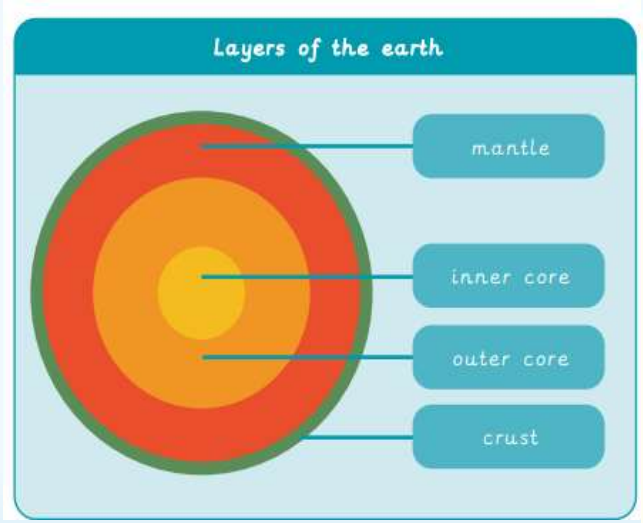
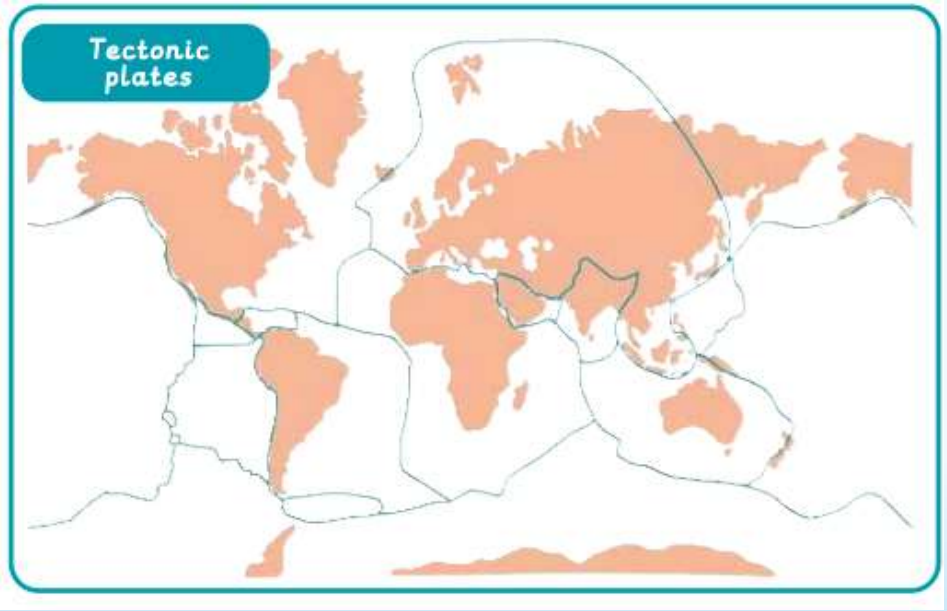
Why do people live near volcanoes?

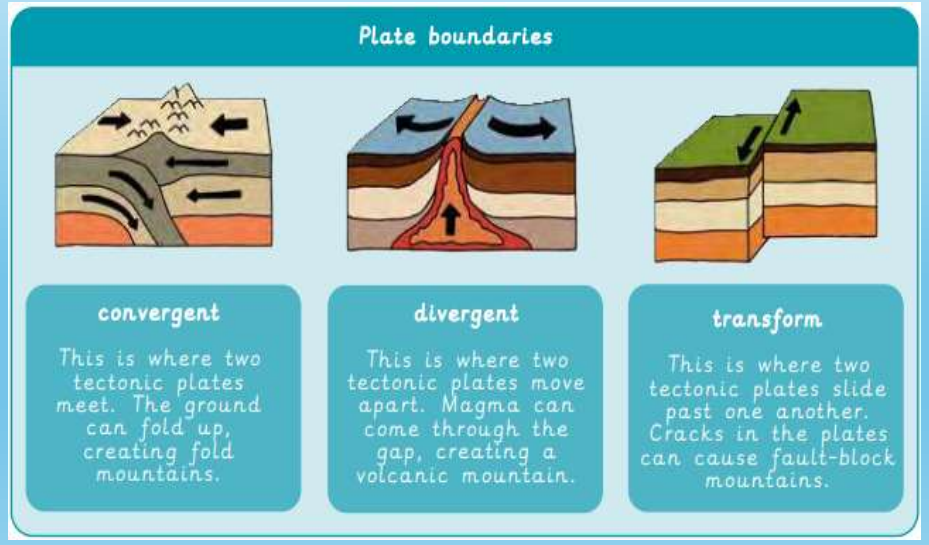
What I already know:

Year 5

- Identify the lines of latitude where hot desert biomes are located.
- Describe the characteristics of a hot desert biome.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.
- Identify characteristics of two contrasting biomes and compare land use.
- Discussing if a desert environment is hospitable and why.



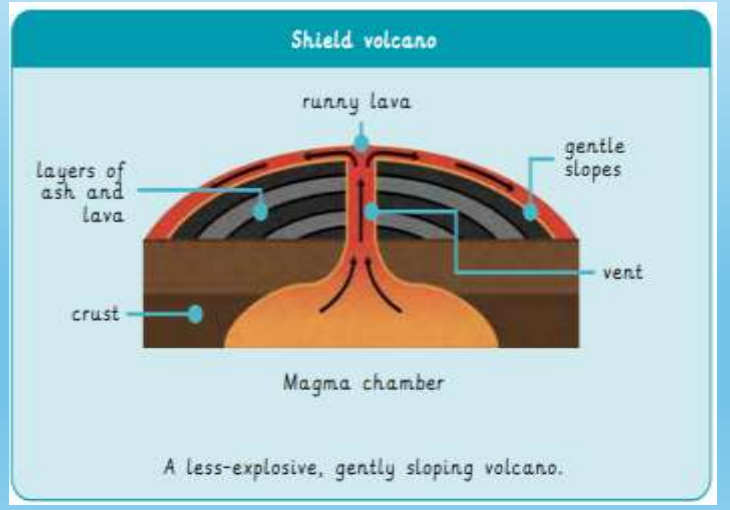




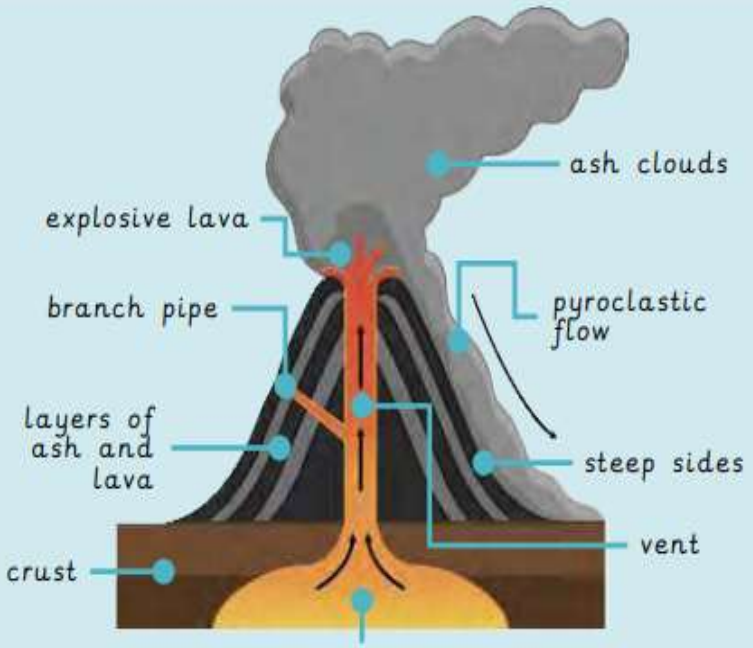
What I will learn now:

Year 6

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.



Composite volcano



An explosive, steep-sided volcano.

Volcano classification

active

A volcano currently erupting or is likely to erupt soon.

extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

dormant

A volcano that may erupt again but has not erupted for a while.

Negative and positive effects of living near a volcanoe

Negative

People may be injured or killed.

Forests and farmland may be destroyed.

Homes may be destroyed.

Carbon dioxide emissions contribute to climate change.

Ash clouds can pollute rivers, killing fish.

Tsunamis and earthquakes may happen.

Positive

Rich, fertile soil is created.

New land is created over time from hardened lava.

Volcanoes can be beautiful landscapes.

Hot springs and skin-brightening mud attract tourists.

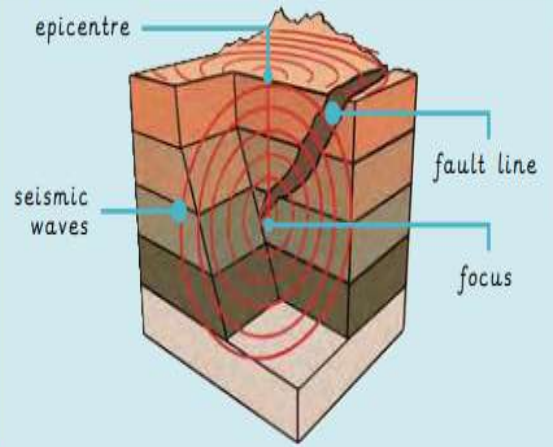
Tourism to volcanoes creates jobs for people.

Geothermal energy from the steam is environmentally friendly.

Jobs are created mining precious stones made by the volcano.

What I will learn next:
Year 6

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.



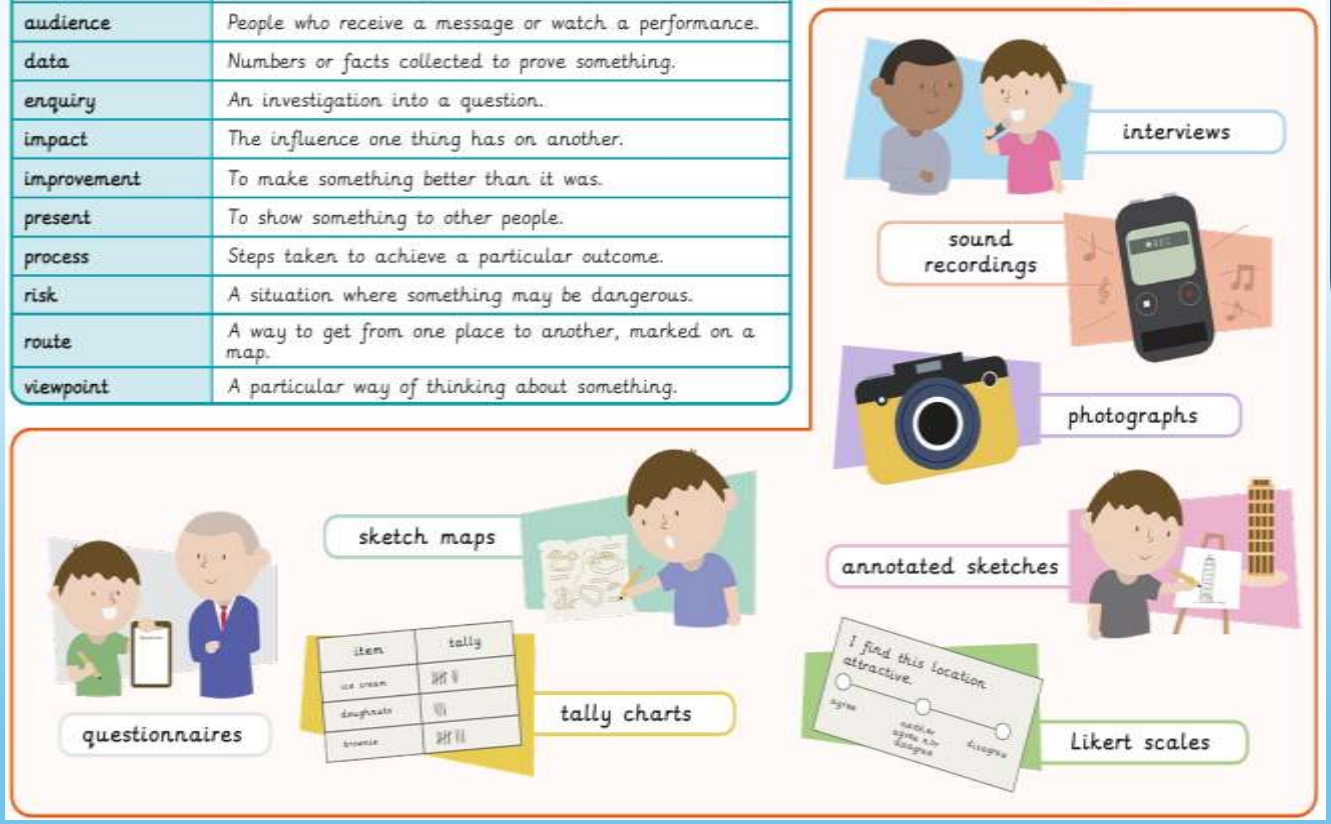
earthquake

A shaking of the ground caused by tectonic plates moving.

Geography - Can I carry out an independent fieldwork enquiry?

analyse	To look at something in detail.
audience	People who receive a message or watch a performance.
data	Numbers or facts collected to prove something.
enquiry	An investigation into a question.
impact	The influence one thing has on another.
improvement	To make something better than it was.
present	To show something to other people.
process	Steps taken to achieve a particular outcome.
risk	A situation where something may be dangerous.
route	A way to get from one place to another, marked on a map.
viewpoint	A particular way of thinking about something.

Data collection methods



What I already know:

Year 5

- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for
- housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know that grid references help us locate a particular square on a map.
- To know the eight points of a compass are north, south, east, west, north-east, south-east,
- north-west, south-west.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial
- and transportation)
- To know an enquiry-based question has an open-ended answer found by research.
- To know how to use various simple sampling techniques.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features
- of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
- To know what a bar chart, pictogram and table are and when to use which one best to represent

What I will learn now:

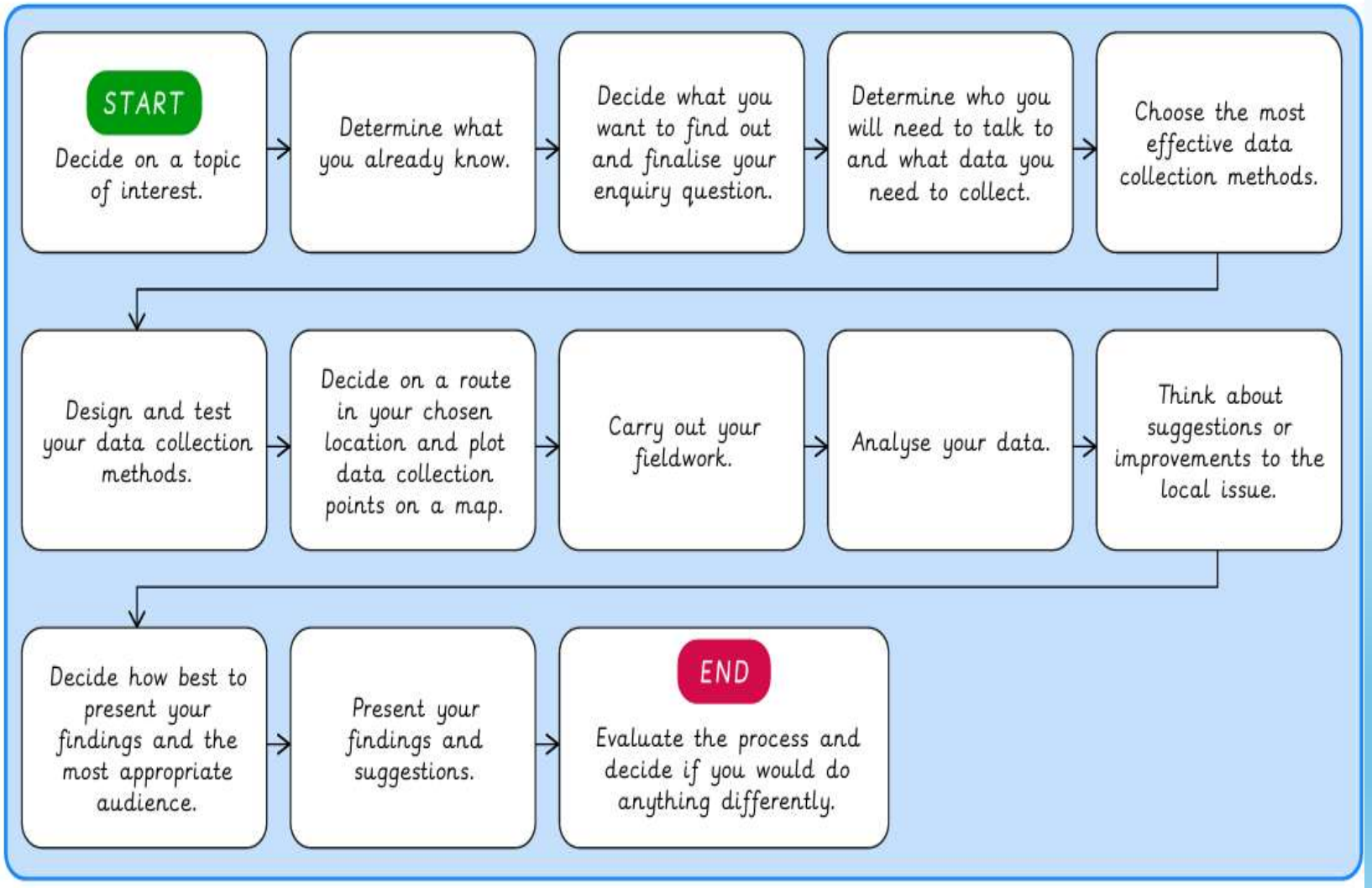
Year 6

To know that contours on a map show height and slope.
To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
To know that a pie chart can represent a fraction or percentage of a whole set of data.
To know a line graph can represent variables over time.
To be aware of some issues in the local area. To know what a range of data collection methods look like.
To know how to use a range of data collection methods.

Geography - Can I carry out an independent fieldwork enquiry?

What I already know:
Year 5

The enquiry process



What I will learn next:
Year 6

To know the global population has grown significantly since the 1950s.
To know which factors are considered before people build settlements.
To know migration is the movement of people from one country to another.
To know that natural resources can be used to make energy.
To know some positive impacts of humans on the environment.
To know some negative impacts of humans on the environment.

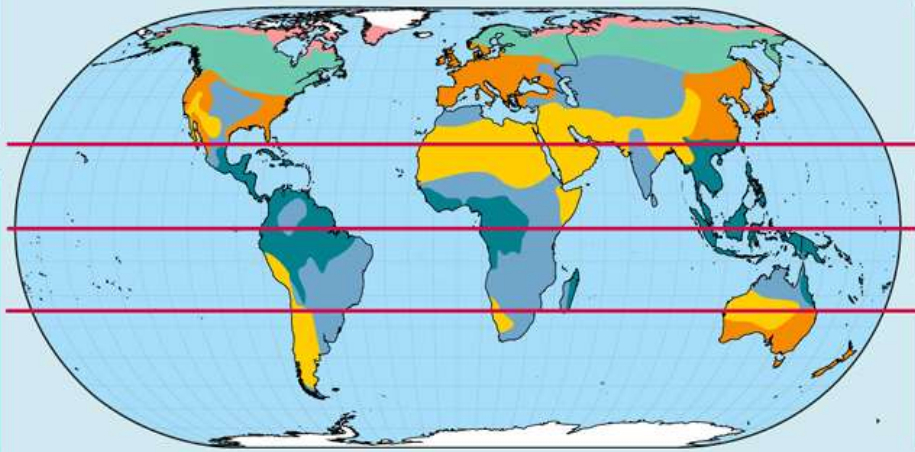
Geography - Why are rainforests important to us?

Map of the world's biomes

biome

An area of the world with a similar climate and landscape, where similar plants and animals live.

- Tundra
- Boreal forest
- Temperate deciduous forest
- Savannah
- Tropical rainforest
- Desert



Tropic of Cancer

A line of latitude north of the Equator which marks the northernmost edge of the Earth's hottest regions.

Equator

An invisible horizontal line that splits the world into two hemispheres.

Tropic of Capricorn

A line of latitude south of the Equator which marks the southernmost edge of the Earth's hottest regions.

Tropical rainforest

How have plants adapted in the Amazon rainforest?

Thin, smooth bark ensures rain can run off trees easily.

Buttress roots keep tall trees stable in the wet soil and strong winds.

Drip tips mean rain can run off leaves without damaging them.

Lianas (vines) wind their way up other plants to reach sunlight.

What I already know:

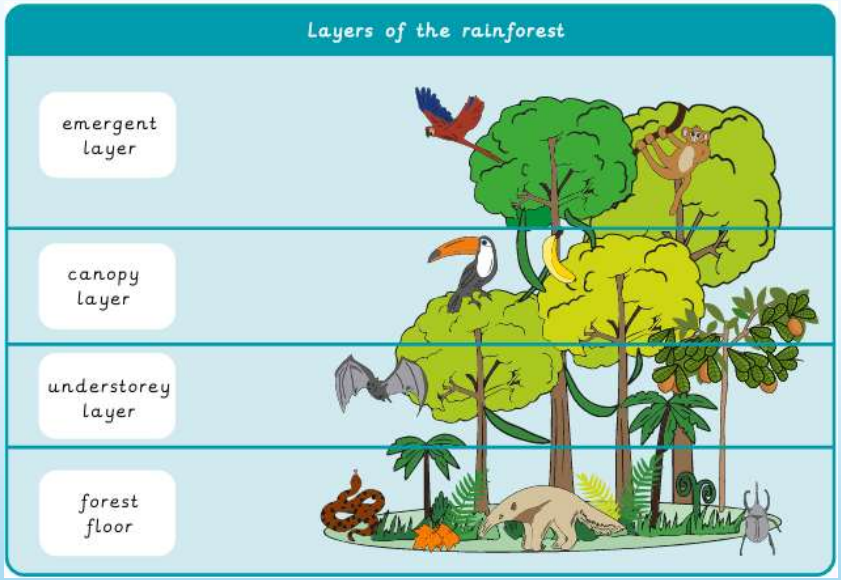
- Locating all the world's seven continents on a world map.
- Locating the world's five oceans on a world map.
- Showing on a map the oceans nearest the continent they live in.
- To be able to name the seven continents of the world.
- To be able to name the five oceans of the world.

What I will learn now:

Year 6

- Locating some countries in Europe and North and South America using maps.
- Locating some major cities of the countries studied.
- Locating some key physical features in countries studied on a map including significant environmental regions.
- Locating some key human features in countries studied.
- Locating the world's most significant mountain ranges on a world map and identifying any patterns.
- Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Locating some of the world's most significant rivers and identifying any patterns.

Geography - Why are rainforests important to us?



What I will learn next:
Year 6

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating key physical features in countries studied on a map .
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.

global warming

When our Earth's temperature rises because of greenhouse gases.

mining

The process of digging up valuable minerals from the Earth's crust.

logging

The cutting down of trees for their wood.

deforestation

The cutting down of trees in a large area.

emergent layer	The top layer of the rainforest with the tallest trees that get lots of sunlight, rain and wind.
canopy layer	The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.
understorey layer	The warm and damp layer above the forest floor that gets little light.
forest floor	The ground layer of the rainforest where it is dark, wet and hot.