

### Year Group Curriculum Planning Overview

Year Group: Y4	Term: 1	Unit: Volcanoes and Earthquakes	Timescale: 12 weeks	Values: Honesty/ Responsibility			
Big Question: Why do we have natural disasters and are they inevitable?			Core Text: Into the Volcano by Jess Butterworth/ Pebble in my Pocket – a history of earth				
	Q1 – one week	Q2 – two weeks	Q3 – three weeks	Q4 – three weeks	Q5 – one week	Q6 - two weeks	Q7 one lesson
<b>Steps to Understanding</b> Questions that help to focus in on answering the Big Question	What is a disaster?	Where do disasters occur around the world?  What is under our feet?	What is a volcano?  What happened to the people of Pompeii?	What is an Earthquake?	How do humans respond to these natural disasters?	Can we reduce the risk of natural disasters?	
<b>Core Knowledge</b> What do I want each child to know by the end of each step?	To know what is a disaster  To understand the difference between a natural and human disaster  To know about some key natural disasters through time	To research specific disasters around that have occurred  To present information on a disaster  To understand the structure of Earth	To explore the vocabulary of volcanoes (faults – have different meanings)  To locate specific areas where volcanoes and earthquakes occur?  To understand how a volcano is formed?  How it erupts? (DT)  Why people live near volcanoes?  Understand what happened in Pompeii	To explore the vocabulary linked to earthquakes  To know how the strength of earthquakes are measured?  To understand why an earthquake happens  To know what the deadliest features of an earthquake are  To know what a tsunami is and understand the impact of a tsunami	To understand the impact of a natural disaster on humans/ wildlife and the environment  To explore how charities/ organisations respond to people’s needs (UN, Oxfam, Unicef)  (Case study?)	To explain the impact of human activity on our environment  To discuss what we can do to lessen the negative impact of our behaviour	
<b>Key Vocabulary</b>	tsunami, natural disasters, volcano, tornado, avalanche, earthquake, blizzard, drought, woodland	tsunami, natural disasters, volcano, tornado, avalanche, earthquake, blizzard, drought, woodland	volcano, earthquake, molten, viscous, lava, magma,	earthquake tectonic plates crust surface fault			

	fire, tremor, dust storm, magma, twister, windstorm, heat wave, cyclone, forest fire, flood, fire, hailstorm, lava, lightning, high-pressure, hail, hurricane, seismic, erosion, whirlpool, Richter scale, whirlwind	fire, tremor, dust storm, magma, twister, windstorm, heat wave, cyclone, forest fire, flood, fire, hailstorm, lava, lightning, high-pressure, hail, hurricane, seismic, erosion, whirlpool, Richter scale, whirlwind	tsunami, geyser, fault, epicentre, Richter scale, seismometer, active, dormant, crust, mantle, inner and outer core, magma	boundary		
<b>What are the difficulties and misconceptions?</b>	That some disasters are not preventable. That we can act to lessen the possibility of a disaster. Earthquakes don't happen here. Volcanoes are all dangerous.					
<b>Prior Learning:</b>	Children learnt in year 2 where the continents are. They should have an awareness of locations.					
<b>Ignition:</b> How will you begin your unit?	Experience a disaster					
<b>Rationale:</b>	Children have a better understanding of the world in which they live and how to protect the planet for future generations.					
<b>Trips:</b>	Interactive activity?					

### Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
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1 History	Disasters sometimes happen	<b>Why do we have natural disasters?</b>	What is a disaster?		To know what is a disaster To understand the difference between a natural and human disaster To know about some key natural disasters through time	
<b>WALTs (Linked to national Curriculum Objectives and skills)</b>		<b>Differentiated Activity GD/ EAL/ SEN/Behaviour</b>	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL End of week quiz Exit Ticket</b>
WALT: understand what a disaster is?  WALT understand the difference/ overlap between a natural and human disaster.  WALT know about some key natural disasters through time		Lesson 1: To set up the knowledge organiser and KWL grid. Definition of a disaster.  Lesson 2: Research 4 chosen natural and human disasters (4 photos) and write facts for each one. Title: natural/human. When did it happen, where did it happen? Impact. Share findings with class. LA – supported by CT	You tube clip – Impossible Tsunami  Picture of disasters	tsunami, natural disasters, volcano, tornado, avalanche, <b>earthquake</b> , blizzard, drought, woodland fire, tremor, dust storm, magma, twister, windstorm, heat wave, cyclone, forest fire, flood, fire, hailstorm, lava, lightning, high-pressure, hail, hurricane, seismic, erosion, whirlpool, Richter scale, whirlwind	Non-chronological reports	Definition of a disaster

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
2	Disasters can happen anywhere in the world	<b>Why do we have natural disasters?</b>	<u>Where do disasters occur around the world?</u>		That earthquakes can happen anywhere but are more likely in certain parts of the world	
<b>WALTs (Linked to national Curriculum Objectives and skills)</b>		<b>Differentiated Activity GD/ EAL/ SEN/Behaviour</b>	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL End of week quiz Exit Ticket</b>

WALT research specific disasters around the world that have occurred	Lesson 3: Choose a specific disaster to research – fact file/ PowerPoint Different ones – paired work – pick disaster out of hat...	Indian Ocean Earthquake clips Computers	Plates Indian Ocean	Non-chronological reports	Presentation - PowerPoint
WALT present information on a disaster	Pupils in mixed ability pairs. (Guide these) Once chosen they will choose which medium they will use to present it. Set roles to be given to pupils (Leader/ Researcher) Remind pupils of good learning behaviour. Work towards outcome for the following lesson. Ensure work is saved!  Lesson 4: By end of lesson Present findings to rest of class Pinpoint these on a world map display in the classrooms we can begin to identify where things are happening	Atlases and maps			

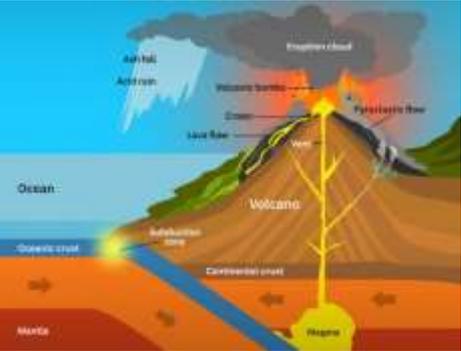
Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
3 Geography		Why do we have natural disasters?	What is under our feet?		That the Earth has a core and the structure around this core	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
WALT understand the structure of Earth	Colour and label the layers of the Earth activity Layers of the Earth desserts post activity (DT) <a href="https://content.twinkl.co.uk/resource/c3/39/t-sc-2550098-layers-of-the-earth-dessert-pots-recipe-ver-4.pdf?token=exp=1634912572~acl=%2Fresource%2F3%2F39%2Ft-sc-2550098-layers-of-the-earth-dessert-pots-recipe-ver-4.pdf%2A~hmac=24e253f4d143bf7f58bc65108bfa88c34fe93bb736cec2036f90bc857b443db9">https://content.twinkl.co.uk/resource/c3/39/t-sc-2550098-layers-of-the-earth-dessert-pots-recipe-ver-4.pdf?token=exp=1634912572~acl=%2Fresource%2F3%2F39%2Ft-sc-2550098-layers-of-the-earth-dessert-pots-recipe-ver-4.pdf%2A~hmac=24e253f4d143bf7f58bc65108bfa88c34fe93bb736cec2036f90bc857b443db9</a>	Copies of the layers of the Earth (twinkl)  Wordbank Model of core	Structure Plate Molten Core Layers	Descriptive writing	Exit ticket	

	<p>Ask the children what they think they would find if they dug miles and miles under the ground</p> <p>Explain that we are going to be learning what is actually a long way under the Earth's surface</p> <p>Explain independent work</p> <p>Watch video below:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxcy">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxcy</a></p> <p>Watch video explaining the structure of the Earth:</p> <p><a href="http://www.youtube.com/watch?v=3MFr2cC3erk">http://www.youtube.com/watch?v=3MFr2cC3erk</a></p> <p>Main:</p> <p>Watch the YouTube video on the structure of the Earth another couple of times, this time with the children adding notes to their diagrams</p> <p>Read info on the interactive diagram of the Earth's structure at <a href="https://www.learner.org/wp-content/interactive/dynamicearth/structure/">https://www.learner.org/wp-content/interactive/dynamicearth/structure/</a> (if the link does not work, Google 'learner.org earth structure interactive diagram')</p> <p>Children to make notes on a diagram of the Earth from these sources</p> <p>MAIN</p> <p>All pupils to label a diagram of the earth and its core</p> <p>LA/ MA – Choose appropriate descriptive words from a word bank (MA to write 2 sentences)</p> <p>GD – to describe the layers of the earth</p> <p>Extension – Who as Inge Lehman? Pupils to use computers to investigate this lady</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
4		<b>Why do we have natural disasters?</b>	<u>What is a volcano?</u>		That volcanoes are situated around the pacific ocean known as the ring of fire	
<b>WALTs (Linked to national Curriculum Objectives and skills)</b>		<b>Differentiated Activity GD/ EAL/ SEN/Behaviour</b>	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL End of week quiz Exit Ticket</b>
To explore the vocabulary of volcanoes (faults – have different meanings)		Lesson 1 – vocabulary -Magma, Lava, side vent, main vent, plates, mountain, ash-cloud	PowerPoint Maps	volcano, earthquake, molten,	Dictionary work	Which of these is an active volcano

<p>To locate specific areas where volcanoes and earthquakes occur?</p> 	<p>and lava flow. Use non-fiction books, internet and dictionaries to go on a word hunt to explore the vocabulary that the pupils will be coming across. This is to be written into books. LA – Matching activity between words and definitions to be provided</p> <p>Lesson 2 – Locating volcanoes around the world          Atlases          World maps to be provided to pupils          Pupils to investigate initially if there is a pattern – honing in on the ring of fire.          Pupils to use the world map to identify</p> <ul style="list-style-type: none"> <li>- Features they already know (continents, countries, oceans)</li> <li>- Looking at longitude and latitude (MUST MENTION)</li> <li>- Identify the 'ring of fire' (with an understanding of tectonic plates) (on key make this red)</li> <li>- HA – to write an explanation of why the ring of fire exists.</li> </ul>	<p>Dictionaries          Computers</p> <p>Match the word to its meaning</p> <p>Atlases, maps of ring of fire, blank world maps  <a href="https://www.bbc.co.uk/r">https://www.bbc.co.uk/r</a></p>	<p>viscous, lava, magma,</p>		<p>What do we mean by active?</p>
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Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
5		Why do we have natural disasters?	What is a volcano?	The parts of a volcano and that all volcanoes are made in the same way

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>To understand how a volcano is formed? How it erupts? (DT)</p> 	<p>Intro: Watch video of volcanic eruption at <a href="http://www.youtube.com/watch?v=OowFvnlWI90">http://www.youtube.com/watch?v=OowFvnlWI90</a> Watch video at <a href="https://www.youtube.com/watch?v=HSpTGOmdF10">https://www.youtube.com/watch?v=HSpTGOmdF10</a> which highlights the main parts of a volcano on a diagram Explain each part of the volcano and what it does e.g. the conduit is where the lava travels up to the Earth's surface Main: Children need to label the parts of a volcano - differentiated Lesson 2: Start making volcano – (Follow instructions From Steph) This has several lessons to be worked on. Will we make this erupt? Bicarb/ vinegar/ food coloring</p>	<p>Papier Mache Volcano – ongoing project  (See Steph) Newspaper Boxes to houses volcano</p> 	<p>volcano, earthquake, molten, viscous, lava, magma,</p>	<p>D&amp;T</p>	<p>Understand the link between the movement of plates and a volcano</p>

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
6		Why do we have natural disasters?	What happened to the people of Pompeii?		That people choose to live near volcanoes and historically there have been disasters due to volcanoes	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>Why people live near volcanoes?</p> <p>Understand what happened in Pompeii</p>		<p>On-going making of volcano Lesson 1: Why do people choose to live near a volcano? Look at a selection of images linked to volcanoes – pick out that people live near them. Ask the pupils why? (Farming fertile land) Opinion piece – Would you live on the side of a volcano? Pupils to answer</p> <p>Lesson 2: Research on Pompeii. Write a newspaper report from Pompeii (boxing up,, WAGOLL, write-up) Ask children if they have heard of Pompeii, and if so, what they know about it Explain that Pompeii was a Roman town that was buried when a volcano called Mount Vesuvius erupted Explain that we are going to be doing some writing as if we were there the day that it erupted Watch BBC clip at <a href="http://www.bbc.co.uk/programmes/p0170brg">http://www.bbc.co.uk/programmes/p0170brg</a> (if the link does not work, Google ‘BBC Teach What happened when Vesuvius erupted in 79AD?   History – Pompeii’) Explain that the video was not taken at the time, but is what we think happened based on archaeological and geological evidence Discuss how people would have felt when they saw the lava and ash spew from the volcano?</p>	<p>WAGOLL Information sheets on Pompeii</p>	<p>volcano, earthquake, molten, viscous, lava, magma,</p>	<p>Diary</p>	<p>Opinion piece</p>

	<p>What might they have done? What could you have done?          What technical vocabulary could we use? (e.g. lava, crater etc)          Revise what Roman life involved e.g. slaves, horse and cart etc          Record children's ideas for them to use in independent work          Main:          Children to write a fictional first person recount of being in Pompeii, split into 3 stages:</p> <ul style="list-style-type: none"> <li>• when the volcano first erupted</li> <li>• when the ash cloud rolled down the volcano</li> <li>• returning to Pompeii and seeing the devastation</li> </ul> <p>LA – WAGOLL to be provided to support writing</p>				
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**Half Term**

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
7		<b>Why do we have natural disasters?</b>	What is an Earthquake?		That an earthquake is measured used a richter scale	
<b>WALTs (Linked to national Curriculum Objectives and skills)</b>		<b>Differentiated Activity GD/ EAL/ SEN/Behaviour</b>	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL End of week quiz Exit Ticket</b>
To explore the vocabulary linked to earthquakes  To know how the strength of earthquakes are measured?		Lesson 1 – Use non-fiction books, internet and dictionaries to go on a word hunt to explore the vocabulary that the pupils will be coming across. This is to be written into books. LA – Matching activity between words and definitions to be provided	Dictionaries Computers Non fiction texts Worksheets Scissors	earthquake tectonic plates crust surface fault richter scale	n/a	MUST: understand that our measurements for earthquakes

	<p>Lesson 2</p> <p>Intro:</p> <p>Ask children to see if they can remember what the 'Richter scale' is</p> <p>Explain that the Richter scale is used to measure how severe an Earthquake is</p> <p>Explain that another scale that is used to measure earthquakes is the Mercalli scale</p> <p>Explain that, unlike measurements like cm, m, Km, g, Kg etc, the Mercalli scale uses Roman numeral and relies on people's observations gives of the impact of an earthquake</p> <p>Like measurements such as cm, m, Km, g, Kg etc, the Richter scale uses numbers</p> <p>The Richter scale uses a seismograph to measure the magnitude (power) of an earthquake, but these can be roughly translated into descriptions as well</p> <p>Explain independent work</p> <p>Main:</p> <p>Children given Richter scale descriptions jumbled up and Mercalli scale descriptions jumbled up</p> <p>They need to sort them into the correct order by looking at the label of each e.g. major, minor, great etc and the language used in the description</p> <p>Extension: draw a picture to go with a description/s</p> <p>Plenary:</p> <p>Explain that the Richter scale is more commonly used now</p> <p>Why might this be? (it is more reliable as it uses a reliable and objective seismograph rather than relying on people's subjective and unreliable observations)</p> <p>Why might the descriptions for a quake of a certain magnitude differ in different places? (depends on how built-up area is and how well constructed the buildings are)</p>	<p>Glue sticks</p> <p><a href="https://www.bbc.co.uk/9">https://www.bbc.co.uk/9</a></p>			<p>describe the damage they cause</p> <p>SHOULD: order the Richter scale and Mercalli scale correctly</p> <p>COULD: illustrate one or more of the descriptions</p>
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
8		Why do we have natural disasters?	What is an Earthquake?		That earthquakes happen and why this happens	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
To understand why an earthquake happens		<p>Lesson 1</p> <p>Explain to children that we are going to be pretending to be reporters reporting on some of the major earthquakes</p> <p>Watch video of BBC reporter at <a href="http://www.bbc.co.uk/news/world-22228225">http://www.bbc.co.uk/news/world-22228225</a> reporting on a 2013 earthquake in China</p> <p>Watch video of BBC reporting on volcanic eruption at <a href="http://www.bbc.co.uk/news/world-asia-22430378">http://www.bbc.co.uk/news/world-asia-22430378</a></p> <p>Listen to them again, this time asking children to listen for what details the news reports contain</p> <p>Discuss what the reports include e.g. where the event happened, when it happened, how many people were killed etc</p> <p>Explain to children that they will be researching a real earthquake and writing a news report on it</p> <p>Explain that for today they just need to research the key information, not write or plan any of the report</p> <p>We will write and record the event another day</p> <p>Show children list of hyperlinks and which event they will be reporting on</p>	<p>Hyperlinks on network for children to access (save as word template so can all open at once)</p> <p>Worksheets to make notes on</p> <p>PCs / laptops</p> <p>WAGOLL of newspaper report</p> <p>Writing frame</p> <p>Boxing up for LA</p>	<p>earthquake</p> <p>tectonic plates</p> <p>crust</p> <p>surface</p> <p>fault</p>	Newspaper article	<p>MUST: find some of the important information on their event</p> <p>SHOULD: find all of the important information on their event</p> <p>COULD: notice conflicting information and decide how to deal with this</p>

	<p>Discuss why we are using the BBC and UK newspaper sites? (trust)          Why use more than one site? (check facts)          What could we do if find conflicting information? (find another report or average out the two facts given)          Remind children not to click on links because don't know where they go          Main:          Children will work in mixed ability pairs to find the key information on their event and make notes on it          Plenary:          Was there any information we couldn't find? Why might this be?          Did we find any conflicting information on the different reports? Why might this be?          Lesson 2          Write up the report recap info and research from prior lesson          Write up in style of newspaper article (5ws)          HA/ MA – to write up using research          LA- write frame used/ boxing up</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
9		Why do we have natural disasters?	What is an Earthquake?		That earthquakes cause tsunamis and other side effects	
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
To know what the deadliest feature of an earthquake are		Lesson 1 Look at the photo of the destruction after the Nepal earthquake in 2015. Do students	Lesson presentation Activity stickers	<ul style="list-style-type: none"> <li>• collapse</li> <li>• sink</li> <li>• demolish</li> <li>• avalanche</li> </ul>	Descriptive writing	

To know what a tsunami is and understand the impact of a tsunami



have any ideas what the deadliest features of an earthquake are?

Go through the features one-by-one and watch the associated videos.

- Ground shaking
- Tsunamis
- Landslides
- Raising or lowering of land
- Liquefaction

Main:

LA (no writing) – Students match the photo/description stickers to the correct feature of an earthquake.

MLA (some writing) - Students match the photo stickers to the correct feature of an earthquake and then fill in the gaps to complete each description.

MA - Students fill in the gaps to complete each description. They then match the photo stickers to each feature of an earthquake and add a title.

GD – Give students the photos of each feature of an earthquake and ask them to write their own description in their exercise book.

Plenary:

Can anyone remember the five deadly features of an earthquake?

Lesson 2

Tsunami focus

Using trays illustrate the way a tsunami works

<https://www.youtube.com/watch?v=DZZFPCY6RIE>

Pupils to explain how a tsunami happens (Earthquake under the sea), and the

Activity worksheets

Earthquake in Nepal, 2015

National Geographic – Japan Tsunami

Landslide caught on camera in Pakistan

Indonesia Liquefaction – The Ground was Swirling

- shaking
- tsunami
- landslide
- raising/lowering of land
- liquefaction

	<p>effects of a tsunami. Pupils to create a diagram explaining how a tsunami works</p> <p>LA – model to follow MA/HA – create diagram and explain what is happening</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
10		Why do we have natural disasters?	How do humans respond to these natural disasters?		That there is a cost to humans and wildlife when disasters happen. That charities are ready to help people in need	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>To understand the impact of a natural disaster on humans/ wildlife and the environment</p> <p>To explore how charities/ organisations respond to people's needs (UN, Oxfam, Unicef)</p> <p>(Case study)</p>		<p>Lesson 1 Investigating the impact Look at Tsunami video from film... (Ewan McGregor impossible from wk1) Make links to the damage caused to both human features and natural features HA/MA –Descriptive paragraph on what they can see LA – Sentences (X2) about what they can see (word bank provided)</p>	<p>Video Pictures Word bank provided</p> <p><a href="https://www.shelterbox.org/">https://www.shelterbox.org/</a></p> <p>Shelterbox <a href="https://www.shelterbox.org/do-something/young-shelterbox/">https://www.shelterbox.org/do-something/young-shelterbox/</a></p> <p>Materials and equipment to make a shelter</p>	<p>Shelter Aid Support Disaster Poverty</p>	<p>Descriptive writing on initial feelings Non chronological report</p>	

	<p>Lesson 2</p> <p>Explore shelterbox. Pupils to made aware about what shelterbox is. Share website – look specifically at the volcano and earthquake section.</p> <p>All pupils to design their own shelterbox – What do pupils need in order to help people? What are a humans basic needs (Science link)</p> <p>HA/ MA – drawn and labelled</p> <p>LA – Drawn and labelled (Cut and stick)</p> <p>Extension: On the field are we able to make a shelter? What makes a good shelter? What could we use? What works well and what doesn't?</p> <p>Evidence – photos and noting thoughts and feeling</p>				
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
11		<b>Why do we have natural disasters?</b>	How do humans respond to these natural disasters?		That human behaviour is causing disasters around the world	
<b>WALTs</b> (Linked to national Curriculum Objectives and skills)		<b>Differentiated Activity</b> GD/ EAL/ SEN/Behaviour	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL</b> End of week quiz Exit Ticket
To explain the impact of human activity on our environment		Discuss that disasters around the world are often labelled as natural. However what makes a disaster worse is the poverty of people effected by the disaster. Factors like living conditions and poverty, government capacity to prepare and respond, as well as the process of rebuilding and how efficient that would be, are all factors that will define whether a disaster occurs as a result of the natural hazard. Hazards are inevitable – but the impact they have on society is not. <u>Discussion on climate change – Human impact</u>	WAGOLL Computers Non-fiction texts Explanations of human behaviour which causes global warming linked to extreme weather	Plant trees. What to do: ... Create more sustainable transportation habits. You knew this one was coming... ... Lower your heating bill. ... Divest from coal, and encourage	Factfile	Exit ticket – Which of these is a cause of natural disasters?

	<p>Does human activity have an effect on all disasters?          What can we do here in Dudley?          Main          Pupils to create a factfile on the impact of human activity on our environment – this is linked to climate change          HA – use of fossil fuels, travel, recycling and how it causes disasters          MA – recycling, use of fossil fuels and how it causes disasters          LA – Focusing on global warming as a general concept and how it causes disasters. Supported by CT. Create a fact poster to support.</p>		<p>others to do the same. ...          Eat less beef. ...          Educate girls.          Advocate for a healthy planet. ...          Convince your friends to behave sustainably.</p>		
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Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
12		Why do we have natural disasters?	Can we reduce the risk of natural disasters?		That humans can reduce the impact that disasters cause	
	<b>WALTs (Linked to national Curriculum Objectives and skills)</b>	<b>Differentiated Activity GD/ EAL/ SEN/Behaviour</b>	<b>Resources</b>	<b>Vocab</b>	<b>Cross curricular writing</b>	<b>AFL End of week quiz Exit Ticket</b>
	To discuss what we can do to lessen the negative impact of our behaviour  To answer our big question	Lesson 1 Pupils to access stop disasters game and plan out how to prevent disasters from happening. What works well what doesn't? Discussion to happen following the activity. Activity to be documented through a photo plus their findings from the game.	<a href="https://www.stopdisastersgame.org/stop_disasters/">https://www.stopdisastersgame.org/stop_disasters/</a> Laptops Hyperlink for pupils to follow			A formal piece of writing stating what they have learnt.  Answering of the big question

	Lesson 2 Pupils Answer the big question and state what they have learnt about earthquakes and volcanoes				
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**Calendar for the Spring Term**

Date	Event/ Activity	Date	Event/ Activity
Wk1		Wk8	Trips
Wk2		Wk9	Trips
Wk3		Wk10	Trips
Wk4		Wk11	
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests
Wk7	Trips	Wk14	
	Half Term		

Knowledge Organiser