

**Year 5 Medium Term Geography Planner**  
**Volcanoes**

**NC link:** \*describe and understand key aspects of physical geography, including: mountains \*describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals \* describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers, mountains and volcanoes and earthquakes and the water cycle.\*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Key Vocabulary**  
Natural disaster, injured, homeless, core, inner core, outer core, mantle, crust, chimney, throat, ash cloud, gas, molten rock, crater, main vent, secondary vent, lava flow, volcanic bomb, magma chamber, fumarole, jigsaw, crust, core, mantle, tectonic plate, fault line, boundary line, Ring of Fire, eruption, avalanche, volcanic ash, pyroclastic flow, mud flow.

Oracy lesson:

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| <p>Enquiry Question 1:<br/><b>What is under my feet?</b></p>  | <p>Enquiry Question 2:<br/><b>What is the structure of a volcano?</b></p>   | <p>Enquiry Question 3:<br/><b>Where in the world can I see a volcano?</b></p>  | <p>Enquiry Question 4:<br/><b>How is a volcano formed?</b></p>  |
| <p>Consider:<br/>How to teach chn to understand the structure of the Earth. Are students able to label the layers of the Earth? Why are we learning about this before volcanoes?</p> <p><b>Geographical skills:</b><br/>Geographical skills and fieldwork<br/>Human and physical features</p>                                 | <p>Consider:<br/>Looking at space pictures of volcanic eruptions – are chn able to identify what they are looking at? Explore the vocabulary related to volcanoes (magma, lava, molten, ash clouds, eruption). What are the features of a volcano?</p> <p><b>Geographical skills:</b><br/>Human and physical features</p> | <p>Consider:<br/>Teaching chn about some of the worlds most famous volcanoes – can they be identified on a map? Teach the language of active, dormant and extinct.</p> <p><b>Geographical skills:</b><br/>Human and physical features</p>  | <p>Consider:<br/>Teach about tectonic plates. Look at a map of the worlds tectonic plates and how the plate names often correspond to the continents. Can they spot a pattern by comparing a map of the tectonic plates with a map of the worlds most active volcanoes? Why is it called the Ring of Fire?</p> <p><b>Geographical skills:</b><br/>Human and physical features<br/>Place knowledge<br/>Geographical skills and fieldwork</p> |
| <p>Enquiry Question 5:<br/><b>What are the five deadly features of a volcano?</b></p>   | <p>Enquiry Question 6:<br/><b>How does an eruption affect the local area?</b></p>   | <p><b><u>Making connections across subjects</u></b><br/>DT – make a playdough model of the earths structure<br/>DT – make a model volcano using bottles and papier mâché.<br/>ICT – Use mapping websites such as Google Maps to identify volcanoes.<br/>DT – cut and stick together a map of the worlds tectonic plates.<br/>English – write a setting description of a volcanic eruption.<br/>English – write a newspaper report or fact file about a famous volcanic eruption.</p> |   |
| <p>Consider:<br/>Watching videos of volcanic eruptions. Identify the five deadly features and explore the vocabulary (volcanic ash, lava flow, volcanic bombs, pyroclastic flow, mud flow). Which feature do the chn think is the most deadly and why?</p> <p><b>Geographical skills:</b><br/>Human and physical features</p> | <p>Can chn understand the impact that the eruption at Montserrat had? Why is it an abandoned area? Can they understand the relation between cause and effect?</p> <p><b>Geographical skills:</b><br/>Place knowledge<br/>Human and physical features</p>  |  |   |