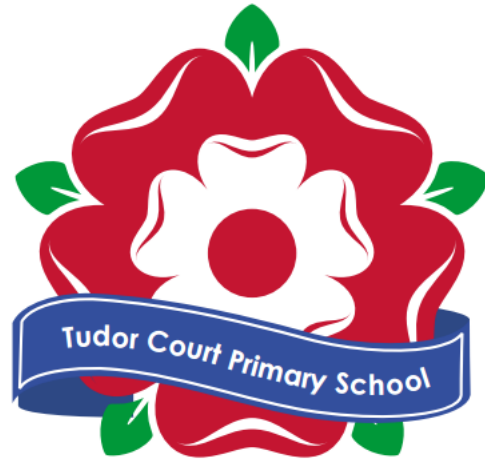


# **Tudor Court Primary**

*Curriculum Map – Cycle 2*

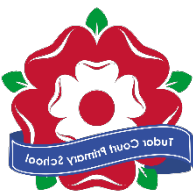
*25<sup>th</sup> November 2024 – 8<sup>th</sup> February 2025*



# Learning Power Focus: Curiosity

## Year 4

*Inspire – Challenge - Succeed*



### Key Knowledge:

- The Earth is made up of different layers: the inner core, the outer core, the mantle and the crust.
- The crust is the outermost layer of the Earth and the rocky surface on which we live. It is broken into tectonic plates which float on the mantle.
- The boundaries between the plates are called fault lines and movement along these lines causes earthquakes and volcanoes.
- The plates move very slowly and in three different ways: away from each other, which forms ridges; towards each other, which causes earthquakes and forms volcanoes and mountains; side by side, which causes earthquakes.
- Some volcanoes are continuously active, releasing changing amounts of lava and/or ash and/or hot gas. A dormant volcano has been inactive for a period of time but could erupt again. An extinct volcano can no longer erupt.
- Although living near an active or dormant volcano can be dangerous, some people choose to do so because the soil nearby is very good for growing crops, for example, or because the area around a volcano is rich in mineral deposits which can be mined.
- The friction created when plates move side by side causes them to lock together. Tension and pressure builds up and when this is finally released, huge waves of energy called seismic waves move through the plates, shaking the ground. This is an earthquake.
- We know the places where earthquakes are most likely to happen (along plate boundaries) but often we cannot predict when they will happen. We can reduce the human impact of earthquakes with good building design and emergency procedures.

### Overall Outcome:

Children will create a presentation (e.g., using Keynote or with the support of a physical display/posters), setting out a case study of settlement in a particular place in Italy (e.g., Sicily, Calabria, Campania) with high levels of seismic activity. They will describe in detail the physical geography of the place and the impact of this on human geography. They will express an opinion on whether they would like to live in the place and explain why others might feel differently. The presentation will include graphs and maps with different scales. Children will describe what these representations show.

### Topic: Earthquakes and Volcanoes

## Enquiry Question: Why do people live in places with earthquakes and volcanoes?

### Key Concepts: Place, space, scale, physical and human processes, settlement, risk

### Coherence:

#### Links to previous geography learning:

- Settlement and land use (Y3)

#### Links to future geography learning:

- Trade (suitability of particular areas for farming) and Latitude, longitude, hemisphere and mapping: time and climate zones (Y5)
- Migration (Y6)

### Community and Local Links:

- Earthquakes in Essex, e.g. 1884 in Colchester
- Recent UK earthquakes:  
[https://earthquakes.bgs.ac.uk/earthquakes/recent\\_uk\\_events.html](https://earthquakes.bgs.ac.uk/earthquakes/recent_uk_events.html)
- Invite parents/carers to speak about experiences of volcanoes and earthquakes in home countries/provide photographs of damage etc.
- Natural History Museum, Volcanoes and Earthquakes Gallery: <https://www.nhm.ac.uk/visit/galleries-and-museum-map/volcanoes-and-earthquakes.html>
- British Geological Society:  
<https://www.bgs.ac.uk/discovering-geology/earth-hazards/earthquakes/>

### Significant individuals and events:

- Eruption of Vesuvius
- Earthquakes in Essex, e.g. 1884 in Colchester
- Charles Francis Richter – inventor of the Richter scale.
- **Christmas:** What role do customs and traditions play in celebrating Christmas?

### Key Vocabulary:

Earthquake, volcano/volcanoes, layer, boundary/boundaries, lava, vent, extinct, friction, tension, pressure, mineral kingdom, core, outer core, magma, mantle, crust, tectonic, plate, fault line, dormant, formation/form, eruption/erupt, seismic wave

# Learning Power Focus: Curiosity

## Year 4

***Inspire – Challenge - Succeed***



### **Writing:**

### **Book Study:**

- The One and Only Ivan – Katherine Applegate

### **Fiction:**

- Arthur and the Golden Rope

### **Non-Fiction:**

- What role do customs and traditions play in celebrating Christmas
- Ban on Social Media for Under 13 Year Olds

### **Reading:**

- Various reading texts

### **Art:**

- Making and Painting

### **PSHE:**

- Celebrating Difference
- Dreams and Goals

### **PE:**

- Games 1
- Games 3
- Dance 1
- Gym 1

### **Topic: Earthquakes and Volcanoes**

**Enquiry Question: Why do people live in places with earthquakes and volcanoes?**

**Key Concepts: Place, space, physical processes, settlement, risk**

### **Music:**

- Second Part: Glockenspiel Stage 2
- Stop

### **Computing: Data and Information**

- Database
- Spreadsheets

### **RE:**

- Living: What does it mean to be a Hindu in Britain?
- Expressing: Why are festivals important to religious communities? How do we people celebrate key festivals?

### **Maths:**

- Unit 3: Perimeter
- Unit 4: 3,6,9 times tables (Number Facts)
- Unit 5: 7 times tables (Number Facts)
- Unit 6: Understanding and manipulating multiplicative relationships – Multiplication and division

### **Science: Animals including Humans**

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey

### **Electricity**

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors