

Year 5 – Autumn - Has our Earth finished evolving?

- locate the world’s countries, using maps to focus on North and South America, key physical characteristics
- identify the position and significance of Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- physical geography, mountains, volcanoes and earthquakes,
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Previous Learning

- Year 3 – Location of South America during Mayan topic
- Year 3 mention of time zones during Mayan topic
- Maps in Year 2, 3, and 4

Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To identify locations on a map <i>(context – mapping the ring of fire)</i>	<ul style="list-style-type: none"> - Look at and identify the continents on a world map - Mark out the tectonic plates - Mark the location of the world’s volcanoes - Discuss what they notice about their locations - Focus on the location of a few key volcanoes and discuss which country and continent they are in 	Where do you find volcanoes? Why do you think volcanoes are there? Why don’t you get volcanoes in the U.K?	<ul style="list-style-type: none"> - Show the location of some volcanoes on a world map 	World map – rainbow room timeforgeography plate tectonics volcanoes Case Studies
To understand the physical processes of volcanoes	<ul style="list-style-type: none"> - Look at the difference between active, dormant or extinct volcanoes - Focus on active volcanoes - Discuss the main features – magma chamber, main vent, crater - Look at composite volcanoes and mention about shield volcanoes - Look at what happens when a composite volcano erupts 	What’s different about these volcanoes? Which do you think is most dangerous? How does an eruption happen? Can you tell when an eruption is going to happen?	<ul style="list-style-type: none"> - Explain that there are different types of volcanoes - Explain where the lava comes from 	
To explain the impacts of natural hazards on human populations <i>(context – volcanoes)</i>	<ul style="list-style-type: none"> - Discuss what they think the hazards with living near a volcano are - Talk about why people might choose to live near a volcano - Look at the impact living near a 	Would you want to live there? What might be the dangers? Are there any benefits?	<ul style="list-style-type: none"> - Talk about some of the problems natural hazards cause to people 	

	volcano has on people			
To consider how volcanoes and earthquakes can change the land	<ul style="list-style-type: none"> - Look at how volcanoes in Hawaii have created new land - Consider that the movement of plates shapes the mountains and trenches - Look at how earthquakes and volcanoes can also cause destruction 	<p>What has been created?</p> <p>How useful do you think this is?</p> <p>How long do you think this process takes?</p> <p>What has been destroyed?</p>	<ul style="list-style-type: none"> - Explain that volcanoes can form new land 	
To understand the significance of the Arctic and Antarctic <i>(context – global warming)</i>	<ul style="list-style-type: none"> - Look at how much water is stored in the Arctic and Antarctic - Discuss how the white of snow and ice helps to reflect heat and keep temperatures cool - Consider the implication of the melting of the ice and changes to sea levels 	<p>Why does the melting ice speed up the warming?</p> <p>What would happen if all the ice melted?</p>	<ul style="list-style-type: none"> - That melting of ice in the polar regions leads to sea-level rises 	

Assessment Questions

What is a volcano?

Where on a world map would you find them?

Do you think the earth has finished evolving?