



**Year group: Year 5**  
**Term: Autumn**  
**Subject: Geography –**  
**Earthquakes and Volcanoes**

### Prior learning

**EYFS** Children recognise that there are different environments.

**KS1** Children will have located continents on a world map.

**Y3** Children will have looked at land use and discussed why people live on flood plains despite the dangers. They will have studied ancient Rome and know about the eruption of Mt Vesuvius (links to why would people live by volcanoes?). Children will know the structure of the Earth.

### What comes next?

**KS2** Children look at earthquakes and their impacts and then move on to discuss a wider range of natural disasters. Part of the reason for how places change over time.

### Notes and guidance

Locate places in the world where earthquakes and volcanoes occur.

Understand and be able to communicate in different ways the cause of volcanoes/earthquakes and the process that occurs before an eruption.

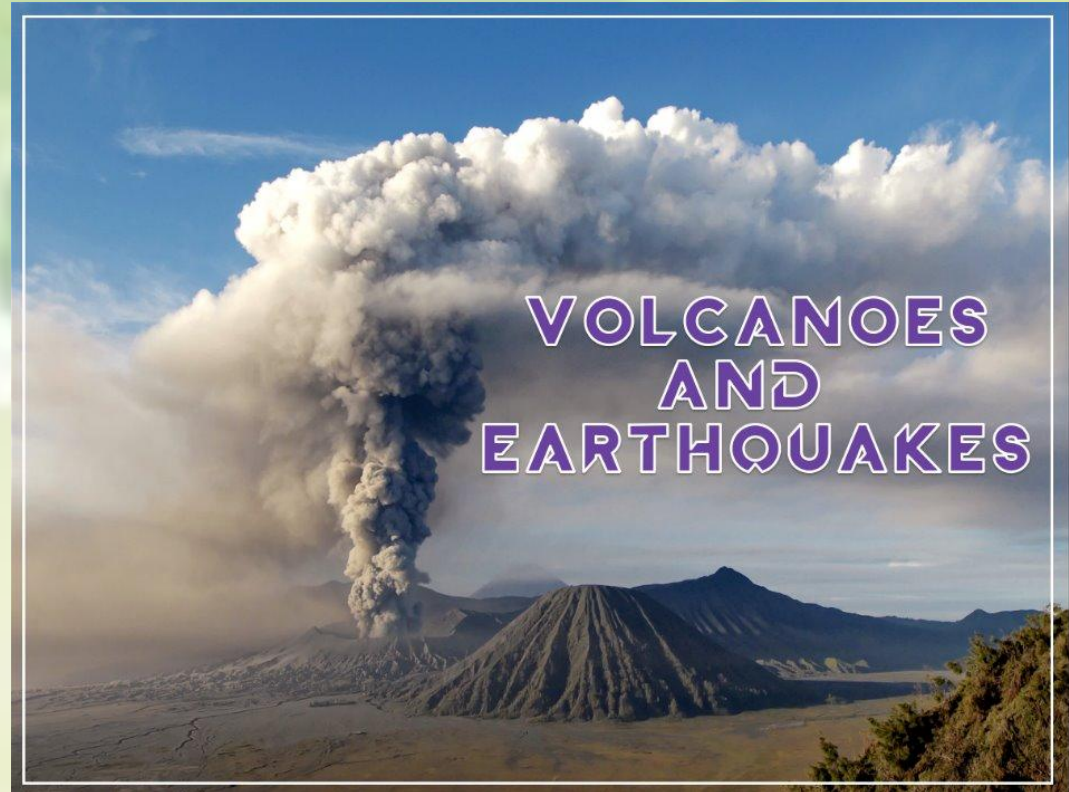
Draw diagrams, produce writing and use the correct vocabulary for each stage of the process

Ask and answer questions about the effects of volcanoes and earthquakes  
Discuss how volcanoes/earthquakes affect human life e.g. settlements and spatial variation.

Study the effects of natural disasters in North America:

Earthquakes – San Andreas Fault

Volcanoes – Hawaii



### Assessment

Where would you rather live – San Andreas or Pompeii?

### Key vocabulary

Volcano, fault, mantle, active, dormant, crust, core, still, lava, dormant, extinct, eruption, magma, crater, ash, epicentre, seismic

### Substantive Knowledge

I know how volcanoes are formed  
I know the Earth's crust is made of tectonic plates  
I can identify good and bad things about living next to a volcano  
I know what causes an earthquake  
I know the effect natural disasters have on people

### Disciplinary Knowledge

I understand that geographers and scientists work together to understand the physical geography of a place – eg when a volcano is likely to erupt

### Procedural Knowledge

I can locate volcanoes around the world  
I can identify where earthquakes happen in the world  
I can locate San Andreas in North America (using digimaps)

### Links to other curriculum areas

History – important natural disasters in the past  
DT – How buildings can be built to withstand an earthquake  
Science – Structure of the Earth

### Learning Outside the Classroom

Use of Digimaps  
Build a volcano – set it off in the outdoor environment. Look at what it would destroy if it was real.  
Recreate the feelings on an earthquake

### End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)