

Class 3	Natural Disasters	Autumn 2 2018	Hornsea Burton Skipsea Federation
National Curriculum Map Links	<p>As historians we will compare past and present, why people settled there and the implications (focussing on Herculaneum).</p> <p>As geographers we will use geographical language to describe geo zones, volcanoes and earthquakes. We will use the internet to look at these environments from the air and on maps.</p> <p>As mathematicians, we will collate data about natural disasters and represent it in a variety of ways.</p> <p>As musicians we will Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>As artists we will explore Andy Warhol as an artist and create our own volcanic art in the style of his art.</p>		
Lesson 1 and 2 WALT: To evaluate their own knowledge  To identify their own areas of interest	<p>Basic: To identify what children already know</p> <p>Advancing: To identify what children already know</p> <p>Deep: To identify what children already know</p>	<p>Mind Map - what do the children know already about natural disasters? Focus on what, where why, when, who, how.</p> <p>Discuss skills: scanning, key words, using books, spelling key words.</p> <p>Ensure children are aware of the differences between primary and secondary sources.</p> <p>Children to come up with five key questions they would like to research and explain how they are going to find out the answers.</p>	<u>Assessmen</u> <u>t</u>

<p>Lesson 3 and 4 (geography/history/ICT )</p> <p>WALT: To interpret a range of geographical sources</p> <p>To be able to use a variety of operating systems to collate and research relevant information</p>	<p>Basic: To identify where the different plates are located. Advancing: To identify how the different plates move. Deep: To identify tectonic plates and explain how they move.</p>	<p>Children to look at how scientists thought the earth looked millions of years ago (Pangaea) and discuss why they thought the earth was linked in this way. Show children an image of Pangaea and discuss the reasons why scientists thought this. Look at how the earth's crust is a series of plates which move and causes earthquakes and volcanoes (see powerpoint). Children to draw labelled diagrams to show the different movements and give an example of where it can be found around the world.</p>	
<p>Lesson 5 and 6 (geography/history/ICT )</p> <p>WALT: To interpret a range of geographical sources</p> <p>To be able to use a variety of operating systems to collate and research relevant information</p>	<p>Basic: To find some relevant facts. Advancing: To find facts using a range of resources. Deep: To use a range of resources to find and then present their information.</p>	<p>Watch video of an earthquakes and volcanos use research books, computer devices to find out how earthquakes occur and why. Children to write a report on their findings.</p>	

<p>Lesson 7 and 8 (geography/history/ICT )</p> <p>WALT: To interpret a range of geographical sources</p> <p>To be able to use a variety of operating systems to collate and research relevant information</p>	<p>Basic: To find some relevant facts. Advancing: To find facts using a range of resources. Deep: To use a range of resources to find and then present their information.</p>	<p>Look at the different way volcanoes are formed. Watch video on eruptions and lava flow and children to draw and label a cross-section of a volcano. Show video of pyroclastic flow and discuss the impact on the local area. Discuss picture and what different people might be thinking having seen the pyroclastic flow approaching. Complete sheet on people's feelings.</p>	

<p>Lesson 9 and 10 (geography/history/ICT )</p> <p>WALT: To interpret a range of geographical sources</p> <p>To be able to use a variety of operating systems to collate and research relevant information</p>	<p>Basic: To identify where volcanoes and earthquakes are located</p> <p>Advancing: To identify regions of the world where volcanoes and earthquakes are located and reasons for this</p> <p>Deep: To identify tectonic plates and explain how they move</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe where volcanoes and earthquakes are located. Use chromebooks to research (children to continually link back to the questions they set).</p> <p>Children to record locations on a world map.</p>	
<p>Lesson 11, 12 and 13 (geography/history/ICT )</p> <p>WALT: To detail facts about natural disasters</p> <p>To listen to, respond to and evaluate</p>	<p>Basic: Identify and present relevant facts about either earthquakes or volcanoes</p> <p>Advancing: Explain and describe information about earthquakes and volcanoes</p>	<p>Children present their information on volcanoes and earthquakes in a variety of ways. Eg. Powerpoint, video, orally (play, drama), news report, TV advert.</p>	

<p>presentation and communication skills</p>	<p>Deep: Explore the impact of natural disasters</p>		
<p>Lesson 14 and 15 (geography/history/ICT)</p> <p>WALT: To identify the human and physical characteristics of places</p> <p>To use evidence to find out about the past</p>	<p>Basic: To identify basic characteristics of places</p> <p>Advancing: To identify a range of characteristics of places</p> <p>Deep: To compare and contrast</p>	<p>Human geography, settlements, History - Herculaneum (links to previous learning in year 4 with Pompeii)</p> <p>Diversity - No matter how rich or poor people were, they all suffered the same fate. Look at why people still settle there and the implications, land use (what is the land used for in the area around volcanoes).</p>	
<p>Lesson 16 and 17 (art/ICT)</p> <p>WALT: research great artists in history.</p> <p>Create their own design in the style of the artist.</p>	<p>Basic: To create in the style of a chosen artist</p> <p>Advancing: To create in the style of a chosen artist with extra detail</p> <p>Deep: To use a range of colour, tone and</p>	<p><a href="http://www.theguardian.com/artanddesign/2010/aug/01/volcano-turner-warhol-compton-verney-review">http://www.theguardian.com/artanddesign/2010/aug/01/volcano-turner-warhol-compton-verney-review</a></p> <p>Children to research volcanic art and then focus on Warhol and his volcanic art. Look at different media and effective ways to produce the artwork. Children to choose their own media to create their own interpretations. Evaluate and peer assess.</p>	

Develop and share ideas in a sketchbook and in finished products.	technique		
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