



Saint Mary's Catholic Voluntary Academy

Geography- Why do people live near Volcanoes?

	Composite	Components	Vocabulary
Lesson 1	I know the names of and can describe the layers of the earth.	- I know the names of and can order the four layers of the Earth. - I know a fact about each layer of the Earth. - I know what a tectonic plate is.	inner core, outer core, crust, magma, tectonic plate
Lesson 2	I know how and where mountains are formed.	- I know that a mountain is formed by tectonic plates. - I know that most mountains are found on or near plate boundaries. - I know the name of a mountain range and state which continent it is in.	tectonic plate, plate boundary, fold mountain, fault-block mountain, volcanic mountain, atlas
Lesson 3	I know why volcanoes happen and where they occur.	- I know how volcanoes form and describe their features. - I know where to find volcanoes globally. - I know the three ways volcanoes can be classified.	magma chamber, vent, active volcano, dormant volcano, extinct volcano
Lesson 4	I know the negative and positive effects of living near a volcano.	- I know the negative and positive effects of living near a volcano. - I know why people live near volcanoes.	climate change, fertile soil, geothermal energy, index, minerals, negative effects, positive effects, volcanic springs
Lesson 5	I know what earthquakes are and where they occur.	- I know what an earthquake is. - I know where earthquakes happen. - I know the negative effects of earthquakes.	earthquake, tsunami, fault line, epicentre, seismic waves, focus
Lesson 6	I know how to observe and record the location of rocks around the school grounds and discuss findings.	- I know how to observe different rocks and record them digitally. - I know how to use a symbol on a map to show where I found the rocks.	natural rock, man-made rock, igneous rock, sedimentary rock, metamorphic rock



Saint Mary's Catholic Voluntary Academy

Geography- Why do people live near Volcanoes?

	Composite	Components	Vocabulary
		I know how to identify the types of rocks and discuss where they have come from.	

Prior Knowledge

- To know that there are four bodies of water surrounding the UK and to be able to name them.
- To know that coasts (and other physical features) change over time
- To know some key physical features of the UK.
- To know that a sea is a body of water that is smaller than an ocean.
- To know some key human features of the UK.
- To know that maps need a title and purpose.
- To know that maps need a key to explain what the symbols and colours represent.
- To know that a tally chart is a way of collecting data quickly.
- To know that a pictogram is a chart that uses pictures to show data.
- To know that a sea is a body of water that is smaller than an ocean.

Adaptive Learning

Cognitive	Physical	Sensory	Social/Emotional
Can use the <i>Activity: Names and properties of layers</i> (jumbled) to remind them of the layers and facts. They can match these up and use them to label their model. (Lesson 1) May need a supporting adult to help find the relevant atlas pages, to find mountains and add them to their map; could use the <i>Activity: Mountain formation matching – support</i> which includes a word bank. (Lesson 2) May just match up a few features of each volcano (most importantly, the	Supporting adults may pre-cut circles for children who struggle with fine motor skills. (Lesson 1)		



Saint Mary's Catholic Voluntary Academy

Geography- Why do people live near Volcanoes?

shape of the sides and the name) and may need labels reading to them. Can research the meanings of active, dormant and extinct but may not find examples. (Lesson 3)
May choose only to illustrate the reasons for and against living near a volcano and write keywords if appropriate. (Lesson 4)
May wish to use *Activity: My earthquake-proof building (support)*, and to be supported by an adult if necessary, who may wish to read the questions and labels. (Lesson 5)
Can be assisted by an adult or can work in a smaller group and may only identify one or two types of rock. (Lesson 6)

Review Notes

National Curriculum Links



Saint Mary's Catholic Voluntary Academy

Geography- Why do people live near Volcanoes?

Year 2

Locational knowledge

Pupils should be taught to:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Geographical skills and fieldwork

Pupils should be taught to:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Human and physical geography

Pupils should be taught to:

- Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Year 3

Locational knowledge

Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Human and physical geography



Saint Mary's Catholic Voluntary Academy

Geography- Why do people live near Volcanoes?

Pupils should be taught to:

- Describe and understand key aspects of:
 - physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

Pupils should be taught to:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Unit Outcomes	Key Knowledge
Pupils who are secure will be able to: • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data.	• To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know the main types of land use. • To know some types of settlement. • To know the negative effects of living near a volcano • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground.



Saint Mary's Catholic Voluntary Academy

Geography- Why do people live near Volcanoes?

- To know the different types of settlement.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To recognise world maps as a flattened globe.
- To know how to use various simple sampling techniques.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

Key Skills

- Locating some countries in Europe and North and South America using maps.
- Locating key physical features in countries studied including significant environmental regions.
- Locating the world's most significant mountain ranges on a map and identifying any patterns.
- Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Describing how and why humans have responded in different ways to their local environments.
- Understanding some of the causes of climate change.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Beginning to use maps at more than one scale.
- Finding countries and features of countries in an atlas using contents and index.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Using simple sampling techniques appropriately.
- Taking digital photos and labelling or captioning them.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information
- Finding answers to geographical questions through data collection.