



Subject: Year 5 Geography—Polar Regions

Learning Question: What are the challenges of living in a polar region?

NC Link: Pupils learning will include the location and characteristics of a range of the world's most significant human and physical features.

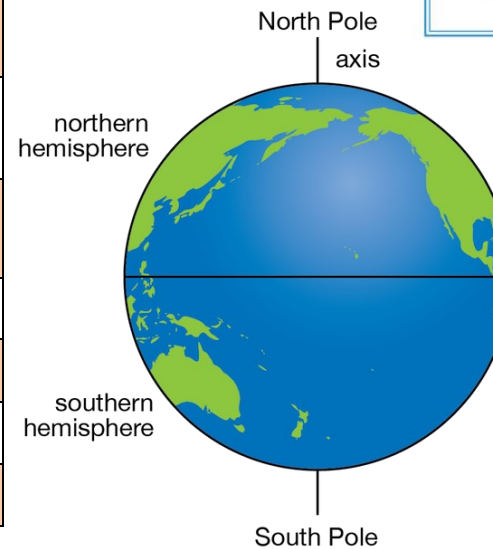
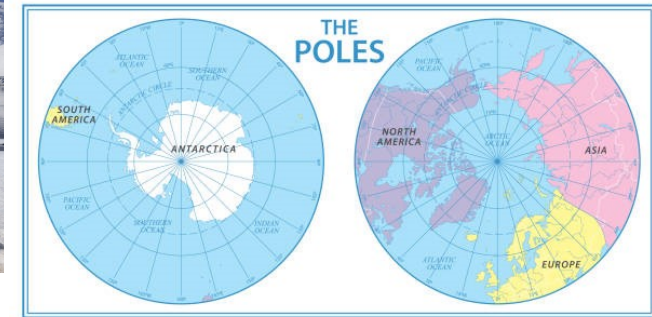
Why do we learn about polar regions?

The polar regions of our planet are some of the most inhospitable areas on the earth's surface. They are also some of the least explored regions of our planet and as such, some of the areas that we know the least about. Despite being sparsely populated with people and animals, the polar regions have a huge impact on the world and act as a marker for the slowly declining health of our planet.

Outcome: Children will be able to talk about where the polar regions are found on the planet and how they differ from each other. They will be able to talk about the characteristics of polar regions and what makes them such sparsely populated places. Children will be able to talk about the challenges of exploring and living in polar regions.

Key Vocabulary

Polar regions	The polar regions are the areas around the north and south pole. They are made up of large islands of ice.
South Pole	The most southerly point of our planet. Every other point on earth is north of the south pole.
North Pole	The most northerly point of our planet. Every other point on earth is south of the north pole.
Antarctica	The world's most southern continent. Antarctica is the driest, windiest, coldest and iciest continent on the planet.
Arctic	The area at the most northerly point of the planet. Scientists define the arctic as everything inside the arctic circle .
Glacier	A large, slow moving solid collection of ice and snow.
Roald Amundson	The first person credited as ever reaching the South Pole in 1911.
Ernest Shackleton	A famous Antarctic explorer who sailed on the ship 'Endurance' between 1914–1916.
Captain Scott	The first British explorer to reach the South Pole.



Change and Continuity

The changes that have occurred to the planet's temperatures over the past 50 years are beginning to cause changes in polar regions that some scientists believe are both dangerous and irreversible.

Diversity and Adversity

People and animals that explore polar regions have to survive in some of the most adverse conditions known to man.

Local Links and Contextual Learning

Geography that I learnt about **last** year:
Rainforests and Mountains

Geography that I will learn about **this** year:
Earthquakes and Volcanoes

Geography I will learn more about **next** year:
Climate, Biomes and Vegetation Belts



Subject: Year 5 Geography—Volcanoes and Earthquakes

Learning Question: What do volcanoes and earthquakes have in common?

NC Link: Describe and understand key aspects of Volcanoes and Earthquakes.

NC Link: North American Study—San Francisco

Why do we learn about Volcanoes and Earthquakes?

In KS1 and Y3 we learn mostly about the world around us. In Y4,5 and 6 we learn more about some of the major, **physical geographical** features of the world. **Volcanoes and Earthquakes** are some of the most powerful and destructive **naturally occurring** features and events on the planet and children should know about how they are **formed** and the **devastating** impacts they can have on peoples lives.

Outcome: We will be able to talk about where volcanoes can be found in the world and name some countries that have been severely impacted by their eruptions.

We will be able to talk about how earthquakes and volcanoes are formed and the impact they have on the lives of people who live in the places that they occur.

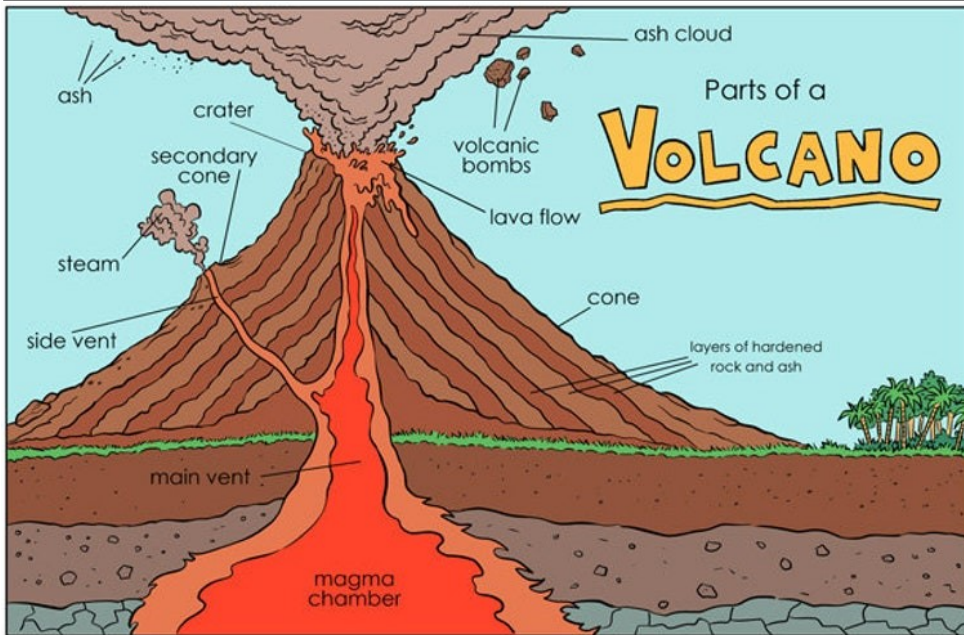
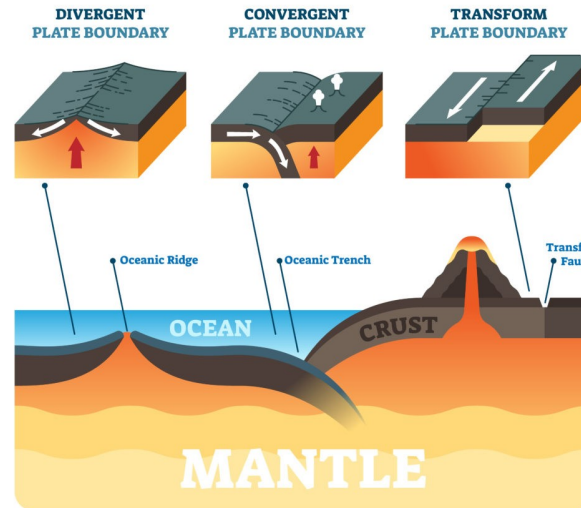
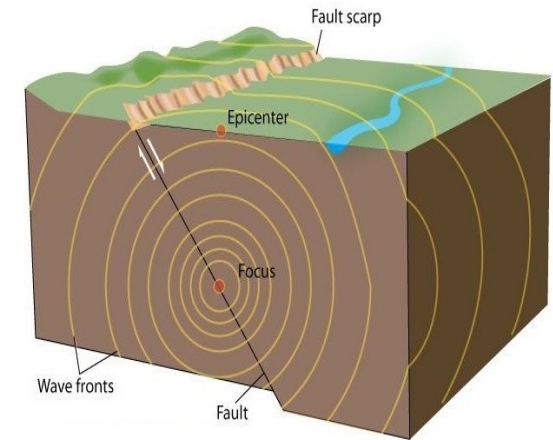


PLATE BOUNDARIES



Seismic waves radiate from the focus of an earthquake



Volcanoes

Put simply, a volcano is **an opening in the Earth's surface**. Usually found in a mountain, the opening allows gas, hot magma and ash to escape from beneath the Earth's crust. Geologists generally group volcanoes into four main kinds--**cinder cones, composite volcanoes, shield volcanoes, and lava domes**

Earthquakes

Earthquakes occur along fault lines, cracks in Earth's crust where tectonic plates meet. They occur **where plates are subducting, spreading, slipping, or colliding**. As the plates grind together, they get stuck and pressure builds up. Finally, the pressure between the plates is so great that they break loose

Change and Continuity

Despite many scientific advancements, it is still very hard to predict when a natural disaster will occur and impossible to prevent them. They have happened throughout history and will continue to do so in the future.

Diversity and Adversity

We want our children to understand that millions of people around the world live in preparation for, and fear of, a natural disaster happening in the place they call home.

Local Links and Contextual Learning

Around 300 million years ago, the creation of Dartmoor's famous granite rock began. It's hard to believe that this idyllic landscape was created by violent volcanoes, tropical climates and ice ages.

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Geography that I will learn about **this** year:
Earthquakes and Volcanoes

Geography I will learn more about **next** year:
Climate, Biomes and Vegetation Belts



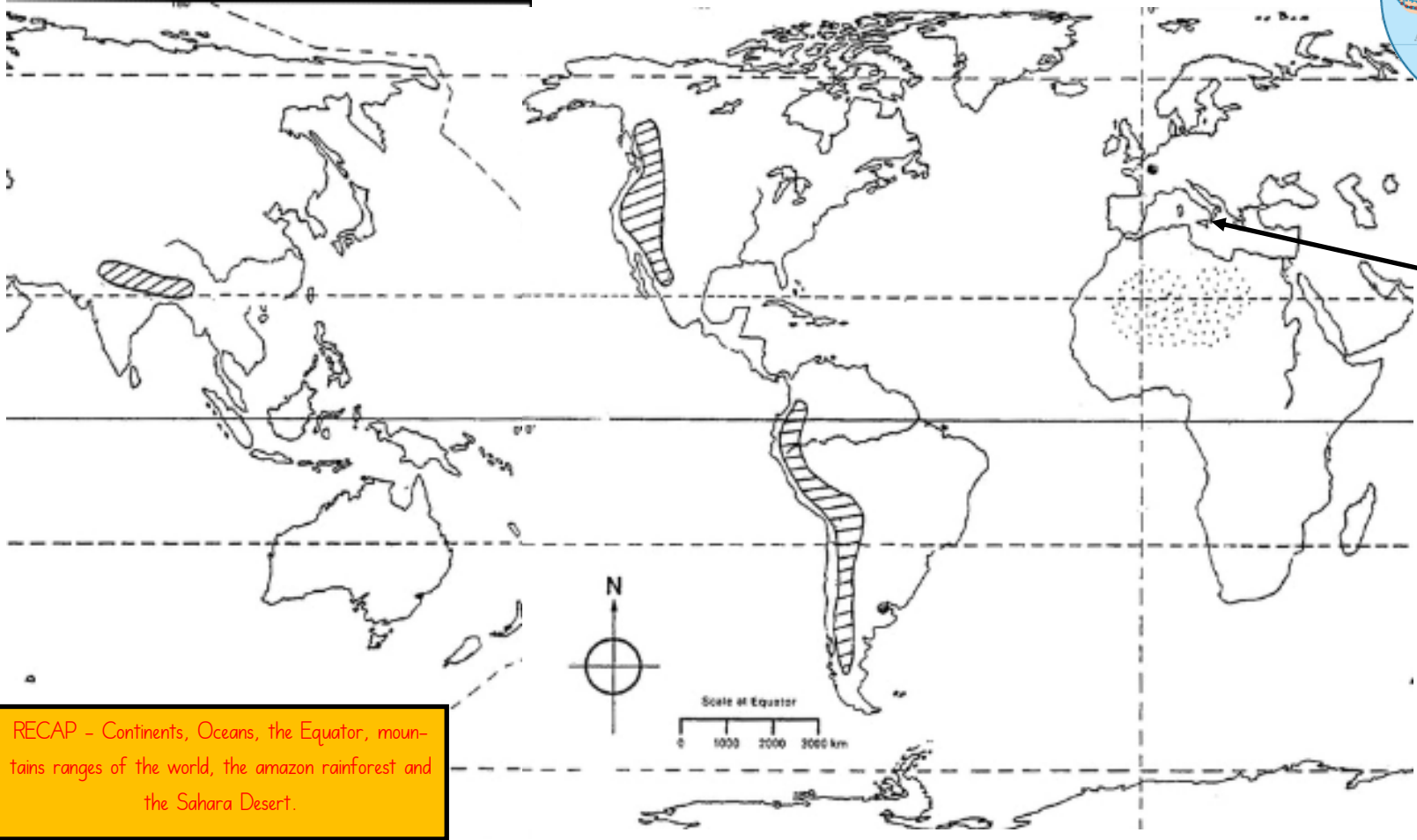
Year 5 Subject: Geography—Place Knowledge
 Previous Learning: UK Countries and Capitals. South and East of England Counties, Countries and capitals of mainland Europe and the South American countries of the Amazon.

NC Link: 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.

Why do we learn this place knowledge?
 The children focus on the UK in KSI. Throughout Key Stage 2 we aim to develop their place knowledge by teaching places in context with their learning. For example, whilst learning about Earthquakes and Volcanoes, Year 5 develop their place knowledge focussing on the many countries around the world affected by these natural disasters.

Outcome: Children will be able to name the countries featured on and around the Ring of Fire and talk about why this is a common place to find volcanoes and earthquakes. Children will be able to talk about the different ways that volcanoes can be formed and categorised. They will be able to explain how both forms of natural disaster have an impact on the humans who experience them.

Countries: USA, Chile, Peru, Costa-Rica, Canada, Russia, Japan, Philippines, Australia, Papa New Guinea, Indonesia, New Zealand, Antarctica. (Ring of the Fire) +Italy (Pompeii)
N.B. This is the first time that the children have seen a world map that does not have the UK and Europe at the center.



Mount Vesuvius

Mount Vesuvius is one of the most dangerous volcanoes in the world, famous for its eruption in 79 AD which buried the Ancient Roman cities of Pompeii and Herculaneum alive. Mount Vesuvius, on the west coast of Italy, is the only active volcano on mainland Europe. It is regarded as one of the most dangerous volcanoes in the world because 3,000,000 people live near enough to be affected by an eruption, with 600,000 in the danger zone.

RECAP - Continents, Oceans, the Equator, mountains ranges of the world, the amazon rainforest and the Sahara Desert.