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| <p>Theme read: <b>Suggestions below</b></p> <p>Eyewitness Volcano (Copies at Pegasus)</p> <p>Horrible Geography: Earth Shattering Earthquakes – Anita Ganeri (Copies at Peg.)</p> <p>The Firework Maker’s Daughter – Phillip Pullman</p> <p>Escape from Pompeii – Christina Balit</p> <p>Eight Days: A Story of Haiti - <a href="#">Edwidge Danticat</a> ?</p> <p>The Pack of Pompeii ebook Twinkl</p> <p>Earth Shattering Events – Robin Jacobs (free to download from Booksfortopics.com)</p> <p>The science of natural disasters : the devastating truth about volcanoes, earthquakes and tsunamis - Alex Woolf and Andy Rowland (Illustrator) Science of... Paperback (published June 2018)</p> <p>Everything volcanoes and earthquakes - Kathy Furgang National Geographic kids : everything Paperback (published July 2018)</p> | <p>Year 4 (autumn): Enquiry Question</p> <h2>Can you make a city earthquake-proof?</h2> <p><b>Key driver:</b> Creativity</p> <p><b>Key skills:</b> Describe and understand key aspects of earthquakes and volcanoes</p> <p><b>Year Enquiry:</b> Why on earth would you live here?</p> <p><b>Topics:</b> Earthquakes and Volcanoes</p> | <p>Resources</p> <p>Maps, images, atlas, globe, list of earthquakes/volcanoes</p> |
| <p>Key Vocabulary:</p> <p>Earthquake, survivors, unaccounted for, Nepal, Nepalese, Kathmandu, Richter scale, landslide, avalanche, epicentre, New Delhi, tectonic plates, Mantle, Magma, Volcano, active, pumice, lava, eruption, extinct, crust, dormant, core, ash, dormant.</p>  |   | <p>Pupil Pledge</p> <p>Earthquake/Volcano music/dance/performance?</p>            |

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| <p>Lesson 1<br/>How are volcanoes formed?</p> | <p>Lesson 2<br/>Where in the world are there volcanoes?</p> | <p>Lesson 3<br/>What does a volcano look like on the inside?</p> | <p>Lesson 4<br/>Living and survival when a volcano erupts</p> | <p>POP Quiz<br/>Children complete a non-chronological</p> |
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| <p><b>WALT:</b> To identify the layers of the Earth and how volcanoes are formed.</p> <p><b>Outcome:</b> To construct a cross section of the Earth.</p>   | <p><b>WALT:</b> To study the features of tectonic plates and the features of extinct, dormant and active volcanoes.</p> <p><b>Outcome:</b> Create report/diagram on features.</p>   | <p><b>What happens if/when a volcano erupts? Why does a volcano erupt?</b></p> <p><b>WALT:</b> To discuss the inside of a volcano and understand the difference between magma and lava.</p> <p><b>Outcome:</b> Identify the different stages of a volcanic eruption.</p> <p>(could create volcanic artwork, inspired by the work of artist Margaret Godfrey)</p> | <p><b>WALT:</b> To understand the measures that must be put in place to support communities if and when a volcano erupts.</p> <p><b>Outcome:</b> Children to show empathy when a natural disaster strikes.</p>   | <p>report template about volcanoes.</p>   |
| <p><b>Lesson 6</b><br/>Key aspects of earthquakes and plate tectonics</p> <p><b>WALT:</b> To understand some of the effects of plate tectonics</p> <p><b>Outcome:</b> To understand the structure of the earth through diagrams and looking at the plates across the world.</p> | <p><b>Lesson 7</b><br/>What happens when an earthquake strikes?</p> <p><b>WALT:</b> To learn about the effects of seismic waves. To make a seismograph and understand how seismic waves are recorded and measured</p> <p><b>Outcome:</b> To be able to understand the technical side of understanding how and why an earthquake happens and how it is measured.</p> | <p><b>Lesson 8</b><br/>Living in an earthquake zone</p> <p><b>WALT:</b> To gain an understanding of life in an earthquake zone.</p> <p><b>Outcome:</b> This could be done through discussion in class. Using fact and opinion to support findings.</p>   | <p><b>Lesson 9</b><br/>Earthquake survival</p> <p><b>WALT:</b> To understand why and how engineers construct earthquake proof buildings</p> <p><b>Outcome:</b> To understand the purpose of forward thinking. To think about what we would need to get severe earthquakes.</p> | <p>Celebration<br/>Earthquake/Volcano music/dance/performance<br/>3D volcano models</p> |

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| <p><b>Content:</b> What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of earthquakes.</li> <li>Describe and understand key aspects of volcanoes.</li> <li>Use maps, atlases, and globes to locate countries</li> </ul> | <p><b>Coherence:</b> How does this link to previous learning?</p> <ul style="list-style-type: none"> <li>Extreme weather unit in ks 1</li> </ul> | <p><b>Creativity:</b> How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> <li>Be able to identify the layers of the earth and how earthquakes occur.</li> <li>To discuss the inside of a volcano and understand</li> </ul> | <p><b>Compassion:</b> What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> <li>Understand life in an earthquake/volcano zone and are familiar with the precautions/preparations required.</li> </ul> | <p><b>Community:</b> What links are there to local resources?</p> <ul style="list-style-type: none"> <li>Be able to understand the differences between a country that is prepared for earthquakes and</li> </ul> |
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| <p>and describe features studied.</p> |  | <p>the difference between magma and lava.</p> |  | <p>volcano eruptions with a country/area that doesn't need to have these things in place.</p> <ul style="list-style-type: none"><li>• How could we make Oxford earthquake-proof?</li></ul> |
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