

## Extreme Earth

### As Speakers we can:

Ask questions to find out more about what makes the Earth angry to children in our parts of the world.

Collect information and present what we have found.

### As Writers we can:

Look at what works well and what can be improved.

Write an effective instructional text.

Write descriptions of two contrasting beach settings, from a first person narrator's point of view.

### As Readers we can . . .

FICTION - A Story with a Familiar Setting \*Explore the changing moods of characters and how these are reflected in the setting.

NON-FICTION – Information texts \*Explore the features of different information texts. \* Think about how the different features e.g. alphabetical order and headings make them engaging to the reader.

### Focused Class Texts:

- Horrible Geography: Violent volcanoes; Horrible Geography: Earth shattering Earthquakes; Horrible Geography: Stormy weather

### Suggested texts for home reading:

- [https://www.ducksters.com/science/earth\\_science/](https://www.ducksters.com/science/earth_science/)
- <https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>

### As Mathematicians we can:

- Understand the place value of temperature measured in °c in relation to the temperatures of the mantle, outer core and core of the earth
- Understand the place value of distance measured in km in relations to the layers of the earth
- Understand the difference in measurements in relation to natural disasters
- To start to be able to read information represented in a graph and understand the meanings

### As responsible citizens we can:

- Define what I think 'risk' means, and I know that there are other types of risks that we have to be aware of.
- Suggest ways that we can help people who are involved in extreme situations.
- State what I should do if I find myself in, or witness to, an emergency situation.
- Think about how human beings contribute to the cause of climate change and natural disasters.

### In R.E we can:

- Think about how volcanoes, earthquakes and tsunamis impact on the lives of people.
- Understand the importance and comfort of faith for people despite natural disasters.
- Discuss the affect that being caught up in an extreme weather event could have on someone's mental, emotional and physical wellbeing.
- Discuss ways to cope with life-changing situations.

### As Scientists we can:

- Identify that rocks are used for a variety of purposes
- Observe and compare rocks.
- Observe differences and make comparisons.

### Investigative skills:

- Plan and carry out a fair test using scientific vocabulary.

## What makes the Earth angry?

### Key questions:

1. What is a volcano and which are the famous Volcanoes in the world?
2. How do volcanoes affect people and why people choose to live near them?
3. How can we recreate an erupting volcano?
4. What causes an earthquake and how is it measured?
5. How have earthquakes affected peoples' lives?
6. Who experiences extreme weather in our country?
7. What makes the Earth angry?

### As Historians/Geographers, we can:

- Use the correct geographical words to describe a place and the things that happen there?
- Identify the key features of a place using a map.
- Describe how volcanoes are created.
- Describe how earthquakes are created.
- Describe how volcanoes have an impact on people's life.
- Describe what a place is like using photographs.
- Locate and name some of the world's most famous volcanoes
- Describe the weather in different parts of the world.

### As Artists and Designers, we can:

- Put together a step-by-step plan to show what I need to do including an annotated diagram
- Evaluate our design and make recommendations to others.

### Learning beyond the classroom:

- Watch/ read a news report about a natural disaster within the last 10 years for further information
- Visit BBC Bitesize to explore this topic further

### Using Technology, we can:

- Research volcanoes around the world and create a fact file on what makes the Earth angry.
- Become programmers and animators.
- Finding and correcting bugs in programs

### As sporting enthusiasts, we can:

- Understand that feelings and reactions can change depending upon what is happening within and around me.
- Learn to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
- Know and demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

### As musicians, we can:

- Inspired by a range of stimuli, express and communicate ideas, thoughts and feelings through musical activities.
- Create a stormy weather pattern through music.

### As home learners, we can:

- Design and make an erupting volcano.
- Use tools and equipment accurately.