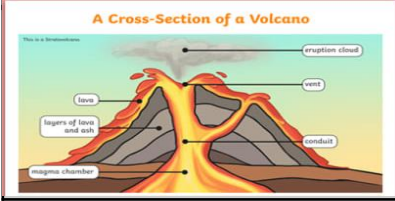
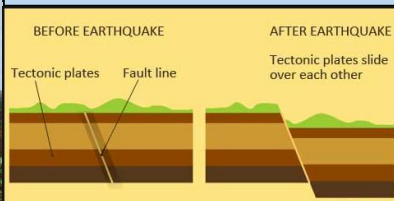


Knowledge Organiser - Y6 Geography Volcanoes and Earthquakes

<u>Key Vocabulary</u>	<u>Definition</u>
active, dormant, extinct	Active-when the volcano erupts. Dormant-when volcanoes have not erupted since the last ice age, but it is expected to erupt again. Extinct-when a volcano will no longer erupt.
molten	Liquified by heat, such as rock that is found beneath the Earth's surface.
lava	Molten rock that flows from a volcano.
magma	Molten rock under or in the Earth's crust.
Geothermal energy	Energy that is made from the heat in the Earth's interior
seismograph	An instrument that detects small movements in the Earth's crust.
aftershock	Tremors that occur after the main impact of an earthquake.
epicentre	Point on the Earth's surface directly above the place where an earthquake occurs.

The Ring of Fire Map



Volcano	Living near a volcano	Earthquakes	What happens when an earthquake strikes?	Living in an earthquake zone	Earthquake survival
					

Lesson Sequence: 12 hours

1. What is a volcano?
2. Why do people live near volcanoes
3. Earthquakes-Texts-'Investigating Earthquakes' & 'Quake'
4. What happens when an earthquake strikes?
5. Living in an earthquake zone
6. Earthquake survival-Extended writing-Diary writing about the Nepal earthquake

Local Links

Look at history of earth tremors in the local area.

Year 6 Geography *Volcanoes and Earthquakes*

Think like a geographer by

*Naming and locating an extensive range of places in the world including globally and topically significant features and events.
Recognising patterns in human and physical features and understanding some of the conditions, processes or changes which influence these patterns.
Explaining some links and interactions between people, places and environments.
Interpreting a wider range of geographical information and maps including scale, projections, thematic, and digital maps.
Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Communicating geographical information using a wide range of methods including writing at increasing length.
Asking and responding to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?
Making predictions and test simple hypotheses about people, places and geographical issues.
Developing their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.*

Curriculum Intent Links - Reverence

2 b (i, ii, iii)

Respect for the earth and all its formations.



National Curriculum Coverage:

- Pupils should extend their knowledge and understanding beyond the local area. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- Locational knowledge - locate the world's countries, concentrating on their environmental regions, key physical and human characteristics
- Human and physical geography- describe and understand key aspects of:- physical geography, including: mountains, volcanoes and earthquakes, including: types of settlement and land use and economic activity.
- Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

What you need to know:

- The role of plate tectonics in the formation of volcanoes. To know the difference between constructive and destructive plate boundaries. To know why and how volcanic eruptions happen. To know the structure of a volcano. To be able to name and locate major volcanoes in North and South America, the UK and Ireland.
- To know that volcanoes produce useful minerals and that these can be extracted. To know that volcanic soils are fertile and good for agriculture. To know what is geothermal energy and why it is important. To know why is the volcanic landscape and environment important for tourism? To know about the dangers of living on or near volcanoes?
- To know and understand key aspects of earthquakes. To know where they occur. To know about the role of plate tectonics in the formation of earthquakes. To know that earthquakes have different magnitudes and these impact differently. To know the location of California and the San Andreas Fault and understand the significance of the San Andreas Fault on the landscape and people of California. To know about the potential dangers of the San Andreas Fault in the future.
- Know earthquakes have different magnitudes and these impact differently. Know how the strength of Earthquakes is measured-The Richter Scale. Know what seismic waves are and what effect they have during an earthquake. Know how seismic waves are recorded and measured.
- Know about life in an earthquake zone and become familiar with the precautions/preparations required. Know about how their surroundings might behave in an earthquake and know about the importance of earthquake drills.
- Know how buildings are constructed to withstand damage from earthquakes and identify some of the factors that make buildings earthquake-proof, including cross bracing, large 'footprints' and tapered geometry.