

Advent 2
Geography Yr3: Volcanoes, Earthquakes and Tsunamis – links to Sri Lankan earthquake

Scripture Link:

National Curriculum Objective

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To know the main layers of the earth beneath my feet.	To know what tectonic plates are and their effects	To know how a volcano is formed and it's stages of activity
Recall and Retrieval	<p>a continent is a patch of land surrounded by water.</p> <p>name the 7 continents.</p> <p>the equator is an imaginary line drawn around our world.</p>	<p>the earth is made up of 4 layers - Crust, mantel, outer core and the inner core.</p> <p>some of the properties of each of the layers of the earth.</p>	<p>the earth is made up of 4 layers - Crust, mantel, outer core and the inner core.</p> <p>the outer most layer of the earth is called a crust which is broken up into large pieces called tectonic plates.</p> <p>there are 7 major tectonic plates.</p> <p>tectonic plates move in 3 different ways: convergent, divergent and transform.</p> <p>when tectonic plates rub together (transform), this can cause an earthquake or Volcano to form</p>
Sequence of substantive knowledge throughout the lesson	<p>I know that the earth is made up of 4 layers - Crust, mantel, outer core and the inner core.</p> <p>I know some of the properties of each of the layers of the earth.</p>	<p>The outer most layer of the earth is called a crust which is broken up into large pieces called tectonic plates.</p> <p>I know that there are 7 major tectonic plates.</p> <p>I know that tectonic plates move in 3 different ways: convergent, divergent and transform.</p> <p>I know that when tectonic plates rub together (transform), this can cause an earthquake or Volcano to form</p>	<p>I know a volcano is formed by:</p> <ul style="list-style-type: none"> • Pressure builds up inside the earth. • The crust is forced to move. • Magma is forced through the earths crust. • When the magma cools, it is hardened. <p>The bigger the volcano the more times it has erupted/more layers are formed.</p> <p>I know that Volcanoes can be active, dormant or extinct.</p> <p>I know that an active volcano is a volcano that has erupted in the last 10,000yrs.</p>

			<p>Dormant is one that hasn't erupted in the past 10,000 yrs but may again.</p> <ul style="list-style-type: none"> Extinct hasn't erupted in the past 10,000yrs and isn't likely to again.
Key Skills/disciplinary knowledge	<p>Pupils should be taught to:</p> <p>Begin to understand that some knowledge about the world can be revised as we collect new data and information</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p>	<p>Ask and respond to geographical questions using evidence to support answers.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using evidence to support answers.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p>
Key Vocabulary	Crust, mantel, outer core and the inner core, layers, earth, solid, rocky, crumbly, thin, moving.	Tectonic plates, convergent, divergent, transform, movement, constant, tremor, volcano, earthquake, tsunami	Pressure, cavity, chamber, mouth, funnel, magma, lava, eruption ash cloud, extinct, active, dormant, cool, harden, layers,
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Stewardship – All things are connected.	Stewardship – All things are connected.	Stewardship – All things are connected.

British Values			
Wider links			

Advent 2
Geography Yr3: Volcanoes, Earthquakes and Tsunamis – links to Sri Lankan earthquake

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know where many volcanoes are located and why people choose to live there.	To know what an earthquake is and how it is caused.	To know some of the effects of an earthquake.
Recall and Retrieval	<p>a volcano is formed by:</p> <ul style="list-style-type: none"> • Pressure builds up inside the earth. • The crust is forced to move. • Magma is forced through the earth's crust. • When the magma cools, it is hardened. <p>the bigger the volcano the more times it has erupted/more layers are formed.</p> <p>Volcanoes can be active, dormant or extinct.</p> <p>an active volcano is a volcano that has erupted in the last 10,000yrs.</p> <p>Dormant is one that hasn't erupted in the past 10,000 yrs but may again.</p> <p>Extinct hasn't erupted in the past 10,000yrs and isn't likely to again.</p>	<p>most volcanoes are located within the ring of fire and why.</p> <p>many people decide to live near a volcano because of the fertile soil, minerals rocks made from the volcanic lava are mined and bring jobs to the area, geothermic energy, tourism and good habitats for animals.</p> <p>explain why the farmland is more fertile.</p> <p>the earth is made up of 4 layers - Crust, mantle, outer core and the inner core.</p> <p>tectonic plates move in 3 different ways: convergent, divergent and transform.</p> <p>an active volcano is a volcano that has erupted in the last 10,000yrs.</p> <p>dormant is one that hasn't erupted in the past 10,000 yrs but may again.</p> <p>extinct hasn't erupted in the past 10,000yrs and isn't likely to again.</p>	<p>know that Earthquakes are caused when the Earth's crust pulls and pushes against itself.</p> <p>know that as the tectonic plates move in different directions over long periods of time, friction causes energy to build up. I know that the energy build up becomes so great that the energy is released, which creates a shock wave - an earthquake.</p> <p>know that if an earthquake is beneath the ocean it can create a series of huge waves, called a tsunami.</p> <p>know that there are thousands of earthquakes across the world each day.</p>
Sequence of substantive knowledge throughout the lesson	<p>I know that most volcanoes are located within the ring of fire and why.</p> <p>I know that many people decide to live near a volcano because of the fertile soil, minerals rocks made from the volcanic lava are mined and bring jobs to the area,</p>	<p>I know that Earthquakes are caused when the Earth's crust pulls and pushes against itself.</p> <p>I know that as the tectonic plates move in different directions over long periods of time, friction causes energy to build up. I know that the energy build up becomes so great that the energy is released, which creates a shock wave - an earthquake.</p>	<p>I can give examples of occasions when tsunami's have occurred e.g. Sri-Lanka (2004) and Thailand (2004). I can give examples as to the type of damage which can be caused to human and physical features in these places, peoples, lives, wildlife and habitats and economy.</p> <p>I know that a tsunami is a giant wave, caused by earthquakes or volcanic eruptions under the sea.</p>

	<p>geothermic energy, tourism and good habitats for animals.</p> <p>I can explain why the farmland is more fertile.</p>	<p>I know that if an earthquake is beneath the ocean it can create a series of huge waves, called a tsunami.</p> <p>I know that there are thousands of earthquakes across the world each day.</p>	<p>I know that the energy and vibrations of the earth plate, cause large amounts of water to be displaced very quickly. Little waves then travel through the deep water and as they come closer to shore, they get bigger and bigger.</p> <p>I know that tsunami is the Japanese word for a harbour wave.</p>
Key Skills/disciplinary knowledge	<p>Ask and respond to geographical questions using evidence to support answers.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p>	<p>Ask and respond to geographical questions using evidence to support answers</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using evidence to support answers</p> <p>Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p>
Key Vocabulary	Ring of Fire, volcanoes, tectonic plates, fertile, problems, reasons, minerals, mining, tourism, habitats, advantages, geothermic energy, employment	Tsunami, energy, force, power, wave, movement, tectonic plates, travel, under the sea, Japanese, harbour wave,	damage, Sri Lanka, railway, community, effect, results, new developments.
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			

Challenge			
Diversity Links			
Catholic Social Teaching Principles	Stewardship – All things are connected.	Stewardship – All things are connected.	Preferential option for the poor: Helping each other to see brothers and sisters, not strangers in need. Raising awareness locally and nationally.
British Values			
Wider curriculum links			