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| GEOGRAPHY | |
| **Year:** 4 | **Term:** Summer 2 |
| **National Curriculum/Topic:** | Volcanoes and Earthquakes |
| **Depth Enquiry Question:** | Creator or Destroyer? |
| **Geographical Skills/Knowledge Coverage:** | |
| |  | | --- | | * Extend their knowledge and understanding beyond the local area to include the U.K. and Europe, North and South America. * Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. * Locate and name the continents on a world map. * Identify the longest rivers in the world, largest deserts and highest mountains and volcanoes in each continent, using a variety of maps e.g. maps, globes and Google Earth. * Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere * Compare a region of the U.K. with a region in Europe (Italy and Vesuvius), identifying some of the different countries, major cities, mountain ranges, rivers and oceans. * Locate places in the world where volcanoes and earthquakes occur. * Understand causes of earthquakes and volcanoes, and describe the process of what happens when a volcano erupts. * Understand the effects of volcanoes and earthquakes, in particular how they affect human life. * *Look at different areas and why people have settled there.* * *Relate land use and trade to settlements.* * Understand some basic symbols and keys in map work. * Use map keys and symbols to identify main characteristics. | | |
| **Possible Activities:** |  |
| * Learn about what a volcano is and then use world/country maps to locate where some of the world’s most famous volcanoes are. * To learn the new vocabulary associated with volcanoes and study the different types – composite, shield and dome – how they are formed and why they are different. Find out the difference between active, dormant and extinct volcanoes and be able to explain this to other verbally or through writing. * Learn about what causes a volcano to erupt and what happens during that eruption – look at photographs of recent and past volcano eruptions e.g. St Vincent, Iceland and Vesuvius * Explore the impact volcanoes have on the surrounding area and environment – use pictures, photos, news reports to gather information. Produce a before and after fact file of an area. * Study the human impact of a volcano – research Vesuvius and its legacy on the surrounding area. Compare to recent eruptions e.g. St Vincent, Iceland and their impact e.g. flights grounded, tourism effected, people evacuating their homes * Learn about the causes of earthquakes – locate on a world map where earthquakes are likely to happen. Identify the ‘Ring of Fire’. Children to name the tectonic plates and which countries lie on them. * Explore life for people living in volcanic areas – look at advantages (e.g. fertile soil) and disadvantages, what things are put in place to help protect. Consider the different fauna and flora living in these areas and why they thrive there. * Do a comparison between a volcanic and non-volcanic areas – e.g. Malvern and areas around Mount Vesuvius – why do people still live there? Compare to living in Malvern. What are the similarities and difference in lifestyle and activity? * Children to research one particular volcano/earthquake and present a report to the class in small groups. | |
| **Vocabulary:** |  |
| Volcano, crust, mantle, core, plates, earthquake, magma chamber, volcano, crater, vent, lava, Richter scale, ash, Vesuvius, Mt Etna, Tectonic, composite, dome, shield, dormant, active, extinct, Ring of Fire, Hemisphere, Equator, Vesuvius, Italy, country, continents | |

**Key:** Skills Location Knowledge Place Knowledge Physical and Human Knowledge Geographical Skills and Fieldwork