# Volcanoes and Earthquakes KS2 Planning

**Class:**  
**Term:** Summer 1  
**Subject:** Geography  
**Unit:** Volcanoes and Earthquakes

**Differentiation and support (Detailed differentiation in weekly plans.)**

- **SEN:** give writing frames. Support from more able partners in mixed ability work. Additional adult support.
- **GT:** encourage them to work independently and to support less able peers. Encourage use of technical vocabulary

**English:** using dictionaries and / or non-fiction books, making notes, comparing descriptive language, writing first person recount and presenting

**Maths:** grid references, comparing numbers, Roman numerals

**ICT:** using laptops / PCs to research information, audio / video recording

**Science:** annotating diagrams, technical vocabulary, geology

**History:** looking at Pompeii, thinking about geological time

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| 1 | To know the meaning of terminology related to volcanoes and earthquakes | Intro:  
Explain that we will be learning about volcanoes and earthquakes this half-term in geography  
Show children some non-fiction books on volcanoes and earthquakes  
Explain that today we are going to be finding out the meaning of some of the words that we will be coming across in these topics  
Revise how to use the contents, the index and the glossary to find information  
Revise how to use a dictionary, including how to select the relevant definition e.g. the word ‘fault’ has several meanings  
Encourage children to give the definitions in their own words, rather than just copy them out  
Main:  
Children to find out the meaning of the following words: volcano, earthquake, molten, viscous, lava, magma, tsunami, geyser, fault, epicentre, Richter scale, seismometer, active, dormant  
Plenary:  
Revise the meaning of the words and clarify any questions that the children have e.g. the difference between magma and lava | Dictionaries and / or non-fiction books on volcanoes and earthquakes | MUST: find out the meaning of some of the volcano and earthquake related terms  
SHOULD: find out the meaning of all of the volcano and earthquake related terms  
COULD: write the definitions in their own words |
| 2a | To understand the structure of the Earth (20 mins) | Intro: Ask the children what they think they would find if they dug miles and miles under the ground. Explain that we are going to be learning what is actually a long way under the Earth’s surface. | Videos (play and close adverts before showing) | MUST: know that the Earth and volcanoes have different layers and parts. |
|     |                                             | Explain independent work. Watch video at BBC which likens the Earth’s structure to that of a peach: http://www.bbc.co.uk/learningzone/clips/structure-of-the-earth/9117.html. Watch video explaining the structure of the Earth: http://www.youtube.com/watch?v=3Mr2c3erkrk. | Worksheets | SHOULD: correctly label the layers of the Earth and the parts of a volcano. |
|     |                                             | Main: Watch the YouTube video on the structure of the Earth another couple of times, this time with the children adding notes to their diagrams. Read info on the interactive diagram of the Earth’s structure at http://www.learner.org/interactives/dynamicearth/structure.html. Children to make notes on a diagram of the Earth from these sources. |     | COULD: add information to their labelled diagrams. |
|     |                                             | Plenary: Children share and compare their diagrams, adding any extra information that they wish to add. Give children the opportunity to ask any questions that they have. |     |     |

| 2b | To understand the idea of plate tectonics | Intro: Watch introductory video on ‘Plate tectonics’ at: http://www.youtube.com/watch?v=GYVS_Yh6DTk&feature=related. Watch BBC video on plate boundaries at: http://www.bbc.co.uk/science/earth/surface_and_interior/plate_boundary#p00gvk1p. Watch National Geographic video on earthquakes at http://video.nationalgeographic.com/video/environment/environment-natural-disasters/earthquakes/earthquake-101/ (While watching videos, pause them to further explain technical language and more difficult ideas). | Videos (play and close adverts before showing) | MUST: know that the Earth’s crust is split into plates. |
|     | To understand how and why earthquakes happen (20 mins) | Main: Children to complete fill in the blanks worksheet while listening to the videos again. | Worksheets | SHOULD: understand that the movement of these plates causes earthquakes and volcanoes. |
|     |                                             | Plenary: Revise how the Earth’s crust is made up of plates that slowly move, and this causes volcanoes and earthquakes. |     | COULD: grasp the idea of how long geological change takes. |
| 2c | To understand the structure of a volcano (20 mins) | Intro: Watch video of volcanic eruption at [http://www.youtube.com/watch?v=OowFvnIWI90](http://www.youtube.com/watch?v=OowFvnIWI90) Watch video at [https://www.youtube.com/watch?v=HSpTGOmdF10](https://www.youtube.com/watch?v=HSpTGOmdF10) 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 Plenary: Go through correct answers Give children the opportunity to ask any questions that they have | Videos (play and close adverts before showing) | MUST: label some of the parts of a volcano correctly SHOULD: label all of the parts of a volcano correctly COULD: understand the link between the movement of the plates and volcanoes | Worksheets |

To access the complete version of this [Volcanoes and Earthquakes KS2 planning](http://www.saveteacherssundays.com/geography/year-3/324/), and all of the resources to go with it, visit [http://www.saveteacherssundays.com/geography/year-3/324/](http://www.saveteacherssundays.com/geography/year-3/324/)