



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Spring 2
Class:	Year 3/4
Subject:	Geography
Key Unit Question:	Why do people live near volcanoes?
Key Themes:	Environment
Memorable Experience:	Natural History Museum: Virtual Volcanoes Workshop

Vocabulary that will be taught:

Active: Volcanoes that have erupted in the last 10,000 years

Core: The center of the Earth

Crust: The surface layer covering our planet

Dormant: Volcanoes that haven't erupted in the last 10,000 years but may erupt again

Eruption: To suddenly burst causing lava to explode out the Earth's surface

Lava: Hot, melted rock flowing from a volcano

Magma: Extremely hot liquid rock

Mantle: Layer of the Earth, under the crust

Tectonic Plates: The Earth's crust is made up of large areas that join together

Volcano: an opening or rupture in the Earth's crust where lava, ash and gas escape

National Curriculum Objectives:

- describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Rationale:

Volcanoes have played an important role in shaping our Earth. There have been 26 volcanic eruptions in the last decade. Children have grown up seeing these natural disasters in the news. As a school, we find it important to teach our children not only about the geographical reasons behind these natural disasters but also how we can help the communities affected. Through this unit of work, children are able to use their prior learning to explore how ash from volcanoes adds helpful minerals to soil. This helps plants grow strong. Healthy plants produce oxygen for humans and animals to breathe. Volcanoes also remove heat from the Earth's interior. This helps keep our planet cool. This is knowledge that may be helpful to the children as they move further into KS2.

Prior Knowledge:

Children have spent a lot of time in KS1 learning that the countries of the world are grouped into continents and they should be able to name and locate them on a map. They will know that Easington and County Durham is both similar and different to other cities in Europe and will be able to begin to explain those differences. They can describe the differences between physical and human features and will be able to name examples.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know what makes up the layers of planet Earth
- I know what tectonic plates are, where to find them and what happens when they meet/separate
- I know how volcanoes occur

Disciplinary knowledge:

- I can locate places on larger scale maps e.g. map of Europe.
- I can make observations about how people are improving or damaging the environment
- I can identify and explain different views of a wide range of people



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Key lesson questions		Activities/Key points
Lesson 1	What is under the Earth's surface? - I can recognise that the earth is made up of layers - I can label a cross-section of the earth?	- Introduce children to the structure of the earth (including: crust, mantle, outer core and inner core) - Compare earth structure to a peach (https://www.bbc.co.uk/bitesize/clips/zwwwxn39) - Label a cross-section of the earth with a short definition of each layer - In pairs, children could use modelling clay in a range of colours to create a model of the inside of the Earth.
Lesson 2	What is a tectonic plate? - I can explain what a tectonic plate is - I can show how tectonic plates move - I can explain how volcanoes are formed	- Discuss with children that the earth's crust is broken up into areas called tectonic plates that float on top of the mantle. - Children to use 2 pieces of paper/card and move the 'plates' - After some time stop them and show them there are 3 main ways that tectonic plates move: rubbing together, moving towards each other and moving away from each other. - Explain how volcanoes are formed by the movement of these plates - Tectonic plate song (https://www.youtube.com/watch?v=3qsaVtPOBXM)
Lesson 3	What are volcanoes and why do they erupt? - I can describe a volcanic eruption - I can explain how volcanoes are made	- Watch the video about a volcanic eruption at Mount Etna (Italy) https://www.youtube.com/watch?v=ePra9ycif7M&t=10s How would you describe the eruption? What can you see? - Label the main parts of a volcano and what they do - Create your own volcanoes using vinegar and bicarbonate of soda
Lesson 4	Where are the world's most famous volcanoes? - I can explain what the ring of fire is - I can locate some of the world's volcanoes using co-ordinates	- The Ring of Fire is an area around the edges of the Pacific Ocean. Can you locate it on the map? What does the name of the area suggest about this region? - Use maps, globes and atlases to locate and mark the world's major volcanoes using coordinates.
Lesson 5	Why do people live near volcanoes? - I can explain the dangers of living near a volcano - I can explain the benefits of living near a volcano - I can explain why people would choose to live near a volcano	- Look at the dangers of living near a volcano. Explain why people do not want to live near volcanoes. - Look at the benefits of living near a volcano. Explain why people do want to live near volcanoes. - Write a poster/leaflet advertising the benefits of living in 'Volcanius'. You need to include all of the possible benefits that you have learnt about today.
Lesson 6	Why do people live near volcanoes? End of Unit Assessment / Knowledge Harvest	