Geography Year 5			
Big Idea	**Why are rivers important?**	**How do volcanoes affect people?**	**What impact do earthquakes have?**
National Curriculum	**Key stage 2** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, • key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and • night) **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and		

	describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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, and digital technologies.		
Unit Link	Rivers - Oddizzi	Volcanoes - Oddizzi	Earthquakes - Oddizzi
Unit name	 Rivers	 Volcanoes	 Earthquakes
Focus Geographer	 Majory Sweeting	 Katia and Maurice Krafft	 Charles Richter
Concepts	**Main Disciplinary Concepts** Similarities & differences, research and enquiry, cause and consequence	**Main Disciplinary Concepts** Similarities & differences, research and enquiry, cause and consequence	**Main Disciplinary Concepts** Similarities & differences, research and enquiry, cause and consequence
	Main Substantive Concepts – always Place Physical processes, environmental impact, sustainable development	**Main Substantive Concepts – always Place** Physical processes, environmental impact	**Main Substantive Concepts – always Place** Physical processes, environmental impact, sustainable development, human processes

Skills	Lesson 1: I can label major world rivers on a map. Lesson 2: I can collect data from a local river. Lesson 3: I can explain and illustrate the three stages of a river using diagrams and correct geographical vocabulary. Lesson 4: I can identify, label and explain key river features using correct geographical vocabulary. Lesson 5: I can categorise the main reasons why people use rivers.	Lesson 1: I can identify what lies beneath the surface of the Earth. Lesson 2: I can describe what happens when the Earth's plates meet. Lesson 3: I can explain the main features of a volcano. Lesson 4: I can research information about real volcanoes. Lesson 5: I can describe what happens when a volcano erupts	Lesson 1: I can sequence the events that cause an earthquake to occur. Lesson 2: I can explain cause and consequence of famous earthquakes. Lesson 3: I can describe the impacts of an earthquake and explain how they affect people over time. Lesson 4: I can explain the help people might need after an earthquake and describe how ShelterBox supports communities. Lesson 5: I can decide and explain the safe actions to take during an earthquake.
Knowledge	Lesson 1: I know that a river is a natural stream of flowing water that moves from higher land to lower land and usually flows into a sea, lake, or another river. Lesson 2: I know the information you can find out about a river and how to measure a river's depth. Lesson 3: I know that a river has three main stages called the upper course, middle course and lower course, and that a river changes as it flows from source to mouth. Lesson 4: I know the main features of a river and where they are found along a river's course. Lesson 5: I know that people can use rivers for survival, food, energy, transport and fun.	Lesson 1: I know the earth is made up of the crust, mantle and core. Lesson 2: I know that plate movement causes volcanoes and volcanic eruptions. Lesson 3: I know that the main features of a volcano include: the Earth's crust, cooled layers of lava, lava, central vent, side vent and an ash cloud. Lesson 4: I know information about real-life volcanoes. Lesson 5: I know a volcano releases lava, gases and ash when it erupts.	Lesson 1: I know that earthquakes are caused by tectonic plates suddenly moving or slipping past each other underground. Lesson 2: I know that 90% of the world's earthquakes happen around the Ring of Fire and events linked to a famous earthquake. Lesson 3: I know that earthquakes can cause damage to buildings, roads and bridges, and that these effects can be short term or long term for people. Lesson 4: I know that earthquakes can cause serious damage and that organisations like ShelterBox help people by providing emergency supplies. Lesson 5: I know what I should and should not do during an earthquake to keep myself safe.
Vocabulary	flow mouth channel numerical data quantitative river course source	core crust volcanoes plate boundaries (African, Antarctic, Australian, Indian, South American) magma central vent	earthquake tectonic plates boundaries rubble long-term effects short-term effects aid

	tributary meander hydro-electric power	ash cloud eruption lava Ring of Fire impact	survival kit drill preparation
Career Links	 Hydrologist	 Volcanologist	 Seismologist