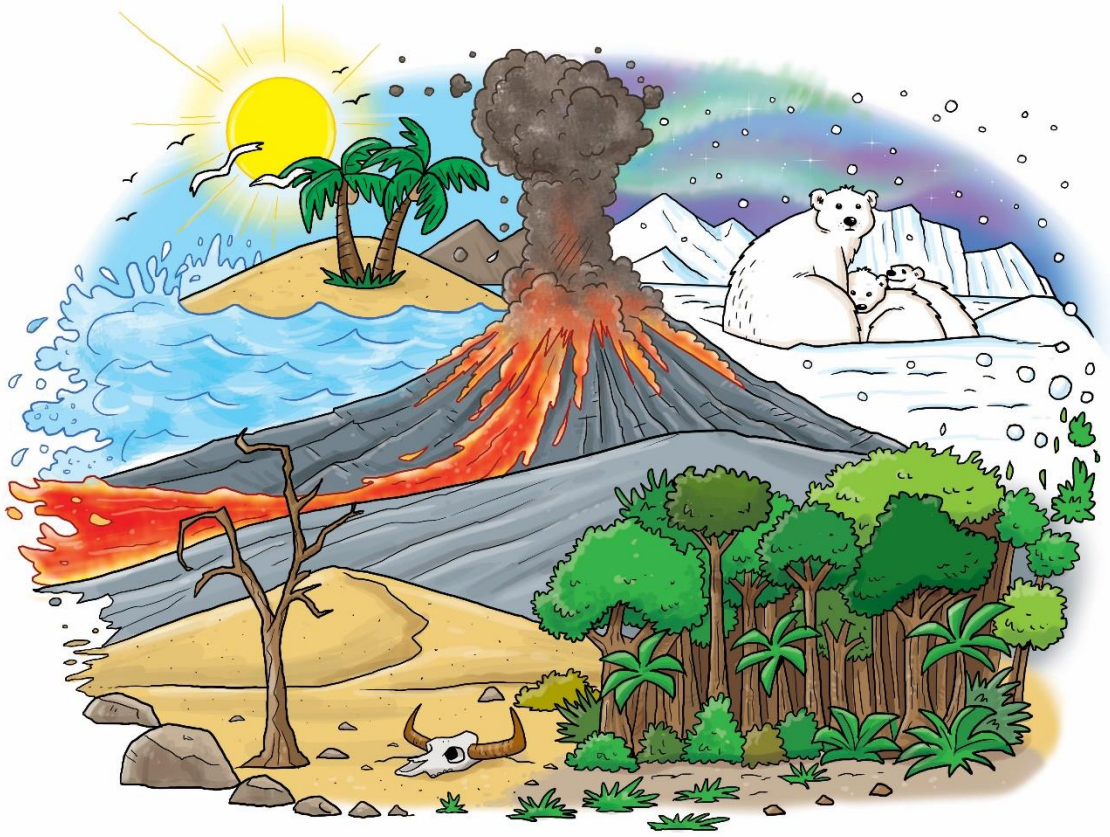
St. Peter's
Catholic Primary School

# Earthquakes, zones and volcanoes

Key Stage 2, Year 5/6 Year B, Spring Term 1

6 weeks



## We put Jesus at the heart of everything that we do.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The aims of our curriculum:

- We aim to be like Jesus the teacher, where all children learn to be good, inquisitive learners, capable of making our world a better place. Like Jesus our shepherd, no child will be left behind.
- We want our children to know more and remember more
- We aim to provide our children with a broad curriculum, rich with cultural capital.
- We aim to teach what is required from the National Curriculum as a minimum.
- We aim to create a curriculum that is teachable, clear and practical where possible.
- We want all of our children to progress so that they can tell us about their own progression in learning.
- We want our children to be able to tell us why they are learning what they are learning.

*"Greater love hath no man than this, that a man lay down his life for his friends." John 15:13*

# Our Curriculum Drivers:

## Catholic Social Teaching

St. Francis taught us to care for creation and we need to be proactive about doing this. Some activity ideas could be:

- Improve the energy efficiency of the school
- Calculate our own carbon footprint
- Adjust the thermostat – what's the measurable impact?
- Meat free Mondays? Why?
- Recycle
- Use less water – why?

…continued in 'Our environment' >

## Our Resilience

Learn the art of debate.

We will learn about forming an evidence based point of view and will learn to LISTEN to the views of others respectfully, without the need to agree or 'win'.

In world Debate, we will use our skills to look at a range of perspectives, not just our own.

## Our Community

Invite representatives from local political parties in to ask them about their approach to tackling climate change.

Learn the stance of each party, what they have already done, what they want to do in the future and challenge them if this falls short of our expectations

Invite representatives from Jaguar Land Rover into school to talk about the work that is being done to develop E-vehicles (possible trip)

## Our Environment

<…continued from 'CST'

- Walk to school/drive less
- Turn off things in school
- Use less plastic

Together create a policy for reducing the carbon footprint of school and come up with an actionable way of implementing and sustaining this.

Could this policy be adapted to be used in other schools?

## Diversity and inclusion

Study the approach that different countries are taking to tackle climate change.

Learn about the responsibility that some countries have to support other countries, because they have caused the most damage.

Consider challenges that other counties might have in reducing Carbon footprint. Learn about developing an eco-friendly infrastructure.

# Earthquakes, zones and volcanoes:

## As geographers we will:

- Investigate patterns of earthquakes, mountains and volcanoes
- Explore the different climatic and vegetation zones of the world
- Find out about where natural resources are found
- Explore how countries are linked through their use of natural resources

We will look at:
Physical features of our world such as:

- The 'ring of fire' – an amazing area of the world where most of the volcanoes and earthquakes may be found
- The different types of volcano that may be found around the ring of fire
- The incredible range of temperature zones from the poles to the tropics and how the vegetation and animals differ in these places
- Places where we find our most precious life resources – water, food and energy
- Places where we find our most precious economic resources – precious metals, diamonds and energy
- The location of major mountain chains of the world and a look at how they have formed over many millions of years

Human features of our world, such as:

- Economic activity in different zones throughout the world
- How countries trade their natural resources
- Some of the deepest mines and the fantastic machinery that extract natural resources
- Some of the concerns about the overuse of some of the world's natural resources such as rainforest timber, fish and even helium – the party balloon gas that is becoming rarer by the day
- We will explore how scientists are trying to develop new energy resources and technologies
- How communities and engineers deal with volcanic eruptions and earthquakes

## As writers we will:

- Present information
- Write reports
- Create stories and other narratives based on the human and physical features we study
- Write poetry based on the volcanic eruption

## As artists we will:

- Draw and paint images of volcanoes, earthquakes and zones we study
- Create sculptures
- Take inspiration from some of the world's greatest artists in each of the zones we visit

## As scientists we will:

Investigate materials. Through practical learning, we will demonstrate that dissolving, mixing and changes of state are reversible changes. We will also explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.