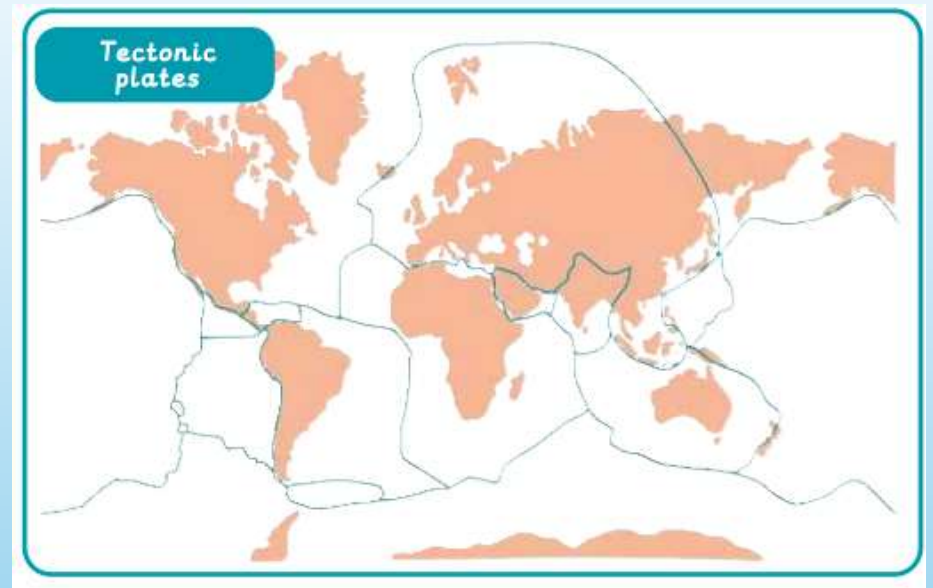
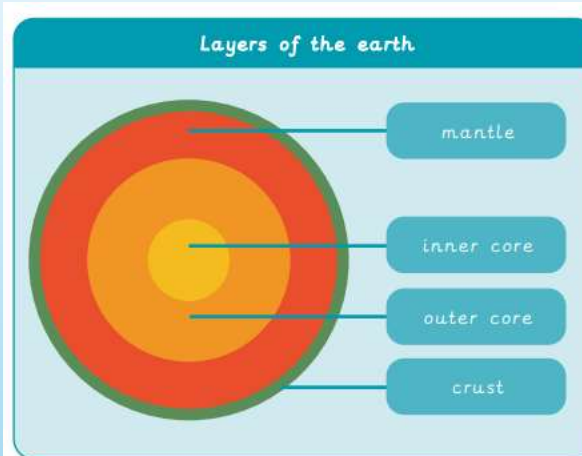


# Why do people live near volcanoes?

## What I already know: Year 2

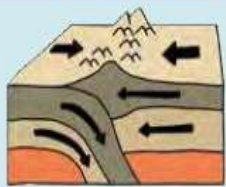
- Name and locate the seven continents on a world map.
- Locate the North and the South Poles on a world map.
- Locate the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- Recognise the features of hot and cold places.
- Locate some countries with hot or cold climates on a world map.



## What I will learn now: Year 3

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

### Plate boundaries



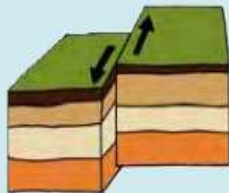
#### convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.



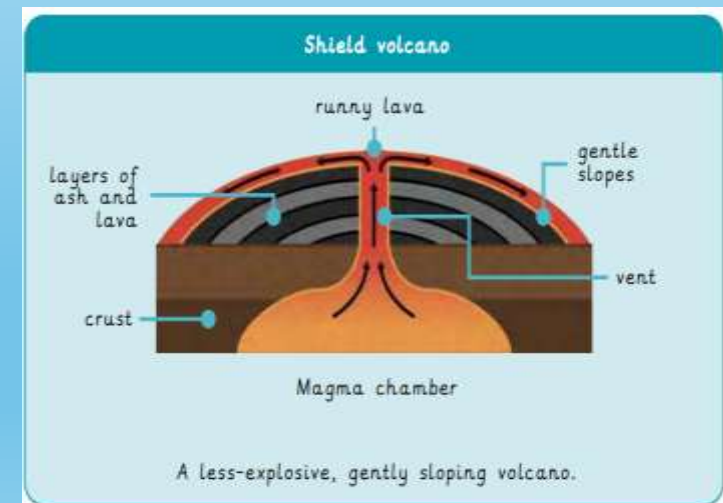
#### divergent

This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



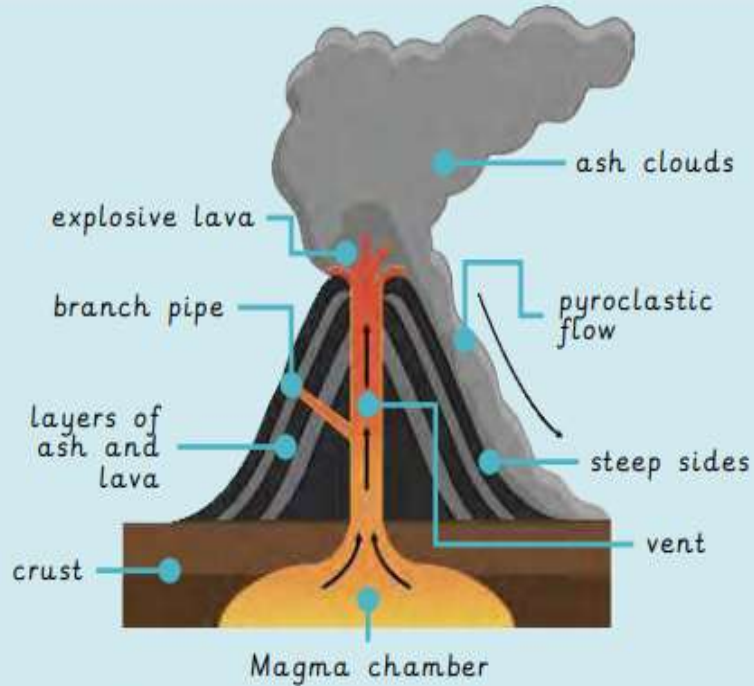
#### transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.





## Composite volcano



An explosive, steep-sided volcano.

## Volcano classification

### active

A volcano currently erupting or is likely to erupt soon.

### extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

### dormant

A volcano that may erupt again but has not erupted for a while.

## Negative and positive effects of living near a volcano

### Negative

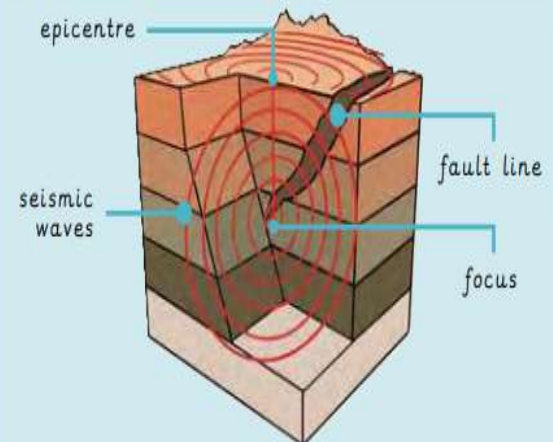
People may be injured or killed.  
Forests and farmland may be destroyed.  
Homes may be destroyed.  
Carbon dioxide emissions contribute to climate change.  
Ash clouds can pollute rivers, killing fish.  
Tsunamis and earthquakes may happen.

### Positive

Rich, fertile soil is created.  
New land is created over time from hardened lava.  
Volcanoes can be beautiful landscapes.  
Hot springs and skin-brightening mud attract tourists.  
Tourism to volcanoes creates jobs for people.  
Geothermal energy from the steam is environmentally friendly.  
Jobs are created mining precious stones made by the volcano.

## What I will learn next: Year 4

- Describe a biome and give an example.
- State the location and some key features of the Amazon rainforest.
- Name and describe the four layers of tropical rainforests.
- Understand that trees and plants adapt to living in the rainforest and give an example.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Articulate why the Amazon rainforest is important.
- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- Use a variety of data collection methods with support.
- Summarise how the local woodland is used and suggest changes to improve the area.



### earthquake

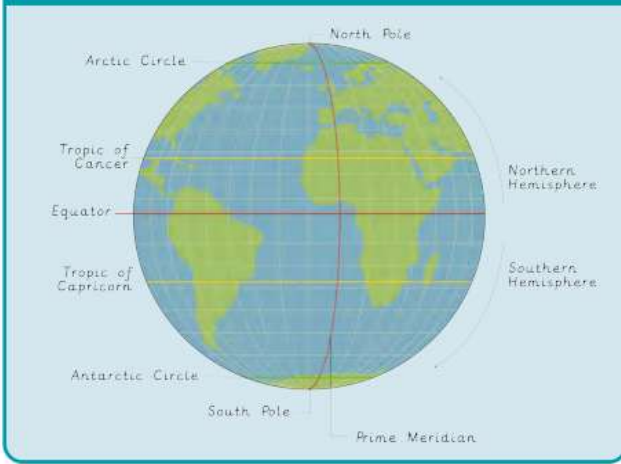
A shaking of the ground caused by tectonic plates moving.



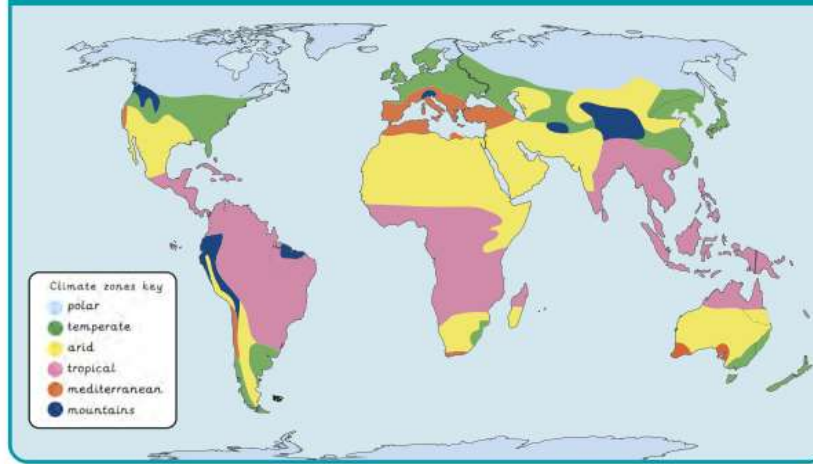


## Geography - Who lives in Antarctica?

### Lines of latitude and longitude

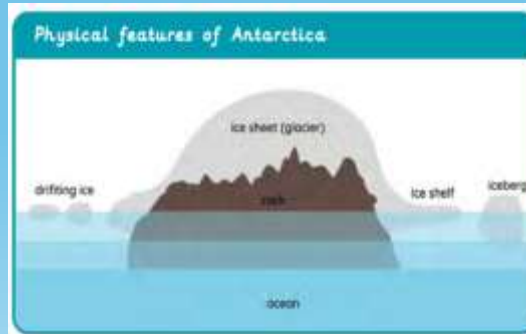
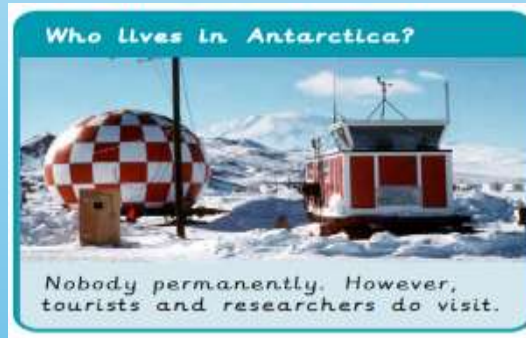


### Climate zone map



### What I already know: Year 2

- To be able to name the seven continents of the world.
- To be able to name the five oceans of the world.
- To know that a sea is a body of water that is smaller than an ocean.
- To know that there are four bodies of water surrounding the UK and to be able to name them.
- To name some characteristics of the four capital cities of the UK.
- To know the four capital cities of the UK.
- To know that a capital city is the city where a country's government is located.



### What I will learn now: Year 3

- To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.
- To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.
- To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.



Antarctica is located at the southernmost point on the globe. It experiences extreme blizzards and snowstorms, has many mountain ranges and even an active volcano.

## Ernest Shackleton



An explorer who wanted to be the first man to reach the South Pole in Antarctica. He never made it there but is famous for bringing 28 men back to the UK alive after his expedition to Antarctica went wrong and his boat sank.

## The Antarctic Treaty



A written agreement signed by 47 countries so far, promising to keep Antarctica a peaceful place and to protect its environment.

What I will learn next:  
Year 4

- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.

lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
lines of longitude	Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
hemisphere	One half of the Earth.
climate	The long-term weather conditions in a specific region.
climate zone	Areas of the world grouped together that have a similar climate.
compass points	North, east, south, west, north-east, south-east, south-west, north-west
direction	An imaginary line showing the way someone or something is moving.
treaty	A formal, written agreement between two places.
ice shelf	A thin layer of ice extending off a glacier into the sea.
ice sheet	A layer of ice covering the land for a long period of time, also known as a glacier.
drifting ice	Thin, floating pieces of ice not attached to a glacier.
iceberg	Large chunks of floating ice that break off a glacier.

## Compass points





## Are all settlements the same?

What I already know:  
Year 2

- To know that a sea is a body of water that is smaller than an ocean.
- To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK.
- To know the four capital cities of the UK.
- To know that a capital city is the city where a country's government is located.

### Land use How communities use land.



#### residential land

Land used for houses and apartment blocks.



#### transportation

A way of getting something from one place to another.



#### agricultural land

Land used for farming, cattle and crops.



#### commercial land

Land used for buildings aimed at making money.



#### recreational land

Land which has buildings providing fun activities.

What I will learn now:  
Year 3

- To know the name of some counties in the UK (local to your school).
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- To begin to name the twelve geographical regions of the UK.
- To know the main types of land use.\*
- To know some types of settlement.\*





Settlements are communities where people live.

Types of settlement:



What I will learn next:  
Year 4

- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the South East regions have the largest population in the UK



## Settlement patterns



linear

Arranged in a straight line.



nucleated

Formed around a central area.

dispersed

Spread out over a wide area.

