

OBJECTIVE	MILESTONE INDICATORS	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
<p>Session 1</p> <p>To investigate all of the contributing factors that make up our "Angry Earth" and ask questions.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>To write down questions pertaining to the different areas of study we will be looking at between now and Christmas.</p>	<p>To observe similarities and differences in relation to their own experiences.</p>	<p>To decide and justify a "crisis order" of all the elements we look at.</p>	<p>Videos 1-9 Smartboard DWBs+Pens Template</p>
<p>Session 2</p> <p>To learn what causes a volcano to erupt and to label a diagram of a volcano.</p>	<p>Identify the key features of a location.</p> <p>Explain own views about locations, giving reasons.</p>	<p>To describe what active, dormant and extinct volcanoes are and to create and label a diagram of a volcano.</p>	<p>To explain the differences between shield volcanoes and composite volcanoes.</p>	<p>To choose which type of volcano you would prefer to be in the vicinity of if it were to erupt and justify your reasons.</p>	<p>Smartboard Powerpoint Exercise books Video Diagrams to share Volcano comparisons</p>
<p>Session 3</p> <p>To find out how volcanoes impact on the lives of people and why people choose to live near them.</p>	<p>Explain own views about locations, giving reasons.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>To find out and write down the pros and cons with regards living near a volcano and how an eruption can effect lives.</p>	<p>To identify key historical facts of world famous volcanoes and organise this information as a group onto sugar paper.</p>	<p>To choose one of the mountains we have looked at today that you would live near and justify your reasons taking into account pros and cons.</p>	<p>Video Smartboard DWBs+Pens Powerpoint Volcano factfiles Sugar paper / felt tips etc</p>
<p>Session 4</p> <p>To recreate an erupting volcano.</p>	<p>Use fieldwork to observe, measure and record.</p>	<p>To describe the steps taken to recreate a volcano "eruption."</p>	<p>To explain how it might be possible to slow down and increase the rate of "eruption" and apply their theories in a</p>	<p>To create a table showing their results and evaluating these results to</p>	<p>Volcano video, Bottles A3/A4 cone template, Selotape,</p>

			practical manner.	determine the best combination of resources.	Newspaper, Baking soda, fairy liquid, food colouring, vinegar, filters, DWBs+Pens
Session 5 To learn about different types of avalanche, their causes and effects.	To describe key aspects of physical geography.	To describe powder and slab avalanches and to say how they are different from one another.	To categorise six avalanches in some kind of order and explain that order.	To create an avalanche warning poster with detailed references to the learning that has taken place during this lesson.	Smartboard Video 3 books, salt, newspaper Experiment instructions Sorting activity Warning template
Session 6 To learn about waterspouts and tornadoes; their causes and effects.	Use a range of resources to identify the key physical and human features of a location.	To describe the three different types of tornado and how you can protect yourself.	To summarise in books notes taken from the session.	To imagine you are a news reporter and to compose a live broadcast.	Smartboard, Videos DWBs+Pens Tornado siren 2 bottles, tornado tube, food colouring, fairy liquid, instructions, ex. books

Prompts for when planning activities

Basic- Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.

Advanced- Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

Deep- Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.