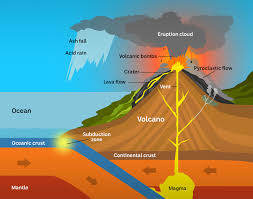
|  |  |
| --- | --- |
| **By the end of this project, I will know the answers to these questions** | |
| **What are tectonic plates?** | They are the crust of the earth split into parts – a bit like a jigsaw. They are able to move. |
| **What is the ring of fire?** | Is a path along the Pacific Ocean with active volcanoes and frequent earthquakes. 90% of the world’s earthquakes occur here. |
| **Which continents are affected by the ring of fire?** | North America, South America, Australasia and Asia |
| **How are volcanoes formed?** | **Volcanoes** are **formed** when magma from within the Earth's upper mantle works its way to the surface. At the surface, it erupts to **form** lava flows and ash deposits. Over time as the **volcano** continues to erupt, it will get bigger and bigger |
| **What causes earthquakes?** | Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly; the rocks catch on each other. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up |
| **How are countries affected by volcanoes and earthquakes** | Here we will look in detail at the different impacts, including physical impacts on buildings etc but also impacts on communities |
| **Greater Depth** | Explain how the impact from different disasters impacts different communities |
| If you had live in either and earthquake zone or near an volcano, which would you choose and why? |



**Skills I will require and apply:**

* Understanding and using atlases to locate the Ring of Fire, and countries and continents impacted
* Using subject specific vocabulary: northern and southern hemisphere, latitude, longitude and equator
* Geographical skills to locate key locations
* Identify the difference between natural and human features
* Study different recounts and pieces of evidence

**To hook me into this project I will:**

Take part in a Volcanoes VR workshop

**Experiences that will help me remember:**

Volcano experiments, including making own volcanic eruptions

Carrying out earthquake drills

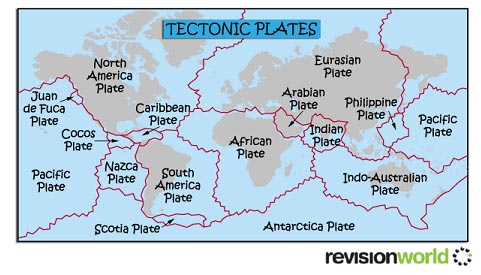
Teaching session for parents to end the unit

**Class 5 Subject: Geography Umbrella: Extreme Earth**

**Project: a geographical study on the formation of planet earth**

**The British Values I will be demonstrating and deepening my understanding of will be: mutual respect of those with different faiths and beliefs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocabulary** | **Tier 2 and Tier 3** | | |
| Continents | Any of the world’s main expanses of land (seven continents) | Mantel | A layer of rock between the crust and the outer core |
| Crust | Outer layer of the planet | Active volcano | A volcano which has had at least one eruption during the past 10,000 years |
| Equator | The equator divides the Earth in the norther and southern hemisphere | Tectonic Plate | Earth’s outer layers is made up of large moving pieces called plates |
| Dormant | A dormant volcano is an active volcano that is not erupting but supposed to erupt again | Hemisphere | Hemisphere means half (hemi) the earth (sphere) |
| Earth’s Core | The part of the earth in the middle of our planet | Vortex | A mass of wind or water that spins around so fast that it pulls objects down |
| Eruption | Pouring out of fumes or lava | Seismic waves | An elastic wave in the earth produced by an earthquake |



**Texts/books I will be using in this project:**

**Escape from Pompeii – Christina Balit**

**I survived the destruction of Pompeii – Lauren Tarshis**



**Life Skills**

Environmental responsibility – how do our actions affect the world in which we live in?

**Metacognition**

What am I being asked to do? Which strategies will I use? Are there any strategies that I have used before that might be useful?