

YEAR 5		
Natural Disasters	Geography, Art & Design: Painting	Term 1



Entry/exit point	Entry point - Survival Day Exit point - making volcanoes / disasters
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NATIONAL CURRICULUM DRIVERS	
Geography	Art & Design: Painting
<p>Children should identify places in the world where natural disasters have occurred. Children to be able to explain why they occur.</p> <p>Topic Specific knowledge</p> <ul style="list-style-type: none"> Know the different types of Natural Disasters Know what a disaster is Know the difference between a human caused and natural disaster Know and explain how an earthquake happens Know and explain how a volcano happens Know the distribution of natural disasters across the world Know about key natural disasters in history (Pompeii, Tsunami) Know the potential impact of a natural disaster <p>Human and Physical geography</p> <ul style="list-style-type: none"> Physical geography, including: mountains, volcanoes and earthquakes. Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and enquiry</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping. Know that 6 figure grid references can help you find a place more accurately than 4- figure coordinates. Use 6 figure grid references. Use maps (including OS maps) to explore how a location has changed over time. 	<p>Children use water colours or oil paints to create volcano inspired art work.</p> <ul style="list-style-type: none"> Engage in research and exploration in the process of initiating and developing their own personal ideas Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning. Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes. 

SCHOOL KEY DRIVERS

SCHOOL KEY DRIVERS		Language	Possibilities	Diversity
<ul style="list-style-type: none"> • Tropical storms • Hurricane • Cyclone • Earthquake • Volcanic eruption • Tsunami • Flood • Wildfire • Forest fires • Drought • Avalanche • Landslide 	<p><u>Earthquake</u></p> <ul style="list-style-type: none"> • Tectonic • Aftershock • Fault • Amplitude • Core • Tremor • Mantle • Crust • Magnitude • Richter scale 	<p><u>Nouns</u></p> <ul style="list-style-type: none"> • Geologist • Ocean • Fault lines • Hurricanes • Tornado • Volcano • Flood • Mud slides • Storm • Death <p><u>Adjectives</u></p> <ul style="list-style-type: none"> • Catastrophic • Volatile • Unstable • Appalling • Phenomenal • Violent • Unforeseen • Imminent • Menacing <p><u>Verbs</u></p> <ul style="list-style-type: none"> • Collapse • Barrage • Destroy • Restore • Evacuate • Warn • Surge • Tremble • Devastate • Grieve 	<p>Working for the emergency services</p> <p>Mountain rescue or a charity, e.g. Red Cross</p> <p>Becoming an artist</p>	<p>Gender</p>

<i>Suggested literacy links</i>	<i>Suggested maths links</i>
<i>Descriptive writing - volcanoes</i>	