

## Year 5 Medium Term Geography Planner

### Mountains

**NC link:** \*describe and understand key aspects of physical geography, including: mountains \*describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals \* name and locate key topographical features of the UK (including mountains) \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

#### Key Vocabulary

Ascend, base, contours, descend, erosion, elevation, fold mountain, peak, volcano, tectonic plates, peak, valley, mountain, hill, summit, mountain range, land form, avalanche, climate, tourism, environment, mantle, slope

#### Oracy lesson: Pollution

To consider what causes pollution. To consider the human and physical impacts on our lives. To explore the ways that we can reduce pollution

Enquiry Question 1: <b>Do I live near a mountain?</b>	Enquiry Question 2: <b>How do I tell the difference between mountains?</b>	Enquiry Question 3: <b>Can I name the main features of a mountain?</b>	Enquiry Question 4: <b>Where in the world can I go to visit mountains?</b>
<p><b>Key knowledge:</b> Mountains are areas of land that are much higher than the land surrounding them. A mountain is higher and usually steeper than a hill and is generally over 600 metres high. Consider: Recap human and physical features. Zoom in on the mountain as a physical feature. What do you know about mountains? What is the difference between a mountain and a hill? Can you find the highest mountains in the UK on a map? Do you live near one? What is the three peaks challenge?</p> <p><b>Geographical skills:</b> Geographical skills and fieldwork Human and physical features</p>	<p><b>Key knowledge:</b> There are 5 basic types of mountains: fold, fault-block, dome, volcanic and plateau. Consider: Teach the different types of mountains (fold, fault-block, dome, volcano, plateau)- What shapes do mountains come in? How do they get to be that shape? Are all mountains made in a similar way? What are the main features of a mountain?</p> <p><b>Geographical skills:</b> Human and physical features</p>	<p><b>Key knowledge:</b> The main features of a mountain are plates, mantle, slope, summit, valley. Consider: Children could draw and label a mountain at the beginning of the lesson then teach the new vocabulary and chn redraw a mountain and label to show their learning. Teach chn plates, mantle, slope, summit, valley.</p> <p><b>Geographical skills:</b> Human and physical features</p>	<p><b>Key Knowledge:</b> Mount Everest is the world's tallest mountain – it is located in Asia. Other famous mountains/ranges are Himalayas, Kilimanjaro and Alpes. Consider: Where are the largest mountain ranges? What are some of the most famous mountains in the world? Can chn locate them on a map? What can chn learn about these mountain ranges?</p> <p><b>Geographical skills:</b> Human and physical features Place knowledge Geographical skills and fieldwork</p>
Enquiry Question 5: <b>Can I holiday on a mountain?</b>	Enquiry Question 6: <b>What are the effects of tourism on a mountain region?</b>	<b><u>Making connections across subjects</u></b>	
<p><b>Key Knowledge:</b> Mountains have their own climate. The climate tends to be wetter than the surrounding land. The temperature becomes colder the higher up the mountain. Consider: Revisiting learning about the weather (Y1) and climate (Y3). What is the climate like on a mountain? How does it change as you ascend or descend?</p>	<p><b>Key knowledge:</b> Tourism can be beneficial for boosting the economy for local people, creating jobs, and preserving natural resources. Disadvantages of tourism are that it can damage eco-systems, cause erosion, and pollute the environment. Consider: Can children describe how tourism benefits a mountain environment? Can children describe how tourism can harm a</p>	<p>English – chn could write a non-chronological report about mountains using all that they have learnt. English – could learn about earthquakes and how they relate to volcanoes, then write a report about them? English – could write a diary entry about living near a mountain. Maths – data analysis of heights of the seven summits, temperature levels of the mountains Oracy opportunity – What would you leave at the summit of a mountain if you were an explorer and why? Digital Art – make a news report about mountain OR use a lego person to travel around the mountains in the UK/ world – what would they see or say?</p>	

Consider what day to day life might be like, food and jobs on a mountain?  
Why are mountains important to people who live close by?

**Geographical skills:**

Human and physical features

mountain environment? Can children make their own decisions about views of an environmental issue? Should people be charged to climb a mountain?

**Geographical skills:**

Place knowledge

Human and physical features

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