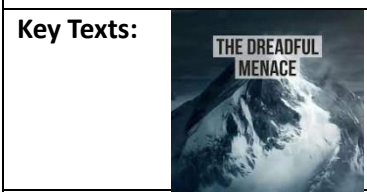


Why are mountains so important? Year A Autumn Term 2

Block Rational: This unit introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time. From a global scale, pupils then turn their attention to the location and distribution of mountains in the United Kingdom.

Subject Links:
Geography Pupils are able to revisit and apply their understanding of sustainable development and sustainability.



Fieldwork/Practical Opportunities:

Links to Prior Learning:
Follows on from previous Geography units in LKS2: How can we live more sustainably? Earthquakes
The Caribbean

Links to Future Learning:
Spring, Year A – Who are national parks for?

Steps to Learning **End Point:**

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| Can I recognise, identify and explain what geographers define as mountains and locate the largest ranges of mountains in the world? | Can I explain how the movement of plates of the Earth's crust can form ranges of fold mountains? | Can I reflect upon the expedition of Mallory and Irvine to climb Mount Everest in 1924? | Can I explain why Hillary and Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953? | Can I compare and contrast the differences between the Cambrian Mountains and the Himalaya Mountains? | Can I record, compare and contrast climate data, explaining why the mountains of the north and west of the United Kingdom are generally wetter and cooler? | Can I locate tourist attractions on an Ordnance Survey map? | Can I evaluate evidence as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago? | Model-making and filming, using the key vocabulary and ensuring all 'Sticky knowledge' is covered. <u>Resources:</u> i-pads, play dough. |
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Core Concepts:
Physical and Human Geography
Interconnections

Substantive Concepts:
Distance Change Sustainability

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| <p>Key Vocabulary: <i>Mountain; Rock; Summit; Tectonic plate; Scale; Mountain range; Himalaya; Everest; Relief; Strata; Continent; fold mountains; Crinoids; Fossil; Temperature; Sediment; Limestone; Diversify; Business; Tourists; Climate graph; Precipitation; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid reference; Disease; Cholera; Contamination; Reservoir; Elevation; Impermeable; Gravity; Contour; Hydroelectric; Turbine; Sustainability.</i></p> | <p>National Curriculum coverage Geography Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skill</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. |
| <p>Home Learning Opportunities:</p> | |
| <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> - A mountain is a large mass of earth or rock taller than 304.8 m (1000 ft) that rises up above the surrounding land. Mount Everest is the highest mountain on Earth that is <u>entirely above sea level</u> from base to summit - A <i>mountain range</i> is a large area where many mountains can be found close together. Among the greatest are the Himalaya, Andes, Rockies, Alps, Urals and Atlas. - All of the major mountain ranges in the world are called <i>fold mountains</i> after the way in which they were formed. - When two tectonic plates move towards each other, all of the layers of rock (strata) that lie in between them become crumpled or 'folded' up into the air to form mountain ranges. - Fossils are the remains of animals and plants that lived long ago. To be classified as a fossil the remains must be over 10, 000 years old and are either <i>body fossils</i> or <i>trace fossils</i>. - The mountain ranges of Britain are all very much lower, less rugged and more rounded than the fold mountains in other places in the world. This is mainly because they are a great deal older. Because the mountains of Britain are much older than the Himalaya, Andes, Rockies etc. the forces of erosion such as the rain, wind and ice have had longer to wear them down and round them off! The British mountains are found mostly in the north and west, where it is generally cooler and wetter. | |