

**Final Outcome: We are working towards creating a stop motion video explaining our knowledge of the impact of earthquakes on humans.**

**Geography Component 6: To understand how it feels to experience an earthquake.**

**What we will know after this sequence:**

- Children will understand how it feels to experience an earthquake.
- They will explain how people who have experienced various earthquakes have described them.
- They can describe the ways in which people react to an earthquake.



**Vocabulary:**

Trembling, rupture, shaking, aftershock.

**How will this feed into my next learning:**

Pupils will use their knowledge of what it feels like to experience an earthquake to finalise their stop motion film.

**SEND:** Visual examples of information given, record verbal responses to task, encourage social integration for group work.

**History/Geography Component 4: To understand how people can prepare for earthquakes.**

**What we will know after this sequence:**

- They will be able to explain that in some places, people prepare for possible earthquakes through location and type of building, education etc.
- They can describe some of the ways in which preparation takes place.
- They can explain what to do in the event of an earthquake.
- Know some ways countries have over time improved their preparation systems



**Vocabulary:** Preparation, construction, land use, practice, damage.

**How will this feed into my next learning:**

Pupils will use their knowledge of how people living in earthquake zones reduce the risk of damage from earthquakes to prepare a stop motion film about the effects of earthquakes.

**SEND:** Visual examples of information given, record verbal responses to task, encourage social integration for group work.

**Geography Component 5: To understand the effect of earthquakes on people and buildings.**

**What we will know after this sequence:**

- Children will be able to describe how someone might react during an earthquake.
- They can describe what physical effects might occur to the landscape and buildings during an earthquake.
- They can describe the effects of a particular earthquake on the people and buildings.

**Vocabulary:** Reaction, landscape, buildings, shaking, collapse.

**How will this feed into my next learning:**

Pupils will use their knowledge of how people and surroundings react during an earthquake to create special effects for their film which demonstrate the impact.

**SEND:** Visual examples of information given, record verbal responses to task, encourage social integration for group work.



**Geography Component 3: To understand the impact of earthquakes on people and the factors that affect the impact.**

**What we will know after this sequence:**

- Children will understand that different earthquakes may have different effects on people depending on their level of severity.
- They can describe how the location of the earthquake in relation to population centres, and the history of the area may affect the impact on people.
- They will compare some recent major earthquakes and the effects of these.

**Vocabulary:** Impact, location, population, epicentre

**How will this feed into my next learning:**

Pupils will use their knowledge of how the severity and location of an earthquake can vary the effect on people to understand what people do to minimise the impacts of earthquakes.

**SEND:** Visual examples of information given, record verbal responses to task, encourage social integration for group work, to have sorting activity to match up effect and severity.



**Geography Component 2: To understand how the severity of earthquakes are measured**

**What we will know after this sequence:**

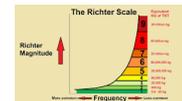
- Children will understand that different earthquakes have different levels of severity.
- They will describe the Richter scale and how this is used to measure the severity of an earthquake.
- They will identify where earthquakes of different strengths have taken place.

**Vocabulary:** Richter scale, strength, severity, epicentre, measurement, magnitude, seismograph

**How will this feed into my next learning:**

Pupils will use their knowledge of the different levels of severity of earthquakes to understand how people are affected by them.

**SEND:** Visual examples of information given, record verbal responses to task, encourage social integration for group work.



**Geography Component 1: To understand what happens during an earthquake**

**We should know:**

Locations of ring of fire, volcanoes and interaction of plate boundaries which cause earthquakes.

**What we will know after this sequence:**

- Children will know that an earthquake is caused by movement of joining plates or fault lines.
- They will understand what happens during an earthquake.
- They can identify why the San Andreas Fault is a key location for earthquakes.
- They can identify how a recent major earthquake was triggered and what its effects were.

**Vocabulary:** Plates, faults, movement, friction

**How will this feed into my next learning:**

Pupils will use their knowledge of how an earthquake happens to understand the strength of earthquakes and how this is measured.

**SEND:** Pre teaching new vocabulary using multisensory approach. Record verbal responses to task.

