#WEAREGEOGRAPHERS

UNIT OF LEARNING | YEAR 5 | SUMMER | NATURAL DISASTERS

Overview:

Climate/ Natural disasters- global warming, prevention

National Curriculum Objectives:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- 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
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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

Human and Physical Geography:

- To know what a natural disaster is and know that they happen in First and Third world countries to different effects (HPG) (LK)
- To know the impact of a natural disaster on human and physical geography and how this affects the population and the economy (HPG) (GSF)
- To know why natural disasters might occur (linked to seasonal climate change and global warming) (HPG)
- To know how countries attempt to prevent natural disasters e.g. infrastructure, warning systems (HPG)

Locational Knowledge:

- To know what a natural disaster is and know that they happen in First and Third world countries to different effects (HPG) (LK)

Geographical Skills and Fieldwork:

- To know the impact of a natural disaster on human and physical geography and how this affects the population and the economy (HPG) (GSF)

Revisiting:

Continents
Northern/ Southern Hemisphere
River formation
Earthquakes (Richter Scale)
World oceans

Disciplinary and Procedural Knowledge:

- To know what a natural disaster is and know that they happen in First and Third world countries to different effects
- To know the impact of a natural disaster on human and physical geography and how this affects the population and the economy
- To name well known natural disasters from across the world- happening in their lifetime or currently (Tsunami, flooding, wild fires, earthquakes, tornadoes etc)
- To know why natural disasters might occur (linked to seasonal climate change)
- To know how countries attempt to prevent natural disasters e.g. infrastructure, warning systems
- To know why some places are more likely to be affected by Natural disasters
- To know about a specific Natural disaster in more detail and be able to talk with knowledge about the reasons for it happening and the impact it had. (global warming)

Skills to be lifelong geographers:

- **Direction/Location:** Use 4 compass points well: Begin to use 8 compass points;
- **Style of map:** Identify features on arial/oblique photographs Use map sites on internet.
- **Map knowledge**: Identify significant places and environments and use maps to reason why things happen

Fieldwork Opportunities:

On the school grounds

- Work in teams and debate whether earlier warning strategies could have saved lives
- Work in teams to come up with specific management plans for areas where natural disasters have occurred.

Website links/Texts:

https://www.britannica.com/event/Indian-Ocean-tsunami-of-2004
https://www.youtube.com/watch?v=X2obVmeuZdY
https://www.newscientist.com/article/2431907-snow-and-rising-sea-levels-may-have-triggered-japans-earthquake-swarm/

Key Knowledge – End Points:

- To know what a natural disaster is and know that they happen in First and Third world countries to different effects (HPG) (LK)

Unit Vocabulary

First world
Third world
tsunami
flooding

- To know the impact of a natural disaster on human and physical geography and how this affects the population and the economy (HPG) (GSF) - To know why natural disasters might occur (linked to seasonal climate change and global warming) (HPG) - To know how countries attempt to prevent natural disasters e.g. infrastructure, warning systems (HPG)	wild fire tornado seasonal infrastructure prevention Global Warming

Lesson sequence					
I know the difference between a natural and human disaster	**I know where natural disasters occur across the world**	**I know the impact of an earthquake on human and physical geography.**	**I know the impact of a tsunami on human and physical geography.** **I know why a tsunami occurs**	**I know why natural disasters may occur (link to global warming)** **I know how countries may attempt to prevent/ limit the damage of a natural disaster**	**Summarisation of unit**
Suggested retrieval task					
Match images to definitions Climate Tectonic plate Economic Population Flora Fauna	Identifying equator/ Northern and Southern Hemisphere on a world map (Year 2)	What is a Richter Scale? How does this link to an earthquake? (Year 4)	Identify world oceans (Year 2)	Labelling a river (Year 5)	Join definitions to words (natural disasters)
Activity					
What is a natural disaster?	Look at current news and get a range of natural disasters (aerial/oblique photos)	Focus on Earthquakes.	Tsunami 2004 Boxing Day Tsunami in Indonesia (Third World) (Indian Ocean)	What is Global Warming? Identify and define Global Warming.	Children to create a presentation of their chosen natural disaster.

Children to create a mind map- what disasters do you know? (concept map) Discuss differences/ definitions of natural v human disasters. E.g. flooding is natural however due to global warming, sea levels have risen. Chernobyl is human Sorting activity.	Sorting disasters based on UK/ International and using World Map (use compass points in discussion) to identify locations and compare based on severity of impact on human and physical geography.	Show children a variety of different earthquakes and plot on map together. Show children 2 separate earthquakes (severe/minor) Discuss impact on population/ economy in both severe and minor contexts (UK/Japan) Ensure children are aware of a Richter scale and how it is used to measure earthquakes and how people use warning systems to reduce risk. Children to compare (written paragraph)	Show clips, aerial/ oblique photos, news articles. Identify how a tsunami occurs (activity explanation) Discuss impact and compare to the impact of an earthquake. Add to map	Look at UK natural disasters (flooding in York, land slides in Scarborough) Discuss- is it natural or human? Or a mixture due to global warming? Why do people continue to live in areas that are at risk? Children to sort preventative measures for each disaster.	Include- How does it occur? Why does it occur? Where has it occurred? Is it likely to occur again? How severe is the outcome? What measures are in place to reduce the risk in the future?
Assessment					
Summarise the difference between natural and human disasters in less than 30 words	Which disaster had the most severe impact/least and why?	Assess individual understanding through use of vocabulary in describing the process of an earthquake.	Assess individual understanding through use of vocabulary in describing the process of tsunami.	Which preventative measure do they think is most effective and why?	Assess individually.