



Key Dates

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| 1815 | Largest volcanic eruption every recorded. |
| 1960 | Introduction of storm warnings and then weather forecasts the following year, |
| 1966 | Venice Flood. |
| 1995 | The Environmental Act updated. |
| 2004 | An earthquake in the Indian Ocean. |

Vocabulary

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| Continents | a massive area of land that is separated from others by water or other natural features |
| Equator | The Equator is an imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere. |
| Hemisphere | A hemisphere is half of a sphere, or ball. People use the word to describe one half of Earth. |
| Tectonic Plates | Earth's outer layer is made up of large, moving pieces called plates. All of Earth's land and water sit on these plates. The plates are made of solid rock. |
| Evaporation | Evaporation is a process where liquids change to a gas. |
| Condensation | Condensation is the process when water vapour (water in its gas form) turns into liquid. |
| Precipitation | Precipitation is the release of water from the sky, it can be liquid or solid, for example, rain, sleet, hail and snow. |
| Longitude | To help locate where a place is in the world, people use imaginary lines. To find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. |
| Latitude | To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. |

BIG QUESTIONS

What makes weather happen?

Can humans stop natural disasters from happening?

Which is the most destructive weather and why?

Important People

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| Junko Tabei | The first woman to reach the summit of Everest. |
| Tilly Smith | A 10 year-old girl who warned people off a beach just before a tsunami hit. |
| Benjamin Franklin | A scientist who explored electricity through lightning. |
| Ernest Shackleton | An Arctic Explorer. |

National Curriculum

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| Geography | I can identify the position and significance of the equator, northern and southern hemispheres. |
| | I can identify the position and significance of longitude, latitude and the tropics of Capricorn and Cancer. |
| | I can identify the position and significance of the Arctic and Antarctic Circles. |
| | I can describe and show an understanding of the impact of climate change worldwide. |
| | I can describe and show an understanding of the biomes and vegetation belts of the key places I study. |
| | I can describe and show an understanding of the water cycle, thinking about the link to the key places I study. |
| | I can describe and show an understanding of earthquakes and volcanoes linking to the key places I study. |
| | I can study the food, minerals and water aspects of the key places that I study. |
| | I can use fieldwork to observe, measure and record human and physical features in the local area. |
| | I can use sketch maps to observe, measure and record physical and human features in the local area. |
| History | I can use plans and graphs to observe measure and record physical and human features in the local area. |
| | I can plot recent history on a timeline using centuries. |
| | I can begin to build up a picture of what main events happened in Britain/ the world during different centuries. |
| | I can understand how our knowledge of the past is constructed from a range of sources. |
| | I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. |
| | I can give more than one reason to support an historical argument. |
| Art | I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out. |
| | I can organise line, tone, shape and colour to represent figures and forms of movement. |
| | I can show reflections. |
| D.T | I can successfully use colour to create mood and feeling. |
| | I can come up with at least one idea about how to create my product. |
| | I can explain how my product will appeal to the audience. |
| Computing | I can evaluate my product against set criteria. |
| | I can navigate my way within range of (selected) online content, to find specific information. |
| | I can include some information / content from an online resource within a 'presentation'. |