

# Hazelbury Learning Quest

## The Future is Us

Year 3	How have natural disasters shaped the Earth?
<p>Extreme Earth            How have natural disasters shaped the Earth?</p> 	<p><b>Intent</b>            We aim to teach our pupils about the cause of a variety of natural disasters and the impact on human geography as a result. Pupils will consider how human interference may or may not have contributed to the disasters occurring.</p> <p><b>Implementation</b>            In geography, pupils will develop their understanding of physical geography through the study of four different types of natural disaster – the volcano in Pompeii, the Haiti earthquake, the 2004 tsunami in Thailand and the impact of this on tourism. Additionally, they will look at the recent forest fires of Australia and the Amazon and how this has affected the natural habitats of wildlife. Children will deepen their understanding of the interaction between physical and human processes, and the impact that this can have on landscapes and surrounding environments.</p> <p><b>In D&amp;T</b>, children will design and make a safety flag to warn of a potential disaster.</p> <p><b>In music</b>, pupils will be exploring and playing skills using the glockenspiel.</p> <p><b>In science</b>, pupils will be studying rocks. They will be learning to compare and group rocks. The children will also be describing fossils and how they are formed.</p> <p><b>Impact</b>            Pupils will gain an understanding of the causes of a variety of natural disasters and the impact that they have on landscapes, surrounding environments, habitats of wildlife and tourism. They will be able to describe how humans may or may not have contributed to the disasters happening, and consider how we can prevent these disasters in the future.</p>



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### **Hazelbury Value – Safety**

Children will discuss how to stay safe during their family assemblies.

### **Citizenship Focus (PSHCE)**

#### **Autumn 2- Celebrating differences**

Pupils will understand stable and caring relationships and how important this is. They will look at the characteristics of family life and the importance of respectful relationships.

### **UNCRC Articles**

Article 27 – Right to have a proper house, food and clothing

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

### **Mutual Respect & Tolerance and Individual Liberty**

Recovering from a disaster – Do we have a moral obligation to help others?

### **Engage, Enrich, Experience**

Children to visit the Natural history museum and take part in earthquake and volcano workshop.

### **Digital Learning**

**Creating Media – Stop-frame animation** Children will be developing our own stop frame animations.

Pupils will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

### **Writing across the curriculum**

Children will write a diary entry as a victim of a natural disaster.

**Subjects covered:** History, DT Music, Science

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National and School curriculum			
Geography	D&T	Music	Science
<p><b>INVESTIGATING LOCATION AND PLACES</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul> <p><b>INVESTIGATING PATTERNS</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>INTERPRETING A RANGE OF GEOGRAPHICAL INFORMATION &amp; EXPERIENCING FIELDWORK</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Improve upon existing designs, giving reasons for choices</li> <li>Design with a purpose by identifying opportunities to design.</li> <li>Use annotated sketches and cross-sectional drawings to develop and communicate ideas.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Cut, score and assemble materials accurately and safely by selecting appropriate tools.</li> <li>Measure, tape or pin, cut and join fabric with some accuracy.</li> <li>Select appropriate joining techniques.</li> <li>Apply cutting and shaping techniques that include cuts within the perimeter of the</li> </ul>	<ul style="list-style-type: none"> <li>Exploring &amp; developing playing skills with glockenspiels</li> <li>Improvise using the note D</li> <li>Improvise using the notes D E F</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</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>



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locate countries and describe features.

### COMMUNICATING GEOGRAPHICALLY

- Describe key aspects of:
  - Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
  - Human geography, including: settlements and land use.

material (such as slots or cut outs).

### Evaluate

- Evaluate their product against their design criteria
- Investigate and analyse how well products and been made and used and how they meet the purpose.