

Year 5 Geology Quiz

Volcanoes & Earthquakes

1) If you cut the Earth in half, you would find four layers. Name them.	2) 2) Why does the surface of the Earth look different today compared to how it looked 250 million years ago?
3) 80% of volcanoes are found beneath the seabed. True or false?	4) Name three types of volcanoes.
5) What causes an earthquake?	6) What is the Ring of Fire?



NATURAL DISASTERS



KNOWLEDGE ORGANISER

Overview

-A disaster is a 'sudden accident or a natural catastrophe that causes great damage or loss of life.'

-Disasters on Earth may be as a result of human or natural causes, although some may be caused by both.

Natural Disasters

-Examples include volcanoes, earthquakes and extreme weather.

Human-Caused Disasters

-Examples include pollution, deforestation and use of the Earth's resources.



What is a Tsunami?

A tsunami is a series of large waves generated by an abrupt movement on the ocean floor that can result from an earthquake, an underwater landslide, a volcanic eruption or – very rarely – a large meteorite strike.

Tsunami Wave Formation

Exciting Books

Key Vocabulary

- Disaster
- Human
- Natural
- Physical
- Earthquake
- Tsunami
- Magma
- Tectonic Plates
- Volcanoes
- Lava
- Hurricane
- Tornado
- Drought
- Flooding

How Earthquakes and Volcanoes Happen

Earthquakes

-The Earth's crust is made up of many moving sheets of rocks, called tectonic plates.

-The places where these plates meet are called fault lines. As they rub past each other, pressure can cause the plates to suddenly slip.

-This releases a large amount of energy, and creates seismic waves that travel through the Earth. The waves are felt most strongly in close proximity to where the event takes place – an earthquake.

Volcanoes

-As tectonic plates pull apart or are pushed underneath one another, magma is melted.

-Melted magma rises to the surface because it is lighter than rock.

-If the magma rises quickly or is too thick, gas cannot easily escape. This builds pressure.

-Magma can therefore erupt as lava through openings in the Earth's crust (volcanoes).

Natural Disasters

-Natural disasters are the consequence of the natural processes of Earth.

-Natural disasters may cause loss of life, property damage, and economical/social problems.

- Human activity is likely to be at least partially responsible for some 'natural' disasters.

Earthquakes

-Earthquakes happen when two large pieces of the Earth's crust (tectonic plates) slip suddenly.

-This causes shock waves to the surface of the Earth.

-When earthquakes take place underneath or near water, they may trigger tsunamis – (huge waves) Both can cause huge human & environmental damage.

Volcanic Eruptions

-Volcanic eruptions occur when lava, rock fragments, hot vapour and gas are released through a volcano from beneath the Earth's surface.

-During eruptions, damage and death is caused by lava flows, mudslides and avalanches.

Hurricanes/ Tornadoes

-Hurricanes and tornadoes are both examples of adverse weather that involve extremely strong winds.

-Large hurricanes and tornadoes have the power to uproot trees, throw cars, and even dismantle buildings.

-They also cause huge storms which can cause flooding.

Drought/ Flooding

-Droughts occur when places do not receive an adequate water supply, often as a result of decreased rainfall.

-Flooding is an overflow of water that submerges land that is usually dry. In addition to destroying environments, flooding can also cause contamination and spread disease.

Disasters Timeline

66 million BCE	Dinosaur extinction event – probable asteroid.	1650 BCE	Minocan eruption of Thera.	226 BCE	Rhodes Earthquake.	79 CE	Eruption of Mount Vesuvius.	526 CE	Antioch Earthquake.	856 CE	Damghan Earthquake.	1138 CE	Aleppo Earthquake.	1780 CE	Great Atlantic Hurricane.	1839 CE	Indian Hurricane/ Cyclone.	1928-30 CE	Chinese drought.	1931 CE	Yellow River Flood.	1945 CE	Hiroshima Atomic Bomb.	1986 CE	Chernobyl Nuclear Disaster.	1991 CE	Gulf War Oil Spill.	2004 CE	Indian Ocean Earthquake/ Tsunami.
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Geology Topic Objectives - Year 5

I can identify the four layers of the Earth.

I can explain what tectonic plates.

I can explain why volcanic eruptions occur.

I can explain how volcanoes are formed.

I can describe different types of volcanoes.

I can explain key aspects of earthquakes.

I can explain some of the problems of living in an earthquake zone.

I can describe how and why engineers earthquake proof buildings.

I can use maps and atlases to locate countries and features studied.

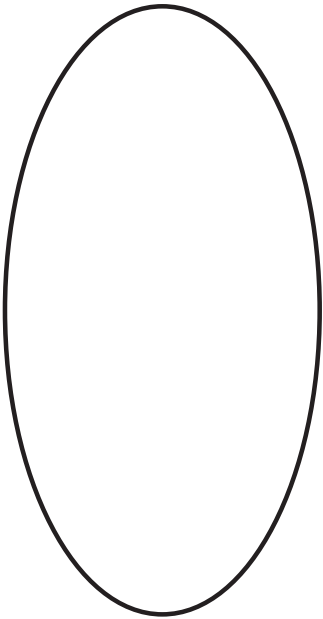
What questions do you have?

What can I infer from the source?

What does this source definitely tell me?



Mind Map



Before starting the topic, add what you already know.

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True or false?

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Year 5 History Quiz

Significant Events Since 1066

1) Which famous battle took place in 1066?

2) After the invasion what did the Normans build to help keep law and order?

3) What is the Bayeux Tapestry?

4) The Normans introduced over half the words currently in use in the English language.

True or false?

5) How did Norman rule affect the Church?

6) What is the Domesday Book and why was it compiled?

Timeline of 1066

January 4th- Edward the Confessor dies.

January 6th- Harold Godwinson crowned King.

September 20th- Harald Hardrada defeats the English at the Battle of Fulford

September 25th- Harold defeats and kills Harald at the battle of Stamford Bridge

September 28th- William lands in the South of England

October 14th- William defeats Harold at the Battle of Hastings

December 25th- William is crowned King of England

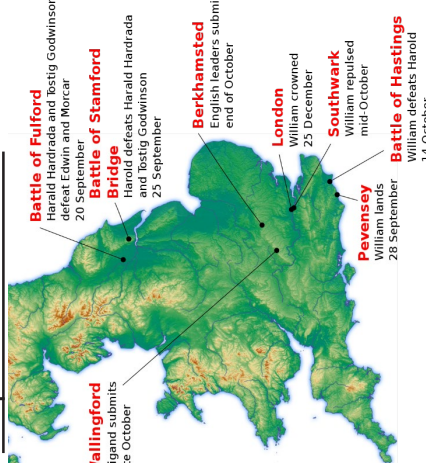
Claimants to the throne in 1066

	Harold Godwinson Nationality- Anglo Saxon Age- 44 Richest man in England
	William, Duke of Normandy Nationality- Norman Age- 38 Experienced ruler
	Harald Hardrada Nationality- Norwegian Age- 51 King of Norway
	Edgar Atheling Nationality- Anglo Saxon Age- 15 Blood relative of Edward

Map of Northern Europe, 1066



Map of 1066 events

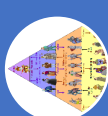


How did William control England?

**The Harrying of the North**

**Motte and Bailey Castles**

**The Domesday Book**

**The Feudal System**

Gives

Receives

Land

Money, Loyalty, Knights

Protection and military service

Food and services

King

Barons

Knights

Peasants

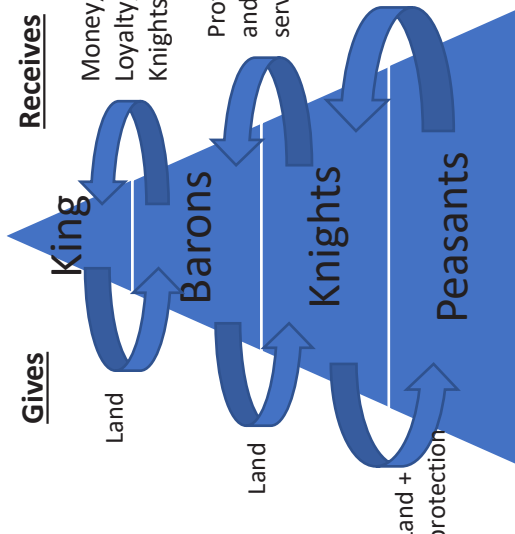
Land + protection

Land

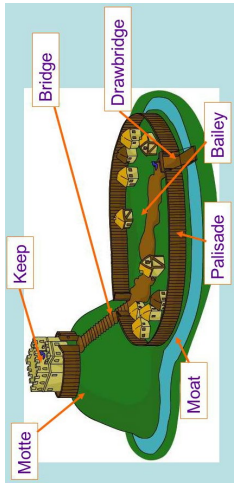
Land

Land

Diagram of the Feudal System



Labelled diagram of a Motte and Bailey Castle



Norman Conquest Knowledge Organiser

Significant Events Since 1066 History Topic Objectives - Year 5

I can study of an aspect or theme in British history that extends my chronological knowledge beyond 1066.	I can recognise a significant turning point in British history which impacts on the changing power of monarchs.
I can explain why it was important for a reigning monarch to have an heir.	I can place the date of the Battle of Hastings on a timeline referencing previous invaders and settlers.
I can explain why the Normans were victorious in 1066.	I can recognise the Norman conquest as the last major invasion of Britain.
I can describe how building changed under the Normans.	I can describe how the Normans enforced law and order.
I can explain how Norman rule affected the Church in England.	I can state what the Domesday Book was, why it was compiled, and its significance then and now.

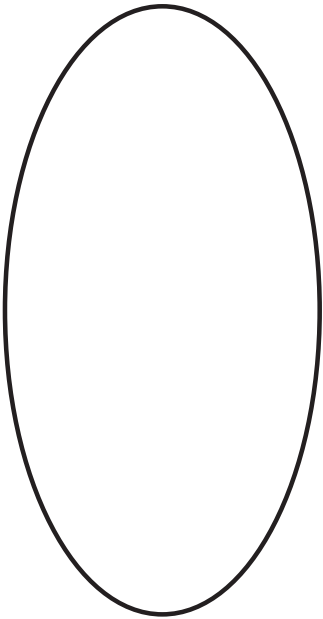
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Year 5 Location Quiz

World Geography

1) What do you think the words longitude and latitude mean	2) What is meant by the word coordinates?
3) Where are the Northern and Southern hemispheres located?	4) If it is 12noon in London, is it also 12 noon in Hong Kong? If not why not?
5) What is meant by the term 'Biome'?	6) What is an equator line?

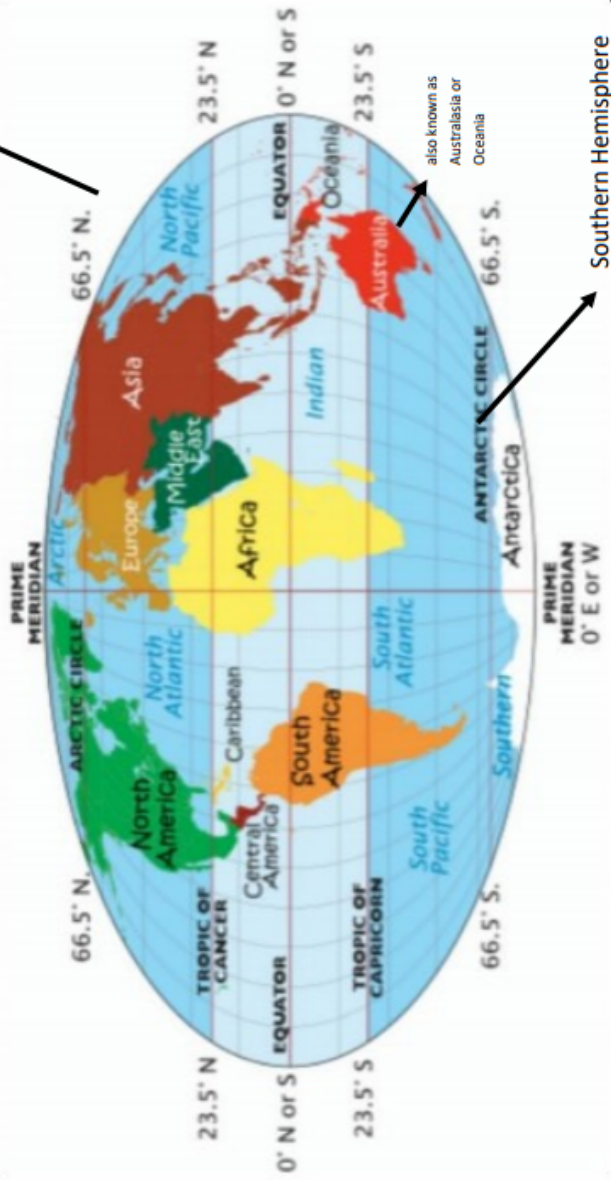
Strand: Locational Knowledge/ Human and Physical Geography

Phase: KS2

Topic: Features of Navigation

- What should I already know?
- The seven **continents** and five **oceans**
 - There are different **climate zones** (e.g. polar regions), and that some zones are hot and dry, some are cold, some are **temperate** and some are **tropical**.
 - The features of different **climate** zones, including the **biomes** found there.
 - **Human** and **physical geographical** features in different countries, cities and towns.
 - How magnets work and that compasses point north.

Northern Hemisphere



Southern Hemisphere

- Geographical Skills and Fieldwork
- Use an atlas, maps and globes to locate which countries lie on certain points of the Earth.
 - Use the eight points of a compass to describe the locations of countries in relation to one another.
 - Compare **climate zones** and discuss how these are dependant on their location on Earth .
 - Use Google Earth to locate countries using coordinates of **longitude** and **latitude**.
 - Use lines of **longitude** to locate major cities around the world.
 - Approximate coordinates of other major cities around the world using a world map and knowledge of **longitude** and **latitude**.
 - Locate two different places; describe their locations using key vocabulary, their **human** and **physical geographical** features, their **climate** (and how their location on Earth affects this), and describe their similarities and differences.
 - Research the average temperature or rainfall at different lines of **latitude** and plot these in a graph. Is there a pattern?

Vocabulary	
Arctic circle	imaginary line drawn around the northern part of the world at approximately 66° North. Arctic winters are long and cold while summers are short and cool
biome	a natural area of the living world which has its own climate, vegetation and animals
climate	the general weather conditions that are typical of a place
climate zone	sections of the Earth that are divided according to the climate. There are three main climate zones; polar, temperate and tropical.
continent	a very large area of land that consists of many countries. Europe is a continent .
degrees	a unit of measurement that is used to measure angles
equator	an imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole.
human geography	features of land that have been impacted by human activity
humid	a climate that is very hot and damp
Greenwich	borough of Greater London, England, located on the prime meridian
latitude	latitude of a place is its distance from the equator
longitude	a place is its distance to the west or east of a line passing through Greenwich.
Northern Hemisphere	that half of the globe lying north of the equator
ocean	one of the five very large areas of salt water on the Earth's surface.
physical geography	natural features of land
prime meridian	prime meridian is the line of longitude, corresponding to zero degrees and passing through Greenwich, England, from which all the other lines of longitude are calculated.
Southern Hemisphere	that half of the globe lying south of the equator
temperature	a place which is never extremely hot or extremely cold
time zone	one of the areas into which the world is divided where the time is calculated as being a particular number of hours behind or ahead of GMT (Greenwich Mean Time)
tropics	parts of the world that lie between two lines of latitude , the Tropic of Cancer , 23½° north of the equator , and the Tropic of Capricorn , 23½° south of the equator . The tropics have a humid climate, where the weather is hot and damp.

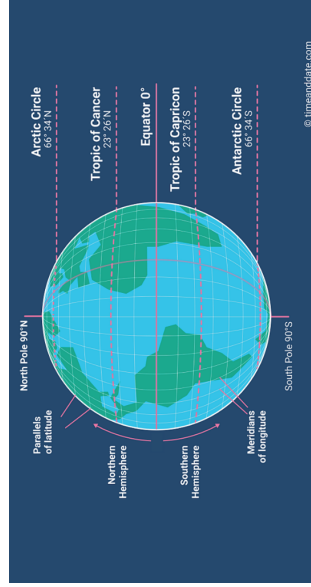
World Geography/Location Topic Objectives - Year 5

I can explain what the terms longitude and latitude mean.	I can recognise that longitude and latitude are invisible lines that help us to locate points on the globe.
I can explain why longitude and latitude are important for locating different points.	I can locate points on the globe using longitude and latitude.
I can refer to both the Northern and Southern hemispheres when describing a location on Earth.	I can recognise that the equator is an invisible line that helps us to locate points on the globe.
I can refer to coordinates when describing points on the globe (for example: 10°S 60°W).	I can identify Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian.
I can explain why the Earth is a seasonal planet making reference to the equator and the Earth's hemispheres.	I can explain why the local time in a given country varies around the globe.
I can explain the term biome, and climate zone.	I can explain how biomes differ in nature globally.

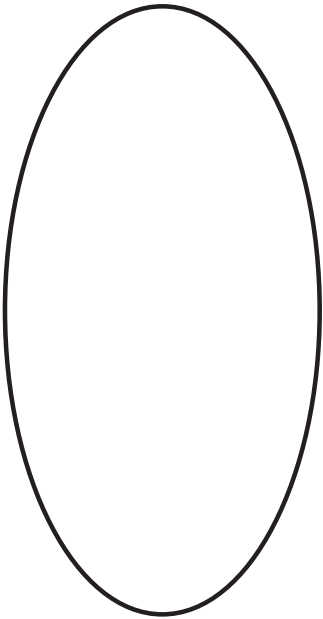
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Year 5 History Quiz

Henry VIII and the Break from Rome

1) When Henry VIII became king what was the main religion in England?	2) Who was Henry VIII's first wife and how long was he married to her?
3) Why did Henry VIII want to leave his first wife and marry again?	4) Who had the power to grant Henry's wish to divorce his first wife and remarry?
5) Name three advantages Henry hoped to secure by divorcing his first wife and remarrying?	6) How many legitimate children did Henry VIII have and how many of them became future monarchs?

HENRY VIII AND THE BREAK FROM ROME

OVERVIEW

The Tudor dynasty ruled England for 118 years from 1485 to 1603. During their reign they encouraged new religious ideas, overseas exploration and colonisation. Tudor England had two of the strongest monarchs ever to sit on the English throne: Henry VIII and his daughter Elizabeth I. Religion was very important in Tudor times. Everyone had to go to church. If you didn't attend the same church as the monarch you might get arrested, thrown into the Tower of London, or even executed. Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives, beheading two of them.

Historians agree that the great theme of Tudor history was the Reformation, the transformation of England from Catholicism to Protestantism

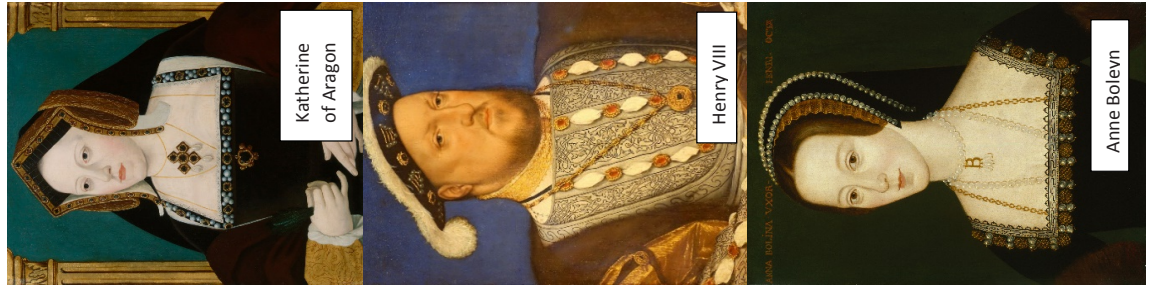
KEY INDIVIDUALS (other than Monarchs – above)

Thomas Wolsey. A Cardinal of the Catholic Church and key advisor of Henry VIII. He was Lord Chancellor from 1515-29 and fell from power when he failed to secure Henry VIII a divorce from his first wife.

Thomas More. Key advisor and friend of Henry VIII. He opposed Henry's divorce and the break with Rome and was executed for treason.

Thomas Cromwell. A Protestant and key advisor of Henry VIII in the 1530s. He helped Henry VIII to break from Rome and set up the Church of England as well as dissolving the monasteries.

Thomas Cranmer. The first protestant Archbishop of Canterbury, appointed in 1533. He officially divorced Henry VIII and Catherine of Aragon but was eventually burnt at the stake on the orders of Mary I.



Key Vocabulary



Roman Catholic Like most of Europe, England was a Roman Catholic country when Henry VII came to the throne. The Pope in Rome was, and still is, the head of the Roman Catholic Church. In Roman Catholic church services the Bible was read in Latin which very few people understood.

Protestant In 1517 Martin Luther started a new religious movement which protested against some of the practices of the Roman Catholic church. Followers were known as Protestants. They wanted the Bible to be read in English in church so that everyone could understand it.

Monarchy A form of government with a monarch at the head.

Monarch- A leader of a country, e.g. a King or Queen.

Heir- The person next in line to throne who will take over when the current King or Queen dies.

Reign – The period of time that a monarch rules.

Church of England – Henry VIII created the Church of England so that he could divorce his first wife. The catholic church did not permit divorce.

Reformation – The act of changing (reforming) something. In this case the reformation of the church to remove the Pope's control. Pope- The head of the Roman Catholic Church.

Divorce – The legal end of a marriage.

Henry VIII and the Break from Rome History Topic Objectives - Year 5

I can study of an aspect or theme in British history that extends my chronological knowledge beyond 1066

I can recognise a significant turning point in British history which impacts on the changing power of monarchs.

I can explain why it was important for a reigning monarch to have an heir.

I can explain why Henry Married Catherine of Aragon (his brother's widow.)

I can describe why Henry argued with the Roman Catholic Church.

I can describe the measures Henry took to break the power of the Roman Catholic Church in England.

I can name three advantages Henry gained by breaking with the Roman Catholic Church.

I can name Henry's second wife.

I can explain why his second marriage also failed.

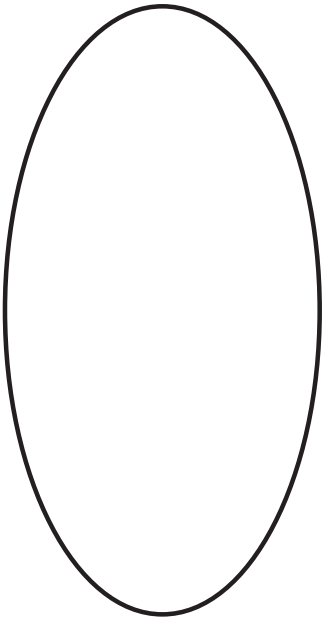
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Year 5 Geography Quiz

Local Field Study

1) How would you describe Hillingdon?

- 1) Inner city
- 2) Suburban
- 3) Rural

2) How is the land around Ryefield Primary School mainly used? (Tick one).

- a) Parks and open spaces
- b) Housing
- c) Shopping centres
- d) Industrial units

3) What is meant by the physical geography of an area?

4) Name three different types of transport links in Hillingdon.

5) When did settlement in the Ryefield School area become popular?

6) What is the most popular style of housing in the locality of Ryefield Primary School?

Geography

A Local Study – a comparison of human and physical geography of my local area.

Vocabulary

Settlement

A place where a community of people live
The primary city in a country which is usually a focus for a country's political, economic and cultural activities.

Capital city

Population

The number of people living in a country, city or area

Function

The main activities or purpose of a settlement e.g residential, industrial, commercial or recreational.

Census

Taken by the government to count the number of people living in a country, city or town

Demographic

The study of human population - how many people live in a certain area and how it has changed over time

Housing types

Terraced, semi-detached, detached, flats or bungalows. The way in which land is used by people. Examples could include housing, industry or green spaces (such as parklands or farming).

Land use

Landscape characteristics

Special features that belong to or make up a place and make it different or unique

Urban

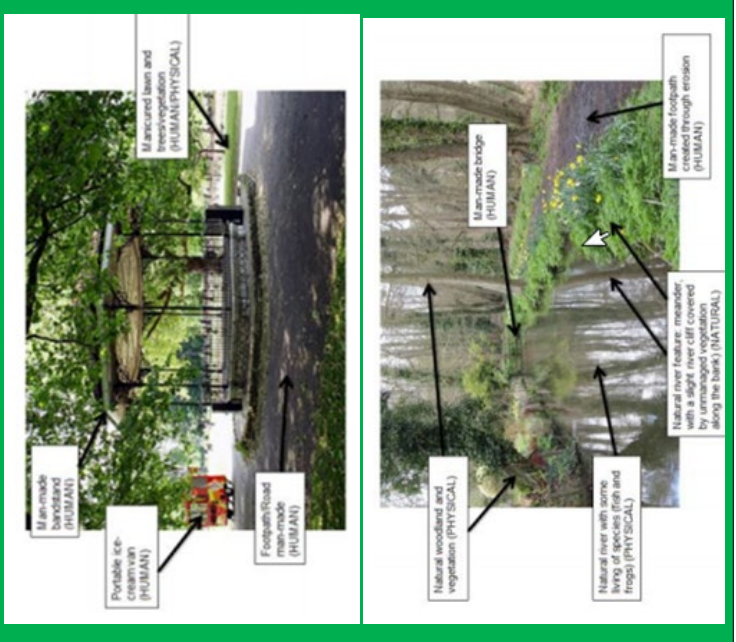
An area where lots of people live and work close together (e.g. a big city like London or Plymouth)

Rural

An area that is not a town or city, often used for farming or agriculture

Human geography is the study of the distribution of networks of people and cultures on Earth's surface.

Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans. In physical geography, landforms and how they change are studied, as well as climate and its effects.



A Local Land Study Geography Topic Objectives - Year 5

I can locate my local area on a range of maps and discuss the similarities and differences using geographical language.

I can compare satellite and map views of the local area and discuss the similarities and differences using geographical language.

I can create my own map of the local area.

I can identify land use in my local area.

I can identify communication links in the local area

I can explore changes in the geography of my local area over time.

I can identify the reasons why people live in a suburban area.

I can tell you when settlement in my local area became popular.

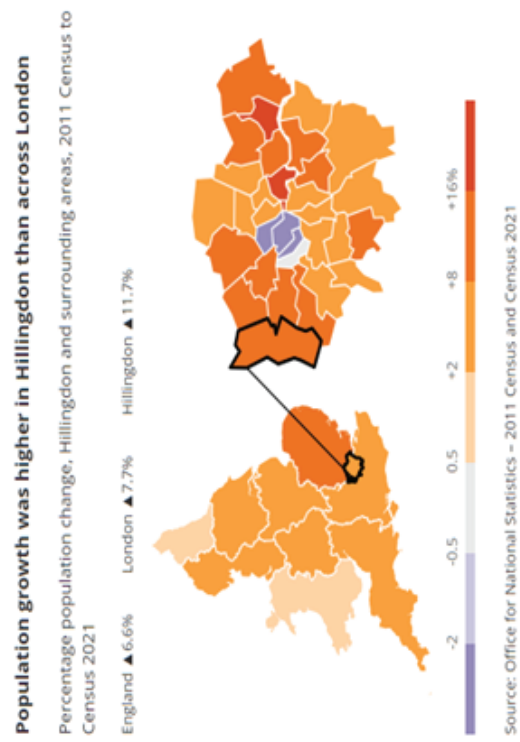
I can identify and describe the main human and physical features of my local area.

I can identify the most popular type of housing in my local area.

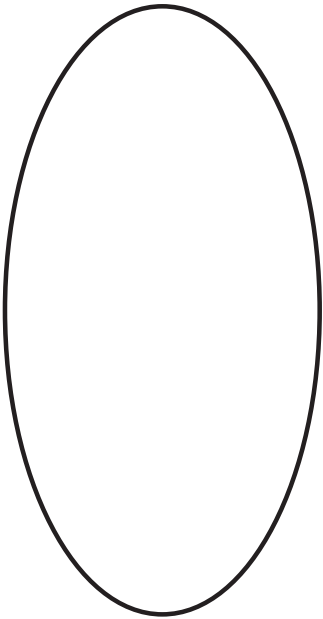
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[illegible]

[illegible]



 Show what you know. Recall two things on the topic.	Connect - can you link this to one more thing that you know.
1.	
2.	

[illegible]



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1.	
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Year 5 History Quiz

The Suffragettes

1) What does the word 'suffrage' mean?

2) Can you name any of the Suffragettes?

3) Why did the suffragette movement start?

4) What was life like for women in the 19th century?

5) Whilst in prison some suffragettes continued to raise awareness of their cause. Do you know how?

6) Why is Emily Davison famous?

Knowledge Organiser: Equality - Suffragettes

Key Events	
1	1897 NUWSS formed. Millicent Fawcett is leader.
2	1903 WSPU is formed by Emmeline Pankhurst and daughters.
3	1905 Militant Campaign begins – Christabel Pankhurst and Annie Kenney arrested
4	1908 Mass rally in London – 300,000 to 500,000 activists attend. Window smashing using stones with written pleas on them.
5	1909 Hunger strike and force feeding starts – Marian Wallace Dunlop becomes the first hunger striker.
6	1913 Militant bomb and arson campaigns and increasing arrests which results in the passing of the “Cat and Mouse” Act , under which hunger strikers are temporarily released then rearrested to prevent them dying in police custody
7	1913 Emily Wilding Davison attempts to pin a Suffragette scarf onto the King’s Horse at the Derby. She is struck by the horse and dies 4 days later.
8	1914 World War 1 starts – Suffragette leaders urge women to join the war effort. NUWSS continues to campaign for recognition for their work.
9	1918 The Representation of the People Act is passed, allowing men over 21 and women over 30 to vote.

Key People	
 Emmeline Pankhurst – WSPU	Led the WSPU from October 1903. Took more militant action such as windows smashing, arson and hunger strikes . Arrested numerous times, went on hunger strike and was force fed. Died in 1928.
 Christabel Pankhurst – WSPU	Became a speaker for the WSPU in 1905. She trained as a lawyer but could not practice as woman. Arrested with her mother. Fled England in 1912 for fear of being arrested again. Unsuccessfully ran for Parliament in 1918.
 Emily Wilding Davison – WSPU	Joined WSPU in 1906. 3 years later, left job as a teacher and became a suffragette full time. Frequently arrested for number of crimes inc. setting fire to post box. By 1911, become increasingly militant .
 Millicent Fawcett - NUWSS	Leading suffragist and led NUWSS from 1897-1919. Played a key role in getting women the vote. Dedicated to using constitutional means, and argued that militancy was counter-productive.



Key Words	
10 arson	The act of deliberately setting fire to property with a view to causing extensive damage.
11 Cat and Mouse Act	Permitted suffragettes on hunger strike to be released but re-arrested once well again to complete their sentences.
12 constitutional	A peaceful, legal way of campaigning, often using recognised 'political' methods such as petitions.
13 enfranchisement	To be granted the vote or the state of having the vote.
14 force feeding	Imprisoned suffragettes on hunger strike were sometimes force fed. Being force fed involved a rubber tube being inserted into the throat or nose and liquidised food being poured in.
15 hunger strike	Some imprisoned suffragettes went on hunger strike to further raise awareness for their cause.
16 manifesto	A public declaration or proclamation, stating the aims and methods of a campaign group.
17 militant	Aggressive and violent behaviour in pursuit of a political cause, favouring extreme or confrontational campaign methods.
18 NUWSS	The National Union of Women's Suffrage Societies (NUWSS) was formed in 1897 and brought together many smaller suffrage organisations. The NUWSS's method was non-confrontational and constitutional.
19 pacifist	An individual who disagrees with war on principle.
20 petition	A formal written request or application, especially one signed by many people, to a particular individual or group, for example, a government.
21 propaganda	The publication of resources and ideas designed to encourage a particular and specific response.
22 Representation of the People Act	In 1918, the Representation of the People Act granted the vote to women over 30 who were also householders, the wives of householders, owners of property worth over £5 or university graduates. The Act also granted the franchise to all men over the age of 21.
23 suffrage	The right to vote in political elections.
24 suffragette	A campaigner for women's suffrage willing to undertake militant action or to break the law.
25 suffragist	A campaigner for women's suffrage who believes in constitutional methods of campaigning.
26 WSPU	Women's Social and Political Union was formed when Emmeline Pankhurst found disillusionment with the progress of NUWSS. Deeds not Words was their slogan.

History - The Suffragettes Topic Objectives - Year 5

I can explain what the suffrage was?

I understand what the suffragettes stood for and explain it.

I know what the 'Cat and Mouse' act of 1913 is and I can explain why it was introduced.

I know the timeline of events and what significance they had.

I can ask questions regarding the subject to give me a greater understanding of how and why events happened.

I can use a range of sources to understand how that past shaped the world we live in today.

I have gained knowledge and understanding of Britain's past.

I can explain why the Suffragette movement was a significant turning point in British history.

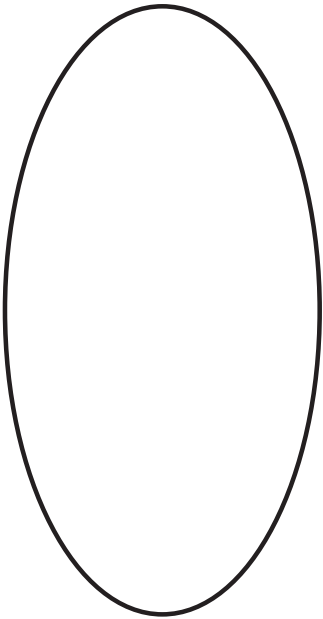
What questions do you have?

What can I infer from the source?

What does this source definitely tell me?



Mind Map



Before starting the topic, add what you already know.

Year 5 History Quiz

The Suffragettes

1) What does the word 'suffrage' mean?

2) Can you name any of the Suffragettes?

3) Why did the suffragette movement start?

4) What was life like for women in the 19th century?

5) Whilst in prison some suffragettes continued to raise awareness of their cause. Do you know how?

6) Why is Emily Davison famous?

[illegible]

