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Geography Medium Term Plan

Lower KS2: Volcanoes – Nyiragongo and Vesuvius

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June 2021
Final version

Hampshire County Council

www.hants.gov.uk

Overview

This document contains…
A medium-term plan that is suitable for lower KS2.

Points to consider when using this resource
The planning should be adapted to suit your school and geography curriculum intention. The planning can be used for upper KS2 but should be adapted to suit their level.

Further curriculum support can be accessed following the link
Publications for sale | Hampshire County Council (hants.gov.uk)

A framework for a primary geography curriculum - revised May 2021

This publication has recently been revised for 2021 to reflect the changes in the EYFS framework.

The publication contains a series of medium-term plans linked to the geography National Curriculum and beyond, that form a framework to support primary schools with their planning and teaching of geography at KS1 and KS2. The framework aims to: develop geography skills in conjunction with learning geography knowledge and understanding to make connections; return to concepts, skills, vocabulary, and content throughout the curriculum to deepen learning and support progress; and give geography a pedagogical identity that children recognise.

Price: HCC £40, external £45 +VAT (electronic)

Volcanoes – Nyiragongo and Vesuvius

What do you want children to learn?

1. Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere
3. **Physical geography, including volcanoes**
4. Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied
5. **Use the four points of a compass to build their knowledge of the wider world**
6. Use six-figure grid references to build their knowledge of the wider world
7. Use symbols and key to build their knowledge of the wider world
8. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies

Key statement: Volcanoes are out of control.

AIM: Children to improve knowledge and understanding of how the impacts of volcanoes can and cannot be controlled to explain how they move and affect people.

What is the key question?	What geography content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
Where in the world is Africa and what is it like? 1, 2, 4, 5, 7	Chn identify the continents and oceans bordering Africa. Chn read maps to find out about Africa's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the four points of a compass.	Maps, globe, atlas, images Blank Africa map Ppt #1	Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Africa. Chn will identify the human and physical features of Africa and describe the pattern across the continent using the four points of a compass.

Where in Africa is the Democratic Republic of Congo (DRC) and what is it like? 1, 2, 4, 5, 7	Chn locate DRC using key vocabulary including its position within Africa, bordering countries and oceans. Chn identify the time in DRC compared to the UK. Chn plot and plan a journey from the UK to DRC. Chn read maps to find out about DRC's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the four points of a compass	Maps, globe, atlas Blank DRC map Ppt #2	Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of DRC and describe the pattern across the country using the four points of a compass.
Wow! What damage has been caused? 2, 3, 4, 5, 7	Chn predict their answer to the key statement with yes or no and suggested reasons. Chn describe the exact location of Nyiragongo volcano using positional vocabulary including equator, southern hemisphere, and compass directions. Chn identify and evaluate the impacts of the May 2021 eruption of Nyiragongo volcano for people, the environment and economy.	Atlas and maps to locate volcanos and Nyiragongo volcano in DRC. YouTube, images, statistics, videos of the volcano.	Chn locate and describe the location of the Nyiragongo volcano. Chn identify and evaluate the impacts of the Nyiragongo volcano in May 2021.

What caused the Nyiragongo volcano to erupt? 2, 3, 4, 5, 6, 7	Chn update their prediction and remove or add to their suggested reasons. Chn identify and describe the global distribution of volcanoes Chn learn and explain the causes of a volcanic erupting including a basic understanding of the earth (core, mantle, crust), the plates (broken crust) boundaries (where the plates meet), and convection currents (the causes of plate movement)	Atlas, maps, globe. Draw a grid over an earthquake distribution map for chn to play location games using four figure grid references to help identify specific earthquakes. Use compass directions to describe the location of specific volcanoes in relation to the UK. YouTube videos of plate boundaries. BBC Bitesize	Chn will know the global distribution of volcanoes along plate boundaries. Chn will have embedded their compass direction fluency and begun to use four figure grid references. Chn will know the basic causes of volcanic eruptions.
What erupts from a volcano? 3, 4	Chn update their prediction and remove or add to their suggested reasons. Chn to make an accurate volcano model of Vesuvius including human and physical features in the surrounding area, e.g. sea, ocean, settlements, mountains, roads or the plates and processes happening within the crust and mantle. Chn learn about the material that can erupt from a volcano	Maps, images, and YouTube Plasticine, post it notes, cocktail sticks, plastic bottles, coca cola, Mentos.	Chn will research the human and physical features of the area surrounding Vesuvius. Chn will make an accurate model of a volcano showing features on or beneath the earth's surface

	(pyroclastic flow, lava, volcanic bombs, gas)		
Why do people live by volcanoes?	Chn update their prediction and remove or add to their suggested reasons. Chn learn the reasons for living by a volcano (farming, tourism, mining, geothermal energy). Chn look at the number of people at risk from Vesuvius erupting by material.	YouTube Images	Chn will understand why people live by volcanoes. Chn will know how many people and how they could be affected by Vesuvius erupting considering different types of eruptions.
Where in our school is the riskiest? 3, 8	Chn to think of the school as if it were in the shadow of a volcano, e.g. Vesuvius. Chn describe possible impacts by identifying specific risks on the school site Chn suggest how the risks could be reduced.	Fieldwork – where in school is the riskiest? Chn design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest. Chn to use new specific vocabulary to talk about volcanoes.	Chn look at their volcano safe school from a different viewpoint. Chn observe, measure, and record the risks in a few areas to decide where is the riskiest. Chn explain how to reduce the risks around school.
Can we predict and prepare for a volcano? 3	Chn update their prediction and remove or add to their suggested reasons. Chn evaluate the methods to find out which are the most effective at protecting	Decision making skills which could lead to a debate. Could play the Montserrat game	Chn will know different methods for predicting and preparing for a volcanic eruption. Chn find out which methods are used at Vesuvius.

	people from a volcanic eruption. Chn find out which methods are used at Vesuvius.		
What can Naples do to prepare and protect people for future eruptions? 3, 4	Chn recap the methods for reducing the impacts of a volcano. Chn decide which should be implemented in Vesuvius to reduce the impacts of another eruption. Chn decide how this would be different in different countries due to different levels of wealth.	Maps Development statistics, e.g. literacy, average earnings per person, size of family, population density	Chn decide which is the most effective for their volcano. Chn justify which methods they would implement and why. Chn compare Italy to other countries with and without money (USA, Iceland, Indonesia)
Volcanoes are out of control 2, 3, 4, 5, 6, 7	Chn give their final answer to the key statement. Chn select their best evidence to evaluate the key statement.	Resources and evidence from previous lessons	Chn evaluate their answer to the key statement. All evaluations should have evidenced explanations for both sides of the argument before making a final decision.

Additional Information

Volcanoes are out of control

The lessons must cover both sides of the story to lead to a rich geographical journey through volcanoes.

Yes – plate movement due to convection currents, type of material erupted, cannot stop the eruption
No – can roughly predict, protect, monitor, prepare to reduce the risks

Lesson 3 - Wow! What damage has been caused?
DR Congo: Volcano Nyiragongo - May 2021 | ReliefWeb
Volcano Nyiragongo - YouTube

Lesson 4 – What caused the Nyiragongo volcano to erupt?
Nyiragongo Volcano, D.R.Kongo (Africa) - facts & information / VolcanoDiscovery

BBC Bitesize - https://www.bbc.com/bitesize/articles/zd9cxyc

Lesson 5 - What erupts from a volcano?
Types of material: lava; pyroclastic flow; ash; volcanic bombs. The type of material will affect the impacts. There is no need to learn about all types of material.
volcano - Lava, gas, and other hazards | Britannica
Volcanoes 101 | National Geographic - YouTube

Lesson 6 – Why do people live by volcanoes
Why live near a volcano? - YouTube

Lesson 7 – Where in our school is the riskiest?
A volcano will have to be located at a point from the school to make this realistic. The material that will erupt will also need to be decided or discussed to make the survey more accurate.

Fieldwork – where in school is the riskiest? Chn design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest.

Example Environmental quality survey for a pyroclastic flow (1 = low risk and 5 = high risk)

	Classroom	Hall	Field	Playground	Library
Strong windows and doors	3		5		
Heat proof shelter	2		5		
Strong roof	1		5		
Emergency supplies close by	3		5		
Total	9		20		

Lesson 8 – Can we predict and prepare for a volcano?
Methods include:

- GPS to monitor changes in the shape of the volcano
- Monitor gases escaping from the volcano
- Measure temperature
- Look at the pattern of previous eruptions
- News alerts
- Evacuation
- Wear dust masks
- Emergency supplies
- Train the emergency services
- Aid, e.g. food, blankets, emergency services brought in from other countries

Montserrat lesson – monitoring, prediction, preparation to reduce the risks from the volcano
Juicy Geography: Teaching about Montserrat

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