

## ST. HUGH'S CATHOLIC PRIMARY – GEOGRAPHY MEDIUM TERM PLANNING

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### Topic Big Question

**Are natural disasters a threat to the earth?**

**(Focus on Europe)**

#### Basic geographical knowledge

- 1) **Location and position of country to the equator/ Tropics of Cancer and Capricorn:** Children will be aware of volcanoes in relation to these.
- 2) **Location of country from Lincoln, compass directions:** Children understanding where they are in comparison to ring of fire and tectonic plates.
- 3) **Biome:** Depending on where key volcanoes are, biomes contrast. Hawaii and England focus.
- 4) **Climate:** Contrasting specific volcano locations of England and Hawaii.
- 5) **Bordering countries:** No specific correlation with plate boundaries, although some can be seen in North/south America and parts of Asia.

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES Including opportunities for map skills/field work/data collection, presentation and analysis.	KEY VOCABULARY
1) <b>What are natural disasters?</b>	To know that Volcanoes and Earthquakes are examples of natural disasters. To begin to understand that the earth's crust is broken up into plates and that their movement can cause volcanic eruptions and earthquakes. To know how communities prepare for disasters.	Use Topic covers to fill in sections on 'what I know...' and 'What I want to know...'  <b>Now Press Play – Natural disasters</b>	Earth's Crust, Tectonic plates, volcano, magma, volcanic ash, earthquake, tremor, Richter scale.

	To know the impacts of eruptions and earthquakes on humans and their environment.		
2) <b>What are the features of a Volcano and are volcanoes all the same?</b>	To know that there are 4 different types of Volcano and that its size and shape depends on the sort of magma and the amount of ash lava in the eruption. Research based lesson.	Children use the website to find out all about the different types illustrating and labelling their own pictures. <a href="https://www.dkfindout.com/uk/earth/volcanoes/types-volcano/">https://www.dkfindout.com/uk/earth/volcanoes/types-volcano/</a>	Strata volcano, Shield Volcano, Cinder cone, Caldera, vent, magma, lava.
3) <b>Are all volcanoes active and where in the world would I find them?</b>	To know the three different states of a volcano. To be able to locate/place active volcanoes on a map of the world. To know that there are less volcanoes in Europe than other parts of the world – unless on/near plate lines like Iceland and Italy.	Introduce the 3 main volcano states – active, dormant and extinct. Focus on active volcanoes and compare and contrast the amount of volcanoes in Europe to the rest of the world (ring of fire – where most volcanoes are found).	Active Dormant Extinct Ring of Fire Plate lines
4) <b>How are volcanoes formed?</b>	To know that the earth is made up of different layers. To know that the layers near the earth’s surface cause the movement in the plates and this movement causes volcanoes and earthquakes.	Create a model earth with the inner workings. Children to use accurate language to write up how the earth’s movements create a volcano. LA – Use template with key words to insert into gaps. MA – use Keyword list to write up explanation of how volcanoes are formed HA – Write up explanation without prompts	Inner core, Outer Core, Mantle, crust, asthenosphere, lithosphere, crust, plates, plankton, carbon dioxide.
5) <b>TRIP – Map reading</b>			
6) <b>What are the differences between a volcanic area and a non-volcanic area?</b>	To know the similarities and differences between a volcanic area and non-volcanic area. To know how their lives differ to others. To know why people chose to settle in certain areas.	Lesson 6 – Plan Bee resource. Use comparison cards and challenge cards to pick a place they would prefer to live and either explain (LA), write a speech (MA) or persuade their partner (HA). The Higher the ability the more evidence given.	Picturesque, volcanic soil, tropical, climate, tsunamis

<p>7) <b>How do tectonic plates effect the earth?</b></p>	<p>To know that if plates come together, rub together or pull apart there are different effects on the earth.</p> <p>What happens if plates pull apart?          What happens if plates come together?          What happens if plates rub together?</p>	<p>Show images and video of effects plate movements can have. When plates collide together or pull apart this causes an earthquake.</p> <p>Use oreo biscuits          Children could write up what happens to cause an earthquake.</p>	<p>Seismic waves          Epicenter, tectonic waves, primary &amp; Secondary waves, body waves, Tsunami</p>
<p>8) <b>How do we measure earthquakes?</b></p>	<p>To know that we can measure earthquakes using different scales.</p>	<p>Introduce the Richter scale which measures the waves of the earthquake by measuring the movement of the earth's surface and the Mercalli scale which measures the damage caused by the earthquake. Google quiz to check understanding of Mercalli scale and illustrate some images from this scale.</p>	<p>Richter scale, Mercalli Scale, Seismograph</p>
<p>9) <b>What is it like to live in an earthquake prone area?</b></p>	<p>To know that technological advances have led to earthquake proof buildings.          To know that some areas have plans and measures to prevent the damage of earthquakes.</p> <p>Reference to Lincolnshire Earthquake - The most recent serious earthquake for 25 years, of <b>5.2 magnitude</b>, struck Market Rasen in Lincolnshire in 2008 and was felt as far away as Newcastle and London. ... And the most damaging UK earthquake was in the Colchester area in 1884, when around 1,200 buildings needed repairs, chimneys collapsed and walls were cracked.</p>	<p>Investigate harm reduction measures we can take. Use the internet to research the Drop, Cover, Hold on campaign in America. Discuss why they have something like this and we don't.</p> <p>Look at how Japan build earthquake proof structures that are designed to wobble.          Children use information to create a poster or structure using marshmallows and straws.</p> <p>Complete cover sheets last two sections.</p> <p>Children complete quiz at the end of the unit of work. Children consolidate what they know and gaps are identified which needs to be revisited.</p>	<p>Structures, magnitude</p>