



**Medium-Term Planning**  
**Focus Subject: Geography**  
**Secondary Subject: Art and DT**



<b>Term and Year:</b>	Year 4/5 – Autumn 1 - 2020
<b>Teacher:</b>	Mr Churchill
<b>Topic:</b>	Geography – Human and Physical Geography
<b>Key Question(s):</b>	Why do we remember Pompeii?
<b>Key Themes:</b>	Legacy
<b>Debate Question/Discussion:</b>	Is it worth living near a volcano?
<b>Memorable Experience:</b>	Making papier mache volcanos

**National Curriculum Objectives Addressed for Geography:**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country
- Describe and understand key aspects of physical geography, including: volcanoes
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Key Geography Skills:**

- Ask questions and offer their own ideas
- Begin to suggest questions for investigating

- Respond to open questions
- Move from description to explanation
- Make observations about how people are improving or damaging the environment
- Make observations about patterns and processes
- Identify and explain different views of a wide range of people including themselves
- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
- Identify significant places and environments
- Use large and medium scale OS maps
- Use junior atlases
- Use index and contents page within atlases
- Use map sites on internet
- Identify features on aerial/oblique photographs

**Key Geography Vocabulary:**

structure, crust, mantle core, cross-section, tectonic plates, volcano, magma, lava, Ring of Fire, Pompeii, Mount Vesuvius, ruins, ash, archaeologists, preserved, fertile volcanic soil, eruption, Pilny, Pilmian eruption, *Pyroclastic Flow*, *active volcano*, *dormant volcano*, *extinct volcano*, *stratovolcano*, *viscous*, *volcanologist*

**"Can I" Questions**

**Activities**

Lesson 1	<p><b><u>What is under the Earth's surface?</u></b></p> <ul style="list-style-type: none"> <li>• Can I recognise that the earth is made up of layers?</li> <li>• Can I label a cross-section of the earth?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce children to the structure of the earth (including: crust, mantle, outer core and inner core)</li> <li>• Compare earth structure to a peach (<a href="https://www.bbc.co.uk/bitesize/clips/zwwxn39">https://www.bbc.co.uk/bitesize/clips/zwwxn39</a>)</li> <li>• Label a cross-section of the earth with a short definition of each layer</li> <li>• In pairs, children could use modelling clay in a range of colours to create a model of the inside of the Earth.</li> </ul>
Lesson 2	<p><b><u>What is a tectonic plate?</u></b></p> <ul style="list-style-type: none"> <li>• Can I explain what a tectonic plate is?</li> <li>• Can I show how tectonic plates move?</li> <li>• Can I explain how volcanoes are formed?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with children that the earth's crust is broken up into areas called tectonic plates that float on top of the mantle.</li> <li>• Children to use 2 pieces of paper/card and move the 'plates'</li> <li>• 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.</li> <li>• Explain how volcanoes are formed by the movement of these plates</li> <li>• Tectonic plate song (<a href="https://www.youtube.com/watch?v=3qsaVtPOBXM">https://www.youtube.com/watch?v=3qsaVtPOBXM</a>)</li> </ul>
Lesson 3	<p><b><u>What are volcanoes and why do they erupt?</u></b></p> <ul style="list-style-type: none"> <li>• Can I describe a volcanic eruption?</li> <li>• Can I explain how volcanoes are made?</li> <li>• Can I make my own volcano?</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the video about a volcanic eruption at Mount Etna (Italy) <a href="https://www.youtube.com/watch?v=ePra9ycif7M&amp;t=10s">https://www.youtube.com/watch?v=ePra9ycif7M&amp;t=10s</a> How would you describe the eruption? What can you see?</li> <li>• Label the main parts of a volcano and what they do</li> <li>• Create your own volcanoes using vinegar and bicarbonate of soda</li> </ul>

Lesson 4	<p><b><u>Where are the world's most famous volcanoes?</u></b></p> <ul style="list-style-type: none"> <li>• Can I explain what the ring of fire is?</li> <li>• Can I locate the world's most famous volcanoes using co-ordinates?</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Follow the instructions on the activity sheet to locate and mark the world's major volcanoes using coordinates.</li> </ul>
Lesson 5	<p><b><u>What happened at Pompeii?</u></b></p> <ul style="list-style-type: none"> <li>• Can I find Pompeii and Mount Vesuvius on a map?</li> <li>• Can I explain what happened at Pompeii?</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, atlases and google earth, find Pompeii and Mount Vesuvius</li> <li>• Ask if the children know anything about Pompeii and Mount Vesuvius</li> <li>• Find out about the events at Pompeii – sequence the events</li> </ul>
Lesson 6	<p><b><u>Why do people live near volcanoes?</u></b></p> <ul style="list-style-type: none"> <li>• Can I explain the dangers of living near a volcano?</li> <li>• Can I explain the benefits of living near a volcano?</li> <li>• Can I explain why people would choose to live near a volcano?</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the dangers of living near a volcano. Explain why people do not want to live near volcanoes.</li> <li>• Look at the benefits of living near a volcano. Explain why people do want to live near volcanoes.</li> <li>• Write a poster/leaflet advertising the benefits of living in '<u>Volcanius</u>'. You need to include all of the possible benefits that you have learnt about today.</li> </ul>
Lesson 7	<p><b><u>Is it worth living near a volcano?</u></b></p> <ul style="list-style-type: none"> <li>• Can I answer the question "Is it worth living near a volcano" by discussing why we remember Pompeii?</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use the information they've learned over the last half term to explain whether it is worth living near a volcano.</li> </ul> <p>*answer to topic question will be in the form of topic presentation. Class teacher can choose how to record this e.g. pictures, video, posters, written answer to question.</p>

# Art and DT

## **National Curriculum Objectives Addressed for Art:**

### **Key Stage Two**

#### **3D Form:**

Pupil should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

#### **Key Art Skills:**

- Understand that it has been sculpted, modelled or constructed. NC 1.2
- Use a variety of materials. NC 1.2
- Make informed choices about the 3D techniques chosen. NC 1.2
- Plan, design, make and adapt models. NC 1.2
- Show an understanding of shape, space and form. NC 1.2
- Talk about their work. NC 1.1

#### **Key Art Vocabulary:**

Form                      texture                      sculpture                      sculpt                      model                      refine

<b>'I can...' Statement(s)</b>		<b>Activities</b>
Lesson 1	<ul style="list-style-type: none"> <li>• I can create a volcano from clay?</li> </ul>	<ul style="list-style-type: none"> <li>• Children to be provided with a 'design brief'-they must use air drying clay to create a sculpture of Mount Vesuvius. The sculpture must be texture and contain a representation of an active lava flow.</li> </ul> <p>Blocked across one week of lessons.</p>

