

Year 5 Geography

| Steps to knowing... | | | | | | | End Point statement |
|--|--|--|---|--|--|--|---|
| I know what a mountain is. | I can locate key mountain ranges around the world. (Revisit locating main continents, oceans and key countries studied previously on globe / maps). | I can locate mountainous areas within the UK, drawing comparisons with worldwide. | I know that a cross section of the Earth would show the core, mantle and crust. | I know that the Earth's crust is made of plates with weaknesses. I know these plates move. | I know that mountains are formed as a result of movements of the Earth's plates. | I know that the climate on mountains is distinct from the surrounding areas. | Understand how mountains are formed. Locate key mountain ranges on the Earth including mountain ranges with the UK. |
| 1) I know what a volcano is and its key features. | 2) I can locate areas in which many volcanoes are present. | 3) I can offer hypothesis as to how volcanoes are formed. | 4) I can explain why there are volcanoes in these areas. (tectonic plates) | 5) I know what an earthquake is and its key features. | 6) I can locate areas in which many earthquakes happen. | 7) I can offer hypothesis as to how earth quakes happen. | Understand how and where volcanoes and earthquakes occur and their impact on humans. |
| 8) I can explain why there are earthquakes in these areas. (tectonic plates) | 9) (Case study) I can identify and locate an area, which has been impacted by volcanoes and/or earthquakes. E.g. Iceland. | 10) I can explain the negative the impact of volcanoes/earthquakes on humans in that area. E.g. loss of homes, injury/death, loss of jobs, transport /infrastructure, hospitals. | 11) I can explain the positive impact of volcanoes e.g fertile soil / tourism. | 12) I can explain how humans adapt to living in earthquake / volcanic areas. | 13) I can explain how organisations / charities respond to natural disasters e.g Shelter box | | |

Year 5 Geography

| | | | | | | | |
|---|--|--|--|--|--|--|---|
| <p>I can identify the lines of longitude on globes, atlases and other maps.</p> | <p>I know that the '0' line of longitude cuts through Greenwich and this is the origin of GMT (the world clock).</p> | <p>I know that each line of longitude signals a time zone. Link to science – rotation of Earth, rising and setting of sun.</p> | | | | | <p>Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p> |
|---|--|--|--|--|--|--|---|

Vocabulary

Volcanoes, earthquakes, settle, settlement, land use, agriculture, infrastructure, tourism, geothermal, economic activity, energy, natural disasters, tectonic plates, impact, humans, volcanic dust, transport/infrastructure, longitude, latitude, time zone, meridian, core, mantel, crust

NC links

Science –forces, Earth and Space
PSHE – looking after world/aid (e.g. Shelterbox)