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| Year | 5 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | Earth Systems : Volcanoes and Earthquakes | | | | | |
| Prior Substantive Content Learning (Year 4) | | | | | Future Substantive Content Learning (Year 6) | | |
| Location / Physical | the names and locations of the world’s principal mountains;  the main features and types of mountains; | | | | Location / Physical | | Extent of tectonic activity in Greece |
| Human / Impact | how some people have adapted to life in mountainous areas. | | | | Human / Impact | | The impact of tectonic activity on settlement and economic activity of ancient and modern Greece  Ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause /Earth System | * the main features and causes of volcanoes and earthquakes; | | | | | | |
| Place / Space | * *t*he names and locations of the world’s principal volcanoes and areas at risk from earthquakes; | | | | | | |
| Consequence | * how people can respond to a natural disaster, such as an earthquake; | | | | | | |
| Disciplinary Knowledge | | | | | | | | |
| Mapping /Scale | U**se and interpret a range of maps to identify the location of volcanoes and earthquake zones across the globe;** | | | Continuity andchange over time . Sustainability  . | | Describe / make linksbetween main events,situations and changesin a place. Learn about impact and change following tectonic events. Learn about human adaption to live in sites of tectonic activity. How sustainable is it to live in tectonic zones? | | |
| Vocabulary | **Use and apply appropriate vocabulary when describing the location and distinctive features of volcanoes, earthquakes;** | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | Regularly address andsometimes devisegeographically validenquiry questions \*  Pinkery Fieldwork link – How was Exmoor formed? Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection within a period/situation (diversity) | | Compare and contrast areas affected by earthquakes and volcanoes | | |
| Interpretationof Geography | Understand thatdifferent places may be affected in different ways by tectonic activity according and the reasons for this. | | | Significance ofevents / people | | Identify significant tectonicevents | | |