Samuel Allsopp
Primary & Nursery School

MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: 3		SUBJECT: Geography	
WEEK 1 **DATE: 02.09** **How is the Earth constructed?**	**WEEK 2** **DATE: 09.09** **Where are mountains found?**	**WEEK 3** **DATE: 16.09** **Why and where do we get volcanoes?**	**WEEK 4** **DATE:23.09** **What are the effects of a volcanic eruption?**	**WEEK 5** **DATE:30.09** **What are earthquakes and where do we get them?**	**WEEK 6** **DATE:07.10** **Where have the rocks around school come from?**
LO: To name and describe the layers of the Earth. **Success Criteria**: I can name and order the four layers of the Earth. I can state a fact about each layer of the Earth. I know what a tectonic plate is. **Main Event:** Children to make a model of the inside of the Earth. **Support:** Can use the A*ctivity: Names and properties of layers* (jumbled) to remind them of the layers and facts. They can match these up and use them to label their model. Supporting adults may pre-cut circles for children who struggle with fine motor skills. **Challenge:** Could stick their model onto paper to annotate with more facts about each layer.	**LO:** To explain how and where mountains are formed. **Success Criteria**: I can explain that a mountain is formed by tectonic plates. I know that most mountains are found on or near plate boundaries. I can name a mountain range and state which continent it is in. **Main Event:** Explain the 3 types of mountain formation. Children will be mapping mountain ranges on a world map using an atlas. **Support:** May need a supporting adult to help find the relevant atlas pages, to find mountains and add them to their map. **Challenge:** Could be given the names of the four specific mountains to find and map independently.	**LO:** To explain why volcanoes happen and where they occur. **Success Criteria**: I can explain how volcanoes form and describe their features. I can describe where to find volcanoes globally. I can list the three ways volcanoes can be classified. **Main Event:** Show the children the *Activity: Classifying volcanoes.*In pairs, they will be using iPads, computers or laptops to research the definition and an example of an active volcano, a dormant volcano and an extinct volcano. **Support:** May just match up a few features of each volcano (most importantly, the shape of the sides and the name) and may need labels reading to them. Can research the meanings of active, dormant and extinct but may not find examples (they could write these in when you go through the answers).**Challenge:** Could use Google Earth to find images of researched volcanoes and may want to research further into the Ring of Fire.	**LO:** To recognise the negative and positive effects of living near a volcano. **Success Criteria**: I can describe the negative and positive effects of living near a volcano. I can summarise why people live near volcanoes. **Main Event:** Children to use the *Activity: Living near a volcano* to create a poster to summarise the pros and cons of living near a volcano and stating whether they would choose to live near a volcano or not, justifying their choice. **Support:** May choose only to illustrate the reasons for and against living near a volcano and write keywords if appropriate. **Challenge:** May wish to extend the reasoning behind their choices, weighing up both decisions, explaining the pros and cons and recognising that the decision is complex.	**LO:** To explain what earthquakes are and where they occur. **Success Criteria**: I can state what an earthquake is. I can describe where earthquakes happen. I can describe the negative effects of earthquakes. **Main Event:** Using the *Activity: My earthquake-proof building*, one per child, ask the children to identify up to five negative consequences of earthquakes and then to design and annotate their own earthquake-proof building. **Support:** May wish to use *Activity: My earthquake-proof building (support)*, and to be supported by an adult if necessary who may wish to read the questions and labels. **Challenge:** Should answer all questions independently in the *Activity: My earthquake-proof building* and label, with explanations, the features of their building.	**LO:** To observe and record the location of rocks around the school grounds and discuss findings. **Success Criteria**: I can observe different rocks and record them digitally. I can use a symbol on a map to show where I found the rocks. I can identify the types of rocks and discuss where they have come from. **Main Event:** Each child will have *Activity: Map of school grounds*. Each pair or group will look closely at the features of the rocks. The children will use a camera or iPad to take photographs of the different rocks they find. Once back in the classroom, the children can work in pairs to go through their photographs and use the *Activity: Rock identification sheet,* one per pair, to identify the type of rock they found (igneous, sedimentary or metamorphic). **Support:** Can be assisted by an adult or can work in a smaller group and may only identify one or two types of rock. **Challenge:** Could additionally identify man-made rocks and mark these with an alternative symbol on their map. Can identify features of rocks (grains, layers, colour) while actively completing the fieldwork and may suggest how rocks were formed and arrived on the school grounds (for example, from a volcano, mountain or coastal area). Can also answer the questions on *Activity: Map of school grounds* independently.

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