



## Disaster! Year 6

### Essential Knowledge

#### By the end of this unit children will know...

- Use maps, atlases, globes and digital/computer mapping to locate volcanoes and fault lines and identify countries that are most severely affected by earthquakes and other natural disasters.
- Use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.
- Describe and understand the processes that cause a volcanic eruption, an earthquake and other natural disasters.
- Describe and understand the impact of volcanic eruptions and other natural disasters on human settlements.

### Launch

#### Visits and experiences:

Make your own exploding volcano!  
<http://www.stormthecastle.com/how-to-make-a/how-to-make-a-volcano-for-school.htm>

### Explore

Children to research and watch news clips of natural disasters occurring in recent times – Japan Earthquake, Super Storm Sandy, Hurricane Katrina, Typhoon Haiyan – how can we measure the impact of these natural disasters?

### Energise

Keep an eye on the news – react to current events. Create a 'Newsroom' covering the story of a breaking event as it happens – write news reels, create movies, write blogs etc. Contact aid agencies to find out how they respond so quickly to natural disasters.

### Celebrate

Use air-drying clay to create 'Pompeii Figures', Demonstrate the volcano models, show video clips of 'news reports'.

Possible School Performances/Assemblies

<http://www.warwickmusic.com/Main-Catalogue/Sheet-Music/Music-Education/School-Musicals/10-Minute-Assembly-Shows/Pompeii-Assembly-Pack---Escape-from-the-Cloud-VC075>

<http://www.songsforteaching.com/badwolfpress/geologyrocksmusicalplay.htm>

## Core Subjects:

Links to theme

### English

- Explanation texts
- Instructions
- Eye-witness accounts.

### Mathematics

N/A

### Science

#### Science:

- Study of forces inside a volcano and plate tectonics.
- Changing State: Solids, liquids and gases all within a volcano.

## Disaster! Year 6: Theme Content

### Personal Development

#### Spiritual

- What is 'blind faith'?
- Discuss the concept of 'Charity' as an important factor in many religions.
- What relief charities have religious/spiritual links? What are the pros/cons of this?

#### Moral

- Why do terrible natural disasters happen to good people?
- How does this make us feel?
- How do we express these emotions?

#### Social

- Children will work collaboratively.
- They will learn to think and empathise with others when thinking about the impact of natural disasters on communities.

#### Cultural

- How do we adapt to change in our lives – reflect on experiences of victims of natural disasters?
- What lessons or strategies can we learn from this to support us in changes within our lives? – Link to transition.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- Placing significant volcanic eruptions and earthquakes on a timeline.
- Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD.
- Looking at archaeologists and how they discover lost cities and how tourists visit to find out more.

##### Geography:

- Map Skills – Locating Volcanoes around the earth and naming the countries and continents where they can be found.
- Looking at the physical features of the Earth: Tectonic Plates geographical patterns etc.
- Study of people and place – why do people live near volcanoes and earthquakes.
- Focussed study of 2011 Earthquake in Japan. Effects of Volcanoes and Earthquakes on settlements.

#### Art and Design and Design Technology

Art: 'Take One Picture' Photos of people fixed by ash – Modroc models of bodies in poses of everyday life.

Design Technology: 'Moldable Materials' – design and make a volcano.

#### Music, Languages and Physical Education

Music: Creating own volcano music.

#### Computing

- N/A

## Disaster! Year 6: Links to National Curriculum Framework

### Core Subjects:

#### English

**Reading** - Read aloud and understand the meaning of new words they meet. E.g. converge, tectonic plates.

**Reading** – Explain and discuss their understanding of what they have read through debate.

**Writing** – Identify the audience for and purpose of the writing.

#### Mathematics

N/A

#### Science

**Working Scientifically** – Create simple models to describe scientific ideas.

**Physics** – Concepts of pressure and up thrust with regards to a volcanic eruption.

**Physics** – Understand observed waves and waves on water as undulations which travel through water with transverse motion when focusing on Tsunamis.

### Foundation Subjects

#### History, Geography and Citizenship

**Citizenship** – Use financial skills to allow them to manage their money on a daily basis.

**Geography** – Identify latitude, longitude, hemispheres and the world's countries being able to identify the key aspects of countries physicality including volcanoes and earthquakes.

**History** – Explore different disasters throughout a long period of time: continuity and change, causes and consequences; similarities and differences to make connections and analyse trends.

**History** – Use historical enquiry skills when looking at disasters from the past and look at contrasting views with different types of evidence.

#### Art and Design and Design Technology

**Art** - Develop their mastery of art and design techniques including drawing, painting and sculpture with a range of materials– pencil, charcoal, paint and clay.

**DT**– Generate and discuss their ideas on how to design their model of a volcano. Select a wide range of tools and equipment to perform practical tasks e.g. shaping and joining to create a volcano. Evaluate their ideas for their design.

#### Music, Languages and Physical Education

**Music** – Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory when exploring a volcano exploding.

**P.E.** - Develop their strength, flexibility, strength and balance through dance. Create patterns and movement to represent a volcano.

#### Computing

Use search technologies effectively, appreciate how results are selected and ranked in order to choose appropriate pieces of information to develop their understanding of the topic.

# Disaster! Year 6: Assessment Opportunities/Tasks within theme

## Core Subjects

### English

- Journalistic writing– Assessment of Big Write– focusing on the correct application of features.
- Explanation of a volcanic eruption– Assessment of Big Write-focusing on the correct application of features.
- Debate on positive/negative effects of an eruption- Speaking and Listening assessment.

### Mathematics

- N/A

### Science

- Using moldable materials to create a model volcano which explodes– Chemical reactions children will need to plan and carry out experiments, developing hypothesis, fair tests and evaluating accordingly.

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- Organise significant events into chronological order.
- On-going– Select appropriate primary/secondary sources to develop understanding, support arguments and present findings.

#### Geography:

- Locations of volcanic eruptions– Plot and recognise lines of latitude and longitude. Recognise patterns of activity.
- Understanding of how the physical features affect the human activity with in a location.

### Art and Design and Design Technology

#### Art:

- Select the correct material and then use a variety of techniques to create the desired effects e.g. use of charcoal to create texture, shading and use of shadow in the Pompeii figures.

#### DT:

- Assess suitability of material chosen for their model of a volcano and their ability to evaluate their final pieces.

### Music, Languages and Physical Education

#### Drama:

- Express through on-going drama activities their thoughts, feelings and emotions about the consequences of natural disasters.

#### Music:

- Composition of pieces of children's interpretations of a volcanic eruption.

### Computing

N/A