

INTENT

What do we want the children to remember/ be able to do?

- To identify different geographical lines and divisions on a map – equator, tropic of Capricorn, tropic of cancer, lines of longitude, lines of latitude
- To analyse weather data effectively
- To understand how different extreme weather events occur including earthquakes, hurricanes and extreme flooding
- To use this knowledge above to assess human and physical impacts of such disasters
- To understand the cause and consequences of natural disasters

IMPLEMENTATION/ IMPACT

Sequence of lessons

1. Pre-assessment – revision of lines of longitude, latitude, trade, time zones. Explore knowledge organiser. Identification of geographical lines and divisions (i.e. longitudes, tropics, equator etc – **revision from Y4**).
2. UK Weather - Discussion of extreme weather in the UK. Children to compare weather in different regions. Practical – find and use information for rainfall rates.
3. Flooding - Children to use knowledge of flooding and rainfall to compare flooding in the Boscastle and Bangladesh. How is the environment affected? How are people affected? How are different types of settlement adversely affected by flooding?
4. Earthquakes and the Richter Scale (Haiti Case Study) – **what do pupils remember from their Y3 unit?** Recap on layers of the Earth. Children to learn about fault lines and tectonic plates and how the movement of these creates earthquakes.
5. Tropical storms - Children to learn the difference between hurricanes, tornados and cyclones and the **effect** that they can have on communities. Hurricane Dorian case study.
- 6 and 7. Tsunami – Children to recap the differences between human and physical impact and explore this in relation to tsunamis. Children to learn how a tsunami occurs. Japan (2011) focus.
8. Typhoon – Children to learn what a typhoon, how it is created and where in the world these are most likely to occur. Children to explore weather patterns related to this. Focus on typhoon Mangkut and the physical/human effects.
9. Post assessment

National Curriculum

- Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Understand the geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country and a region within North of South America.
- Describe and understand key aspects of human geography including types of settlement, land use and economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

LEARNING HOOK

What is happening right now?
Real life footage of current natural disasters.

Extreme
Earth

Visits/ Visitors

How do we develop SMSC?

Children focus on the wider world and discuss and consider the cultural, physical and social impacts that extreme weather can have.

Vocabulary

Subject specific

Longitude
Latitude
Equator
Tropic of Cancer
Tropic of Capricorn
Hemispheres
Earthquake
Tectonic plates
Hurricane
Volcano
Tsunami
Typhoon
Drought
Natural disaster

Transferable

Temperate
Climate
Hemisphere
Precipitation
Temperature
Data
Settlement
Environment
renewable energy
resources
precipitation

MEASURING IMPACT

Assessment

Add the following to a world map – lines of longitude and latitude, tropics, equator

Describe different types of natural disaster and their causes and consequences (human and physical).

How/why do they occur?

Compare an area in the UK and elsewhere in the world.

Brain dump for any further information pupils can share