

# Geography

## Mountains Year 3

### Remember when

- Climates in hot and cold places
- Using simple world maps
- Sugarloaf Mountain is in Brazil

- Rocks (science)
- Recall the 7 continents and surrounding oceans

*Children must be able to recall the countries and capital cities of the UK.  
Children must know the location of Hull on the UK map and England on a world map.*

### Sticky knowledge:

- I know a mountain is taller than a hill and has a more defined and pointed peak.
- Europe = Alps
- North America = Rocky mountains
- South America – Andes
- Asia – Himalayas
- Himalayas highest peak is Mount Everest.
- The Alps highest peak is Mont Blanc.
- The Rocky's highest peak is Mount Elbert.
- The Andes highest peak is Aconcagua.
- Mountains are formed by slow but giant movements of the earth's crust.
- Some tribes live in the Andes mountains and have adapted their lives in many ways in order to survive here.

### Key vocabulary

mountain	plant
soil	species
valley	adaptation
vegetation	tectonic
fault	plates
boundary	crust
fold	plateau
climate	summit
tribe	terrain
indigenous	600m

### National curriculum

#### Locational knowledge

- To 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
- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.

#### Human and physical geography

- 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

To 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 and water

#### Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four 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

#### Y3 Map types

- Political
- Physical
- Topographic

#### Y3 Map to include

- Countries
- Capital cities
- mountains and rivers
- basic symbols and key

#### Y3 Physical geography

- mountains
- coasts
- land use

#### Y3 Human geography

- Culture
- Landmarks
- land use

	Title/ focus	Lesson outline
<b>Lesson 1</b>	<p>LO: To know what a mountain is and how it is different to a hill</p> <p>SK: I know a mountain is taller than a hill and has a more defined and pointed peak.</p>	<p>Learn about the difference between a mountain and a hill. Discuss what a mountain is. Match the feature to the correct name</p> <p>Children describe the mountains using the key words they have learned.</p> <p>Do we have any mountains in the UK? What about hill ranges? Refer to work on counties.</p> <p>SEN: Describe picture as a group.</p> <p>GD: Compare a mountain and a hill.</p>
<b>Lesson 2</b>	<p>LO: To name and locate mountain ranges around the world</p>	<p>Recap the equator from Y2 and introduce northern and southern hemispheres.</p> <p>Use atlases to find mountain ranges around the world. Identify and label these on a map. Describe the locations using equator, northern and southern hemispheres.</p> <p>SEN: use the map to colour where each mountain range is (colour key).</p>

	<p>SK:</p> <p>Northern hemisphere mountain ranges:</p> <p>Europe = Alps</p> <p>North America = Rocky Mountains</p> <p>Asia – Himalayas</p> <p>Southern Hemisphere Mountain ranges:</p> <p>South America – Andes</p>	<p>GD: discuss and label plate boundaries (Teacher supported).</p>
<b>Lesson 3</b>	<p>LO: To find out key facts about mountain ranges around the world.</p> <p>SK:</p> <p>Himalayas highest peak is Mount Everest.</p> <p>The Alps highest peak is Mont Blanc.</p> <p>The Rocky's highest peak is Mount Elbert.</p> <p>The Andes highest peak is Aconcagua.</p>	<p>Discuss/research mountains around the world. Children to work in mixed groups to use basic facts to create a fact file about a specific mountain range in the Northern Hemisphere.</p> <ul style="list-style-type: none"> <li>- Himalayas</li> <li>- Alps</li> <li>- Rockies</li> <li>- Andes</li> </ul> <p>Some facts provided. GD in each group will use laptops to research other facts (3dgeography.co.uk, internetgeography.net)</p> <p>Children will then present to the rest of the class.</p>
<b>Lesson 4</b>	<p>LO: To understand how mountains are formed</p> <p>SK: Mountains are formed by slow but giant movements of the earth's crust.</p>	<p>Briefly discuss plates and plate boundaries (Use GD as experts – prior learning). Learn about how they move (directions) and use practical equipment (paper/paper plates) to show their different movements.</p> <p>Create a diagram (animation if time allows) to show how the movement of tectonic plates forms a mountain – use practical task to feed into this activity.</p> <p>SEN: sort the diagrams into the different mountain types.</p> <p>GD: identify the plate boundary movements explain how the movement of plates creates mountains.</p>
<b>Lesson 5</b>	<p>LO: To understand what it is like to live in the mountains</p> <p>SK: Some tribes live in the Andes mountains and have adapted their lives in many ways in order to survive there such as wearing lighter/thicker clothes depending on where on the mountain they live. Lower on the mountain has a warmer climate and higher on the mountain has a colder climate.</p>	<p>Introduction:</p> <p>Would you like to live on a mountain? Children discuss positives and negatives and adult scribes on board. Discuss how lower on the mountain has a warmer climate and higher up on the mountain has a colder climate. People have adapted to this by wearing lighter/thicker clothes.</p> <p>Main activity: Write sentences about the people, plants and animals who live on the Andes, using prompts.</p> <p>SEN: use pictures to prompt their facts about animals, plants and people who live in the Andes.</p> <p>GD: explain life on a mountain including animals, plants and people.</p>
<b>Lesson 6</b>	Sticky Knowledge quiz	
Working towards	<b>End of unit assessment</b> Working at Age related expectations	Working at a greater depth

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