



Year 3

Active Planet



History Unit Overview



National Curriculum History Objectives

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.



In History we will be learning about:

- About the events of the eruption of Mount Vesuvius and the destruction of Pompeii.
- How different sources of evidence can give us information about events and people's lives in the past.

Disciplinary Knowledge, Concepts and Skills



Chronology

- n/a



Characteristic Features

- n/a



Similarity and Differences

- n/a



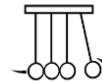
Historical Interpretation

- Give a simple reason why we might have more than one version: e.g. No-one there recording the event



Change and Continuity

- n/a



Cause and Consequence

- Explain general and impersonal causes; seeing that events happen because of other reasons than just human action.



Historical Significance

- Identify historically significant people and events in situations



- Extract simple information from text/pictures/objects showing basic comprehension
- Make simple deductions about what text means based on what is included

Historical Themes



People and Places



Settlements

Geography Unit Overview



National Curriculum Geography Objectives

- 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 (LK)
- Describe and understand key aspects of:
 - Physical geography, including: mountains, volcanoes and earthquakes
 - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (HPG)
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)
- 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 (GSF)
- 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. (GSF)



In Geography we will be learning about:

- How mountains are formed, where the main mountain ranges are located in the UK and the world and the geographical features of a mountain (Mount Everest).
- The different types of volcanoes, how and why they erupt and the structure of a volcano.
- Why people choose to live near volcanoes.
- How and why earthquakes occur and the effects they have.
- The San Andreas Fault and the Japanese earthquake of 2011.

Disciplinary Knowledge, Concepts and Skills



Locational Knowledge

- Identify where the main mountain ranges are located in the UK and the world and the geographical features of a mountain (Mount Everest).
- Identify where volcanoes are located on a world map including the "Ring of Fire".
- Locate areas of the world where earthquakes occur.



Place Knowledge

- Understand geographical similarities and differences by comparing geographical features and different landscapes



Physical and Human Geography

- Understand how mountains are formed.
- Know about the different types of volcanoes, how and why they erupt and the structure of a volcano.
- Know why people choose to live near volcanoes.
- Know how and why earthquakes occur and the effects they have.
- Know about the San Andreas Fault and the Japanese earthquake of 2011.



Environmental Sustainability

-



Field Work

- Data analysis linked to earthquakes – compare scale and impact of different earthquakes, interpret data (magnitude, casualties)



Map Skills

- Establish the location of the main continental mountain ranges.
- Identify the highest peaks in the UK. Use the Ordnance Survey map of Snowdon and gain an understanding of

how topography is shown on a map.

- Identify places and features on an OS map using the key.
- Use maps to explore areas of tectonic activity and identify locations of earthquakes, volcanoes and mountains.
- Create digital maps with added pictures showing key locations of tectonic activity.
- Investigate layering digital maps.

Geography Skills:

Contextual World Knowledge

- Develop understanding of the continents and countries of the world.
- Identify some key locations and geographical features including mountain ranges, volcanoes (including the ring of fire) and fault lines.

Understanding

- Understand how mountains and volcanoes are formed and the locations of main mountain ranges and volcanoes.
- How and why earthquakes occur.

Geographical Enquiry

- Use maps, atlases, globes and digital/computer mapping to locate and describe features studied
- Investigate why people choose to live in areas of tectonic activity and how they mitigate the dangers.

Inspirational Geographers






Christopher Jackson
Geologist







Inge Lehmann
Seismologist and Geophysicist



Sequence of Learning

	Focus Learning	Planned Experiences	Assessment	Key Vocabulary
<p>Week 1</p>    	<p><u>Geography</u> Mountains</p> <p><i>What is a mountain ?</i></p> <p>The location of the main mountain ranges.</p> <p>The physical geography of Mount Everest</p> <p>Landscape, topography and weather.</p> <p>Snowdon – map work (see below)</p> <p><u>Map Skills:</u> Establish the location of the main continental mountain ranges. Identify the highest peaks in the UK. Use the Ordnance Survey map of Snowdon and will gain an understanding of how topography is shown on a map.</p> <p>Create a map using National Geographic Map Maker add mountain layer and tectonic plates.</p>		<p>What are mountains? Where are the largest mountain ranges found?</p>	<p><u>Tier 2:</u> Mountain, peak, height, slope</p> <p><u>Tier 3:</u> altitude, erosion, mountain range, summit, gorge, contour, ordnance survey</p>
<p>Planning Links</p>	<p>https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/mount-everest/</p> <p>https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/mapping-mountains/</p> <p>https://mapmaker.nationalgeographic.org/map/cf59ee24a4cd43e087e12baaffa50869/edit</p>			
<p>Week 2</p> 	<p><u>Geography</u> Mountains</p> <p>How are mountains formed?</p> <p>The formation of mountains</p> <p>Different types of</p>		<p>How are mountains formed?</p>	<p><u>Tier 3:</u> mountain range, tectonic plate, valley, fold, fault-block, dome, volcanic, plateau</p>

	mountains			
Planning Links	https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/the-formation-of-mountains/ What is a Mountain? - YouTube			
Week 3  	Geography Volcanoes <i>What is a volcano?</i> Types of volcanoes, why and how they erupt, structure of a volcano. On National Geographic Map Maker add volcanoes layer	<u>Educational Visit:</u> Natural History Museum	Identify the different types of volcanoes. Label a cross section of a volcano.	<u>Tier 2:</u> erupt <u>Tier 3:</u> crater, lava, magma chamber, volcano, vent, volcanologist, dormant, active, shield, composite, dome, tectonic plate
Planning Links	https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/volcanoes/# https://mapmaker.nationalgeographic.org/map/cf59ee24a4cd43e087e12baaffa50869/edit			
Week 4  	Geography Why people live near volcanoes <i>Why would people chose to live near a volcano?</i> Understand the risks and benefits		What are the benefits and risks of living near a volcano?	<u>Tier 2:</u> Risk, benefit, fertile, danger
Planning Links	https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/volcanoes-a-suitable-home/			
Week 5    	History Pompei <i>Can we really know what happened at Pompei?</i> Find out about the events surrounding the destruction of Pompei. Look at a painting of the eruption – take a walk through the painting. Understand why different sources may represent the event differently. Narrate what happened at Pompei.		What do these different sources (artefacts, diary entry, painting) tell you about the destruction of Pompei?	<u>Tier 2:</u> Destruction, eruption, evidence, excavation, remains, , preserved <u>Tier 3:</u> ancient civilization, ampitheater, forum

Planning Links	https://www.dkfindout.com/uk/history/ancient-rome/pompeii/ https://www.britishmuseum.org/pompeii-live https://www.youtube.com/watch?v=G3W_KLtX2VM&t=2s https://www.youtube.com/watch?v=YIZ4aSKT3mo https://www.youtube.com/watch?v=dY_3ggKg0Bc https://artuk.org/discover/artworks/destruction-of-pompeii-190334			
Week 6    	Geography Earthquakes <i>What is an earthquake and where do they happen?</i> Where earthquakes happen, why they happen, how they happen and their aftermath. Case studies of earthquakes: San Andreas Fault Japanese earthquake of 2011 On National Geographic Map Maker add earthquakes layer		Why do earthquakes happen? What happens when an earthquake strikes?	<u>Tier 3:</u> earthquake, tectonic plate, epicentre, fault line, magnitude, seismic, tremors, landslide, tsunami
Planning Links	https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/earthquakes/ https://mapmaker.nationalgeographic.org/map/cf59ee24a4cd43e087e12baaffa50869/edit			