# Geography

## Mountains Year 3

**Remember when**
-Hot and cold places (Year 2)
-Rocks (Year 3)

**Sticky knowledge:**
-I know a mountain is taller than a hill and has a more defined and pointed peak.
-Northern hemisphere mountain ranges:
-Europe = Alps
-North America = Rocky Mountains
-Asia – Himalayas Southern Hemisphere Mountain ranges:
-South America – Andes, 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 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.

**Key vocabulary**

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| mountain | plant |
| soil | species |
| valley | adaptation |
| vegetation | tectonic |
| fault | plates |
| boundary | crust |
| fold | plateau |
| climate | summit |
| tribe | terrain |
| Andes | Alps |
| Himalayas | Rocky mountain |
| Europe | Asia |
| North America | |
| South America | |

**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

| | Title/ focus | Lesson outline |
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| **Lesson 1** | LO: To know what a mountain is and how it is different to a hill<br><br>SK: I know a mountain is taller than a hill and has a more defined and pointed peak. | Discuss with children the difference between a mountain and a hill. How can they identify one from the other including key features?<br><br>Using a map of the UK can we identify any mountains in the UK? How can we identify them on the map? (Using the colour key to show the highest ground compared to the lowest ground.)<br><br>Explain each country in the UK has its own mountain.<br><br>- Scotland has Ben Nevis (This is the tallest mountain in the UK standing at 1345 metres tall)<br>- Scafell Pike in England<br>- Mount Snowden in Wales (This is the most popular mountain in the UK with half a million a year)<br>- Slieve Donard in Ireland.<br><br>Discuss key features of a mountain.<br><br>Activity 1 –<br><br>All children to match the feature to the correct name.<br><br>WTS – Label image with key features using first letter to support.<br><br>Activity 2 – |

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| | | Answer the question in books explaining the difference between a mountain and a hill. |
| **Lesson 2** | LO: To name and locate mountain ranges around the world<br><br>SK: Northern hemisphere mountain ranges:<br><br>Europe = Alps<br><br>North America = Rocky Mountains<br><br>Asia – Himalayas<br>Southern Hemisphere Mountain ranges:<br><br>South America – Andes | Remember when? Discuss what the equator is. What happens as you get closer and further away from the equator?<br><br>Introduce northern and southern hemispheres.<br><br>Recap – What are mountains? What are their key features?<br><br>Explain how we can identify a mountain on a map – OS Symbols and colour key shows height of land.<br><br>Activity –<br><br>All children to use atlases to find mountain ranges around the world. Identify and label these on a map.<br><br>WTS – Key given to support finding and naming mountain ranges. Adult support to find and label using an atlas.<br><br>EXS – As above working independently.<br><br>GDS – Children to sescribe the locations using equator, northern and southern hemispheres. |
| **Lesson 3** | LO: To find out key facts about mountain ranges around the world.<br><br>SK: Himalayas highest peak is Mount Everest.<br><br>The Alps highest peak is Mont Blanc.<br><br>The Rocky's highest peak is Mount Elbert.<br><br>The Andes highest peak is Aconcagua. | Children to work in mixed groups to use basic facts to create a fact file about a specific mountain range in the Northern Hemisphere.<br><br>- Himalayas<br>- Alps<br>- Rockies<br>- Andes<br><br>Some facts provided for each group by teacher.<br><br>GDS child in each group will use laptops/ipads to research other facts (3dgeography.co.uk, internetgeography.net)<br><br>Children will then present information to the rest of the class. Tweet pictures. |
| **Lesson 4** | LO: To understand how mountains are formed<br><br>SK: Mountains are formed by slow but giant movements of the earth's crust. | Introduce the idea of plates and plate boundaries.<br><br>Explain that the world is made up of tectonic plates and that mountains are most commonly (but not always) found on these boundaries (where 2 plates meet) Learn about how the plates move – rubbing, pushing or moving away.<br><br>Watch the video to describe how tectonic plates move and what fault lines are. https://www.bbc.co.uk/bitesize/articles/z2wnhcw#z33t3qt<br><br>Introduce different types of mountains to the children. Fold mountains, fault block mountains, volcanic mountains, dome mountains and plateau mountains. Using diagrams and pictures of real life examples of each type of mountain.<br><br>Activity -<br><br>WTS – Match the picture to the definition filling in the gaps to complete the sentences.<br><br>EXS – Write a simple sentence to explain how each mountain is formed. Give a real example of each type of mountain and where it is located.<br><br>GD: Write in detail how each mountain is formed. Give a real example of each type of mountain and where it is located. Identify the type of movement needed to create each mountain. |
| **Lesson 5** | LO: To understand what it is like to live in the mountains<br><br>SK: Some tribes live in the Andes mountains and have adapted their lives in many ways in | Introduction: If you were to climb a mountain what would you carry in your bag?<br><br>Discuss what it is like to live on a mountain including positives and negatives. Explain 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. As you climb a mountain the air becomes thinner making it harder to breathe. |

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| | 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. | Recap – Where are the Andes mountains? Refer back to lesson 3.<br><br>Begin by watching https://www.bing.com/videos/riverview/relatedvideo?&q=Life+in+the+Andes+for+Kids&&mid=A7B3CA08F02CC6CD431EA7B3CA08F02CC6CD431E&mmscn=mtsc&aps=350&FORM=VRDGAR to introduce what life is like in the Andes. Discuss what life is like for the people, what they do to survive and the animals that live in the Andes.<br><br>Activity –<br><br>Explain what life if like living on the Andes mountain.<br><br>WTS - Simple sentences using picture prompts.<br><br>EXS - Write sentences in more detail explaining what it is like to live on the Andes mountain.<br><br>GDS – As above focusing on 3 main topics people, plants and animals. Explain in detail how animals have adapted to living in that environment. |
| **Lesson 6** | Recap lesson | Discuss as a class and revisit every thing we have learnt over this topic.<br><br>Brain storming key facts in small groups – feedback to class. Tweet. |