

Year 5 – Geology Rocks!

Enquiry question: **What's the Earth made of?**

National Curriculum Objectives		Core Knowledge & Key Questions			Specific geographical areas studied
<p>•To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>•To make comparisons between the various places I have studied using my knowledge of continents, countries, climate, temperature and economy.</p> <p>•To give some reasons for similarities and differences between places, using geographical vocabulary and what I know about relationships between places.</p> <p>•To use aerial photographs (including online e.g. Google Earth) to identify patterns (e.g. ribbon development of industry around rivers, ports etc.)</p> <p>•To ask questions about environmental issues affecting the various places I have studied and compare the impact on both people and place.</p>		<p>1) Topography and 6-figure-referencing: How do we measure height on a flat map?</p> <p>2) Tectonic Plates & Volcanoes: What causes earthquakes?</p> <p>3) Volcanoes and Earthquakes: What's the impact of natural disasters?</p> <p>4) How mountains are formed: How are mountains formed?</p> <p>5) Climate of a Mountainous Region: What is the climate of a mountainous region like?</p> <p>6) Effects of Physical Features on Humans: Are the poor affected more by natural disasters?</p>			<p>Latitude, Longitude, Coordinates, Degrees, Scale, Climate Region, Grid Reference, Topography, Altitude, Northings Eastings, Volcano, Earthquake, Epicentre, Fault, Crust, Lava, Magma, Dormant, Extinct, Active, Tsunami, Natural Disaster, Peak, Range, Leeseide, Windward, Rain Shadow, Desert, Landscape, Biome,</p>
					Linked Texts
					<p>The Pebble in my Pocket – <i>Meredith Hooper & Chris Coady</i></p> <p>Escape From Pompeii – <i>Christina Balit</i></p> <p>Darkwhispers – <i>Vashti Hardy</i></p>
					Future Learning
					Yr 6: Geography -
Prior Learning					
<p>Follows on from: Year 3: Rock types and the rock cycle Year 3: Rivers and the water cycle</p>					
Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
<i>Where is the largest volcano on Earth located?</i>	<i>Why does the Pacific Ring of Fire contain so many volcanoes?</i>	<i>What is the climate like on a mountain?</i>	<i>Are the poor affected more by natural disasters?</i>	<i>How are mountains formed? How can buildings be made earthquake-proof?</i>	

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
Digging for rocks (identification), orienteering using 6-figure grid references,	Northings, Eastings, Relief, Contours Topography, Grid References, Elevated Depressions, Represent, Latitude, Longitude Coordinates, Degrees, Scale, Contrasting Climate, Region, Coastal, Location, Features, Mountain, Hill, Valley, Earthquake, Tsunami Fault, Tectonic Plate, Volcano, Population, Recovery, Risk, Danger,	<ul style="list-style-type: none"> Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 and 6 figure grid references. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. Ask questions e.g. what is this landscape like? What is life like there?
Sustainability and environmental concerns		
Making buildings future-proof through earthquake protection, discussing the disparity between rich and poor countries with regards to the effects of earthquakes,		