










<p><b>Year Group:</b> 3</p>	<p><b>Title:</b> Mountains and Volcanoes</p>
<p>National Curriculum coverage: Locational knowledge (a &amp; b) Place knowledge Human and physical Geography (a) Geographical fieldwork (a &amp; c)</p>	<p><b>Context:</b> <i>This unit builds on the children's geographical knowledge of the UK (Y1) and the world (Y2). They can recap the continents then look with more detail at different regions containing mountain ranges. In science this term, the children are studying rocks and soils and there are countless links to be found here.</i></p>
<p><b>Concepts:</b> place, space, scale, physical processes, environmental impact <b>Geography Specific Concepts</b> – Diversity, Change, Interaction, Place, Scale, Distance, Movement, Sustainability <b>Project Specific Concepts</b> – Adversity, Change, Sustainability</p>	<p><b>Pre and Post Learning</b></p> <p>– Label the world's mountain ranges on a world map.</p>
<p><b>Visits and Visitors:</b> Magna – Volcano Workshop</p>	<p><b>St. Mary's Experience:</b> N/A</p>
<p><b>Careers/preparation for adulthood:</b></p> <ul style="list-style-type: none"> <li> <b>Volcanologist</b> - Studies volcanoes and why they erupt.</li> <li> <b>Geologist</b> - Studies rocks, mountains and how the Earth is made.</li> <li> <b>Earthquake Scientist (Seismologist)</b> - Studies earthquakes caused by moving tectonic plates.</li> <li> <b>Map Maker (Cartographer)</b> - Makes maps showing mountains and volcanoes.</li> <li> <b>Emergency Planner</b> - Makes plans to keep people safe during natural disasters.</li> <li> <b>Environmental Scientist</b> - Studies how eruptions change the land, animals and people's lives.</li> </ul>	<p><b>Key People:</b></p> <ul style="list-style-type: none"> <li> <b>Earth Structure &amp; Tectonic Plates</b> <b>Alfred Wegener</b> Proposed the theory of continental drift (1912). Suggested continents were once joined together as Pangaea. His ideas later helped form the theory of plate tectonics. <b>Marie Tharp</b> Mapped the ocean floor. Discovered the Mid-Atlantic Ridge, proving plates move apart. Provided strong evidence for plate tectonics.</li> <li> <b>Volcano Formation &amp; Eruptions</b> <b>Katia Krafft &amp; Maurice Krafft</b> Volcanologists who studied active volcanoes worldwide. Died during the 1991 eruption of Mount Unzen. Helped improve understanding of volcanic hazards. <b>Haraldur Sigurdsson</b> Researches explosive eruptions and volcanic ash. Studied major historical eruptions like Mount Vesuvius.</li> <li> <b>Effects of Volcanic Eruptions on People</b> <b>David A. Johnston</b> Studied Mount St. Helens. Died during its 1980 eruption. His research improved volcano monitoring systems. <b>Clive Oppenheimer</b> Studies how eruptions affect climate and human populations. Works on risk reduction and volcanic hazard planning.</li> </ul>

**Catholic Social Teaching:**



**Stewardship** - Learning about mountains, volcanoes and tectonic plates demonstrates the power and beauty of creation.

**Solidarity** - students think about our shared responsibility to prepare and protect communities from natural disasters, showing solidarity with those at risk.



**British Values:**

**Democracy**

Discuss how communities living near volcanoes (e.g. in Iceland or Italy) rely on democratic governments to make decisions about evacuation, land use and rebuilding.

**The Rule of Law**

Examine laws that regulate building near hazardous volcanoes such as Mount Vesuvius and discuss why emergency procedures and evacuation orders must be followed during natural disasters.

**Individual Liberty**

Consider how people have the freedom to choose where they live, but also the responsibility to understand natural risks and explore how access to scientific knowledge (e.g. tectonic plate movement) empowers individuals to make informed choices.

**End points (by the time pupils leave St. Mary's):**

1. Be able to navigate using atlases, maps and recall of knowledge of places.
2. Be able to interpret and express geographical information correctly (maps, fieldwork, data)
3. Know where in the world significant places are (including local and worldwide) and the people who live there (population, settlement, migration, diversity)
4. Know how the earth's physical features were formed and transformed along with processes that affect it (E.g. weather, climate, tectonic activity and water cycle)
5. Know how the earth has been affected by humans and resolve to alter their behaviour (i.e. climate change and sustainability)

**Prior knowledge:**

Y1

- Locate High-Green and Sheffield on a map,
- Name and locate countries and capital cities of the UK on a map,
- Recall different types of settlements: town, city, village,
- Describe different types of weather

Y2

- Know the names of the 7 continents and locate them on a map
- Know the names of the 5 oceans and locate them
- Describe how people in different areas might live in different ways.
- Identify common land/water features – mountains, hills, seas, rivers etc

**Future knowledge: Y4**

- Locate the main rivers of the UK and world on a map
- Recognise the difference between seas and oceans
- Know the different biodiversity found in rivers, seas and oceans
- Know what effect water pollution and plastic pollution has on rivers, seas and oceans around the world and actions that can reduce this.

**Crucial knowledge: Y3**

- Locate key mountain ranges, mountains and volcanoes on a map
- Know how the earth is structured including tectonic plates and their movement
- Know how volcanoes are formed, what causes them to erupt and the effect this has on the landscape

**Vocabulary**

**Tier 2**

(General Academic Vocabulary - These are high-utility words used across multiple subjects)

**Tier 3**

(Domain-Specific Vocabulary – These are specialized terms primarily used in music)

## Geography Overview

<ul style="list-style-type: none"> <li>Recognise the effects that a volcanic eruption will have on people living near it.</li> </ul>	<ol style="list-style-type: none"> <li>1. Locate, Region, Identify, Locate, Country, Regions, mountain, range, Europe, Hill</li> <li>2. Structure, Movement, Layer</li> <li>3. Cause / Effect, Change / Transform, Danger / Hazard, Temperature, Disaster,</li> <li>4. Impact / Effect, Evacuate, Survive / Safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Mountain, Mountain range, Peak / Summit, Map key / Legend, Snowdon, Scafell Pike, Ben Nevis, Slieve Donard, Everest, ascent, descent, steep, summit, altitude, equator, contours, mountain chain</li> <li>2. Crust, Mantle, Core, Tectonic plates, Plate boundaries, Earthquake</li> <li>3. Magma, Lava, Eruption, Crater, Ash / Tephra, Volcanic cone</li> <li>4. Lava flow, Pyroclastic flow, Ashfall, Volcanic disaster</li> </ol>
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