













<p>Year Group: 6</p>	<p>Title: Natural Disasters</p>
<p>National Curriculum coverage: (Needs making more concise to fit)</p>	<p>Context: This topic follows on from the Y3 Geography topic on volcanoes, but builds on the knowledge and skills that the children gained in y4 and 5 about the rest of the world, global warming and the effect humans have on the earth.</p>
<p>Concepts: Scale – location, Physical processes, Environmental impact, Cultural awareness, Cultural diversity Geography Specific Concepts – Diversity, Change, Interaction, Place, Scale, Distance, Movement, Sustainability Project Specific Concepts – Sustainability, Compassion, Poverty and Wealth</p>	<p>Pre and Post Learning – Locate earthquake zones on a map</p>
<p>Visits and Visitors: N/A</p>	<p>St. Mary's Experience: N/A</p>
<p>Careers/preparation for adulthood:</p> <ul style="list-style-type: none">  Map Maker (Cartographer) - Specializes in creating maps and spatial data analysis using grid references, symbols, and navigation tools.  A Geographer – Uses maps, atlases, GIS (Geographic Information Systems) to study places, populations, and physical processes.  Environmental Consultant – Advises on risks like floods, earthquakes, or climate change impacts on communities and businesses.  Volcanologist / Seismologist - Investigates earthquakes and volcanoes, helping to predict eruptions and tremors.  Emergency Planner - Studies patterns of natural hazards and plans strategies to reduce impacts on populations.  Meteorologist / Climatologist – Analyzes weather and climate patterns to forecast hurricanes, droughts, and floods.  Humanitarian Aid Worker – Works with communities affected by disasters, particularly in countries with fewer resources.  Urban Planner – Plans cities to reduce disaster risks, considering climate patterns and population vulnerabilities.  Civil or Structural Engineer – Designs earthquake-resistant buildings, flood defences, and infrastructure resilient to natural disasters. 	<p>Key People:</p> <p><i>Navigating using maps, atlases, and grid references</i> John Snow – Pioneered the use of maps for understanding disease spread; great for showing practical map-reading and spatial analysis. Marie Tharp – Oceanographer who mapped the ocean floor, showing the power of careful mapping and grid references.</p> <p><i>Causes of earthquakes, volcanoes, and tsunamis</i> Alfred Wegener – Proposed continental drift, which underpins our understanding of plate tectonics, earthquakes, and volcanoes. Charles Richter – Developed the Richter scale for measuring earthquake magnitude. Kiyoo Mogi – Seismologist known for contributions to earthquake prediction models. Hitoshi Tamura – Worked on tsunami detection and warning systems in Japan.</p> <p><i>Weather, climate patterns, and natural disasters</i> William Gray – Meteorologist who specialized in hurricane prediction. Syukuro Manabe – Climate scientist who helped model global climate patterns affecting floods, droughts, and storms.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="129 1204 376 1452" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Solidarity</p>  <p>Shiriki the Sun bear Showing we care</p> </div> <div data-bbox="492 1189 772 1479" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Catholic Social Teaching:</p> <p>Option for the Poor</p>  <p>Popokitea Putting people in most need first</p> </div> <div data-bbox="884 1204 1108 1452" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Stewardship</p>  <p>Shiriki the Sun bear Caring for God's gifts</p> </div> </div>	<p>British Values:</p> <p>The Rule of Law - Examining building codes and disaster safety regulations in different countries illustrates how rules protect communities and explore international laws or humanitarian rules that guide disaster response and aid distribution.</p> <p>Mutual Respect - Learning about how these events affect people globally encourages empathy for others' experiences and understanding that some countries are more vulnerable due to climate encourages respect for different living conditions.</p>

<p>End points (by the time pupils leave St. Mary's):</p> <ol style="list-style-type: none"> 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) 		
<p>Prior knowledge:</p> <p>Y4</p> <ul style="list-style-type: none"> • 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. <p>Y5</p> <ul style="list-style-type: none"> • Know the difference between weather and climate and locate 6 main climate zones, Be able to explain what a biome is, • Locate biomes on a map and describe their features, • Know the cause and effect of climate change • Recognise the effect human actions can have on biomes (e.g. pollution, plastic, climate change, over fishing) 	<p>Future knowledge: Y7 (according to Notre Dame)</p> <ol style="list-style-type: none"> 1. Where we live – the world around us. 2. Environments under threat – Tropical rainforests, Antarctica and the Arctic 3. Hazardous Earth and Development. 4. Climate change. 5. Rivers & flood management. 6. Glaciers & flood risk. 	
<p>Crucial knowledge: Y6</p> <ul style="list-style-type: none"> • Know how to navigate using atlases, maps and recall of knowledge of places (map symbols, grid references, compass direction) • know what causes earthquakes, Volcanoes and tsunamis • know how weather and climate patterns cause certain natural disasters (E.g. hurricanes, droughts and floods) • know how humans are impacted differently by natural disasters in different countries 	<p>Vocabulary</p> <p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <ol style="list-style-type: none"> 1. Locate, direction, route, region, symbol, reference, scale, coordinates 2. Movement, eruption, impact, damage, magnitude, prediction, effect 3. Pattern, season, storm, rain, wind, temperature, flood, drought, hurricane, disaster 4. Affect, population, shelter, resources, recovery, emergency, prepare / preparedness, response 	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> <ol style="list-style-type: none"> 1. Atlas, grid reference, compass points (north, south, east, west, etc.), map key/legend, contour lines, longitude, latitude 2. Earthquake, volcano, lava, tectonic plates, seismic waves, tsunami, epicenter, magma, Richter scale 3. Climate, cyclone, typhoon, monsoon, Hurricane, tornado, precipitation, meteorology, atmospheric pressure, extreme weather 4. developing countries, developed countries, infrastructure, evacuation, humanitarian aid, disaster management, resilience

Geography Overview