

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		

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<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>
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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)