industry, growth, development, sustainable

Skills gained

| Place | Space | Scale | Environment | Interconnections | Environmental impact and sustainability | Cultural awareness and diversity | Vocabulary and communication |
|---|---|--|---|---|--|--|--|
| <p>Identify major places around the world that have volcanoes and earthquakes</p> <p>Identify some different regions around the UK</p> <p>Identify the Tees Valley as a suitable place for industry</p> | <p>Identify why volcanoes and earthquakes are spread out across the world</p> <p>Identify the space that regions across the UK occupy</p> | <p>Begin to identify that volcanoes and earthquakes come in different magnitudes</p> <p>Identify the scale of the North East in comparison with the South West through indicators such as population etc.</p> <p>Identify the growth of the Tees Valley in terms of population over a short period of time</p> | <p>Identify why certain places have volcanoes and earthquakes due to their environment</p> <p>Identify the similar and different environments of the North East and South West</p> <p>Identify the relationship between humans and the environment in the Tees Valley through mining and industry</p> | <p>Identify the connections between volcanoes and earthquakes and their impact on the environment and people</p> <p>Identify some connections between different regions of the UK through money, population etc.</p> <p>Identify the connections between the Tees Valley and places around the world through industry</p> | <p>Identify the environmental impacts of earthquakes and volcanoes</p> <p>Begin to identify how sustainable regions across the UK might be in terms of population and employment etc.</p> <p>Identify the impact of industry on the Tees Valley and how sustainable that has been for the area</p> | <p>Identify the differing attitudes towards earthquakes and volcanoes in places that have to deal with them</p> <p>Identify the similarities and differences between people in regions of the UK</p> <p>Identify the migration of people to our area through industry as something positive to grow our area</p> | <p>Use key vocabulary relating to human and physical geography to describe volcanoes and earthquakes around the world</p> <p>Use appropriate social and economic terms (population, employment, housing etc.) to compare tow different regions of the UK</p> <p>Identify the growth and decline of industry in the Tees Valley over time</p> |