



Why are mountains special? – Year 4

Prior Learning:

- Human and physical geography of Iceland
- Simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

	<u>NC objective</u>	<u>Knowledge to be taught</u>
<u>L 1</u>	<p>Where are the world's greatest mountain ranges? <u>LO: locate mountain ranges in the world.</u></p> <p>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 and key physical characteristics</p>	<ul style="list-style-type: none"> •Locate the main continental mountain ranges <p>https://www.rgs.org/schools/resources-for-schools/mountains-volcanoes-and-earthquakes to inform planning and teacher knowledge</p>
<u>L2</u>	<p>How are mountains formed? <u>LO: demonstrate understanding of how mountain ranges are formed.</u></p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains.</p>	<ul style="list-style-type: none"> • That mountains formed a very long time ago. • Understand the basic structure of the earth (crust, mantle, core) • Describe how tectonic plates move together to create fold mountains. • Describe how lava flow creates volcanic mountains – volcanoes studied next unit • Describe how erosion creates plateau mountains. <p>https://www.rgs.org/schools/resources-for-schools/subject-knowledge-animation-mountains-volcanoes-and-earthquakes - watch vid (mountain section only) and rewatch for each relevant lesson to help it stick</p>
<u>L3</u>	<p>What are the key features of</p>	<ul style="list-style-type: none"> • Not all mountains look the same. They also change over time.

	<p>a mountain range? <u>LO: identify the key features of a mountain range.</u> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains</p>	<ul style="list-style-type: none"> • Identify and describe/explain key features: a valley and the summit, foot, slope, tree line, snow line, face, ridge, plateau of a mountain • Label a mountain range including the key features they have identified. <p>What is the difference between a hill and a mountain? https://education.nationalgeographic.org/resource/hill/</p>
L4	<p>Where are the mountains in the UK? <u>LO: locate mountain ranges in the UK</u> To 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) in the context of hills and mountain ranges</p>	<ul style="list-style-type: none"> • Teach the term ‘topography’ the study of the forms and features of land surfaces. • Use a legend to find areas of higher ground on a map. • Explain different ways areas of higher ground are shown on a map/in an atlas. • Find the height of a peak on a map. <p>Task: Locate the key mountain ranges on a map of the UK Find the height of a mountain within a mountain range using a key and compare then order: Ben Nevis, Snowdon, Scafell Pike, Slieve Donard, Next lesson will go into more detail using OS maps</p>
L5	<p>How do we find mountains on a map? <u>LO: be able to use contour lines and trig points on an OS map</u> Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> • Identify contour lines on a map to show the relief • Identify trig points to find the summit and height of a mountain or hill – map of Snowdon available <p>The summit itself is marked with the dot and blue triangle symbol demarking a trig point and the height of 1,085 (heights are in metres, although this unit of measure is not written on all maps).</p> <ul style="list-style-type: none"> • Use different types of maps in atlases to see how hills are represented • Use a legend to find areas of higher ground on a map. <p>What other symbols and features can be seen marked on the summit. Footpaths, railway lines, contour lines and crags are also evident. Allow pupils to familiarise themselves with the key and discover what these</p>

		<p>symbols mean.</p> <p>Identify which direction would be a steeper or gentler ascent based on their knowledge of contours.</p>
L6	<p>Why do people visit mountains and what is the effect of their visit?</p> <p><u>LO: summarise the effects of tourism on mountain ranges</u></p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains.</p>	<ul style="list-style-type: none"> • Cover the reasons why people visit mountains • Describe some of the positive effects of tourism on a mountainous area. • Describe some of the negative effects of tourism on a mountainous area. • Identify ways to limit the damage tourism causes to an area. • Identify who is responsible for limiting the damage tourism can cause. <p>Task: Leaflet on the mountain tourism</p>

Vocabulary

Tier 1	Tier 2	Tier 3
mountain mountain range slope human fold dome map key	atlas globe legend tourism Earth peak summit foot volcano physical	plateau elevation erosion contour lines spot heights tectonic plates topography anticlines synclines fault block

Key locations

Europe United Kingdom

