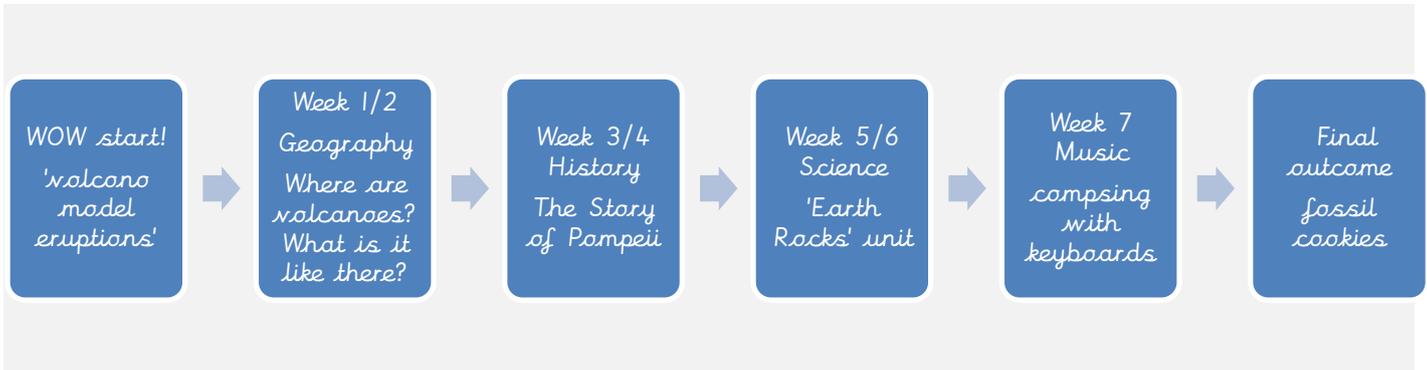


## Year 3/4 Science based unit Volcanoes (7 weeks)

**Topic overview** – Children develop their map and atlas work by locating areas in the world where volcanoes are found. They focus on settlements; why people choose to live in certain places with a particular focus on areas near volcanoes, particularly Italy. In history they learn about Pompeii and the effect volcanoes can have on settlements. They then look at various types of rocks and how they are formed in science. After they will compose a piece of music convey the mood of a volcanic eruption, to be played on the keyboard.



<u>Geography skills</u>	<u>History skills</u>
<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Describe key aspects of: physical geography, including: volcanoes and earthquakes human geography, including: settlements and land use.</li> <li>• locate the world's countries, using maps to focus on concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Earthquake</li> <li>• Volcano</li> <li>• Settlement</li> <li>• Eruption</li> </ul> <p><u>Previous Knowledge</u></p> <ul style="list-style-type: none"> <li>- Continents and 5 oceans</li> <li>- Capital cities in the UK</li> <li>- Contrasting UK to small non-European country (A Caribbean island)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Ask historically valid questions about change, cause of change, similarities and differences and their significance.</li> <li>• Note connections, contrasts and trends over time.</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology</li> </ul> <p><u>Previous Knowledge</u></p> <p>Lives of significant inventors (Cracking ideas) - timelines of inventions</p> <p>Grace Darling (At the seaside) - Significant event in the past</p> <p><u>Computing skills:</u></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Search</li> <li>• Digital content</li> </ul> <p><u>Previous Knowledge</u></p> <p>E-books, Researching a topic (A Caribbean island)</p>

**PSHE skills used to research:**

- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Vocabulary

- Online safety
- Selective consumer (filtering fake news)

Previous Knowledge

Online relationships, internet safety and harms

<u>Thinking scientifically skills</u>	<u>Science knowledge skills</u>
<ul style="list-style-type: none"><li>• Ask relevant questions.</li><li>• Record findings using simple scientific language, drawings, labelled diagrams</li><li>• Report on findings from enquiries, including written explanations</li><li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li><li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li></ul>	<ul style="list-style-type: none"><li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li><li>• Relate the simple physical properties of some rocks to their formation (igneous, metamorphic or sedimentary)</li><li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li><li>• Recognise that soils are made from rocks and organic matter.</li></ul>
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"><li>- Scientific labelled diagrams</li><li>- Fair test</li><li>- Comparative</li><li>- Findings</li></ul>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"><li>- Fossil</li><li>- Metamorphic</li><li>- Igneous</li><li>- Sedimentary</li></ul>

Previous Knowledge - use of everyday materials

Music skills

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Previous Knowledge - Glockenspiel stage 1, Sing songs / chants (A caribbean island)

DT skills covered by making fossil cookies.

- prepare and cook a variety of dishes using a range of cooking techniques

Previous Knowledge - Design and prepare a sea-side meal. (At the seaside).

### Knowledge:

- Volcanoes are formed by magma erupting through the Earth's crust due to pressure building up beneath.
- Name examples of human and physical features which can be found on maps (e.g. lakes, rivers, mountains, volcanoes, cities, roads and airports.)
- Know that Mount Vesuvius erupted in 79AD and destroyed the Roman city of Pompeii.
- Know the three ways that rocks are formed: metamorphic, sedimentary and igneous.

Know that fossils are formed in sedimentary rock by pressure building up over time

### Planning notes:

### Geography:

Focus on a study of Italy. Key question: why do people choose to settle near volcanoes?