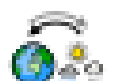


CYCLE A KS3	
Term 3- How can we help people recover from adversity and Natural Disasters?	
Overview- GLOBAL- Humanities/DT Unit- Natural Disasters – How does your climate and risk of a natural disaster impact those living there? How do different maps change our views on the world? How are climates changing – link to global warming? How could this impact future generations? DT- Recreation of natural disasters and geographical study of plate tectonics and it's effects. Parent workshop presentation of volcanoes, earthquakes, tsunamis etc.	
KS2 Prior Knowledge	KS3 National Curriculum Objectives
• KS1 - Seven continents and five oceans. - Significance of the Equator - Existence of climate change - Climate zones and biomes - Hot and cold climates - Weather • LKS2 - Physical and Human features - Local and National scale Maps - European Maps and location • The world has 7 continents (North America, South America, Europe, Africa, Asia, Antarctica, Oceania) and 5 oceans (Pacific, Indian, Atlantic, Southern, Arctic) • Tectonic plates are pieces of the rocky outer layer of the Earth known as the crust. These plates are constantly moving, and volcanoes, earthquakes and sometimes mountains are found at the plate boundaries. • Tropic of Cancer: the dividing line, in the Northern Hemisphere, between the Northern Temperate Zone to the north and the tropics to the south. It is the parallel	Place Knowledge • understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Human and physical geography • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: • physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • Tropical Storm (Hurricane/Tornado)- Tornadoes form over land, while hurricanes form over water. Most of the time, hurricanes form because of a storm in a warm or tropical area, while tornadoes can form because of a variety of situations in a variety of places. Hurricanes occur less frequently than tornadoes, too. • Global atmospheric circulation- Global atmospheric circulation creates winds across the planet as air moves from areas of high pressure to areas of low pressure. It also leads to areas of high rainfall, like the tropical rainforests, and areas of dry air, like deserts. • Social/Environmental/ Economic impact- Social impacts of the hurricane (effects on people) Economic impacts of the hurricane (effects on money and jobs) Environmental impacts of the hurricane • Primary/Secondary effects- Primary effects occur as a direct result of the ground shaking, eg buildings collapsing. Secondary effects occur as a result

latitude that lies 23 degrees and 26' north of the Equator. This is the exact location where the Sun is overhead on June 21st known as the Summer solstice, for us in UK

- The weather is what it is like outside each day eg rain, sun. The climate is the usual weather shown by weather patterns in a place over a long period of time. Climate zones are areas with similar climates. Temperate, (4 seasons, warm summers and cool winters), Tropical, (hot all year, very wet), Polar (very cold, lots of ice and snow).
- Tropic of Capricorn: the dividing line, in the Southern Hemisphere, between the Southern Temperate Zone to the south and the tropics to the north. It is the parallel latitude that lies 23 degrees 5' south of the Equator. The sun appears directly over this latitude during the Winter solstice, December 21st for us in the UK.
- Sometimes climate changes. This can be natural or human. Humans burning coal, oil, using of electricity and chemicals create greenhouse gases which create a layer around the Earth that keeps the heat in. This causes global

warming, damaging the planet and its animals, including melting the polar regions and causing sea levels to rise. Stopping this, stops the damage.		
Key Skills		
Geographical skills and fieldwork: • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field • interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • use Geographical Information Systems (GIS) to view, analyse and interpret places and data • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.		
PSHE Links	Key Vocabulary	Cross Curricular links
Community • To engage young people in the work of the charity in response to natural disasters and things they can do to help. Raise money/understanding of the work charities do around the world and promote this via an assembly to the school. Virtual visit by Red Cross/shelter box team Emotional resilience • Understanding how people cope with trauma and loss. • Recognising stress, grief and anxiety after disasters.	 Natural Disaster  Volcano  Earthquake  Tsunami  Hurricane  Tornado  Earth's crust  tectonic  tropic  weather  climate change	Design Technology • Designing disaster-resistant structures • Prototyping emergency shelters • Sustainable rebuilding models Science • Tectonic plate movement • The water cycle and climate systems • Disease spread after disasters • Engineering solutions

- Developing empathy for others experiencing hardship. Global citizenship - Human rights (shelter, safety, healthcare) - Role of governments and international cooperation - Fair distribution of resources		(earthquake-resistant buildings) Renewable energy in rebuilding
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Quality Texts/Resources

