

History/Geography Component 6:

What we will know after this sequence:

- Differing points of view different civilizations may have had about volcanoes (Mayan's/Italians – including tourists today)
- How to explain giving examples why a particular group may feel one way
- How to research other points of views people may have on volcanoes

Vocabulary: Civilization, advantage, disadvantage, volcanoes, beauty, alternative, opinion, debate,

How will this feed into my next learning:

Pupils will use their knowledge of volcanoes and their location to contrast with earthquakes.

SEND:

To have pictorial representations of key vocabulary. To have viewpoints to sort under different groups/civilizations. To have alternative ways of recording their points of view.



differ,

History Component 4:

What we will know after this sequence:

- Period of Mayan Civilization 250AD to 1500AD
- Where Mayan settlements settled in relation to volcanoes
- That modern artefacts/research of volcanic ash has showed that an eruption at El Chichon took place in 540
- 6th century historian John of Ephesos shared that the 'sun became dark and its darkness lasted for one and a half years'
- Why and how darkness and volcanic eruption is believed to have caused end of Mayan civilization.
- Drought and killing of natural resources caused starvation.

Vocabulary: Vent, crater, summit, lava, shield, dome, composite, symmetrical, ash, artefacts, civilization, John of Ephesos,

How will this feed into my next learning:

Pupils will use their knowledge of volcanoes destroying whole civilizations and the impact they have on human/physical features to compare and contrast volcanoes in the Ring of Fire.

SEND:

To have pre-taught vocabulary and key quote from John Ephesos to aid understanding. To have pictorial pictures to order how volcano impacted on Mayan civilization.

Geography Component 5:

What we will know after this sequence:

- Pupils will know that some volcanoes are still active, others are dormant (inactive for a period) or extinct.
- where active, dormant or extinct volcanoes are located in the Ring of Fire
- investigate volcanic eruptions over a period of time and use keys to represent them on a map.
- How to represent different types of volcanoes in a DT model and describe the physical differences between them.
- That 75% of world's volcanoes are in Ring of Fire

Vocabulary: Active, dormant, extinct, eruption, Ring of Fire,

How will this feed into my next learning:

Pupils will use their knowledge of the structure of a particular volcano to create a representation of that volcano with a clear explanation using topical vocabulary.

SEND:

To have sorting activity for types of volcano and their description. To focus on making one key volcano for model instead of many if information is too much.

Geography/History Component 3:

What we will know after this sequence:

- how the interaction of the plates causes earthquakes and volcanoes and that these cause different types of volcanoes (shield, dome, composite)
- location of volcanic arc running from Mexico to Nicaragua
- location of these volcanoes in Mexico – particularly El Chichon, famous volcano during Mayan civilization
- how to use the correct geographical and scientific language to describe volcanoes.
- They will also be able demonstrate using role play how an earthquake occurs.
- That Mexico was home to Mayan civilization from 250AD to 1500AD

Vocabulary: Mexico, Mayan, civilization, vent, crater, summit, lava, shield, dome, composite,

How will this feed into my next learning:

Pupils will use their knowledge of how earthquakes and volcanoes are generated to understand that there are different types of volcanoes

SEND:

To have maps/pictures showing location of Mayan civilization and location of volcanoes. To have sorting activity to match up type of volcano to its description. To have key vocabulary – in pictorial form.



Geography Component 2:

What we will know after this sequence:

- that the earth's crust is made up of tectonic plates
- where some of these plate boundaries occur, in particular the Ring of Fire and Mexican boundaries
- the rubbing/fraction of tectonic plates causes volcanoes to erupt
- that when tectonic plates rub some of the earth's crust is pushed into the mantle and melts
- this melting rises to surface to form volcanoes
- they produce lava and hot gasses
- lave that erupts under water is called Pillow Lava

Vocabulary: Crust, tectonic, plate, boundary, impact, friction, separation, Ring of Fire, Mexican boundaries, lava, gas, mantle, crust,

How will this feed into my next learning:

Pupils will use their knowledge of plate boundaries to understand the types of volcanoes found in Mexico.

SEND:

To have pictorial representations of key vocabulary. To match features or sort them based on given descriptions if reluctant to write. To record understanding of what causes a volcano either on talk tins or IPAD.

Geography Component 1:

We should know:

- what continents and countries are and how to use an atlas to find countries and continents/ how to interpret simple keys in an atlas or on a map.

What we will know after this sequence:

- locations of volcanoes and earthquakes including the ring of fire and those in Mexico/ how to use an atlas to locate countries/continents quickly
- how to read keys to help them locate where recent volcanoes have taken place/ that the UK does not have any volcanoes – potential reasons for this (no tectonic plates nearby)

Vocabulary: Volcano, earthquake, America, Asia, Australasia, eruption, Ring of Fire, Atlas, key,

How will this feed into my next learning: Pupils will use their knowledge of locations to help understand location of plate boundaries

SEND: To have pictorial representations of key vocabulary. To have practised finding countries/continents in an atlas using index/contents page prior to lesson. To have first, next, then board to support how to read keys.

