

Term 2

Unit Overview: UKS2 Geography

Mountains

<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: mountains. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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). Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. <p>By the end of this topic: Children should know:</p> <p>The names and locations of the world's principal mountains; • the main features and types of mountains; • how some people have adapted to life in mountainous areas (e.g. activity). how these landscapes are used by people and affected by humans.</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> use detailed maps and aerial views of mountains and ranges to inform their understanding of their location, use and features; • use map references to locate some of the world's principal mountains; • use geographical vocabulary when describing mountains and ranges. 	<p>Substantive knowledge</p> <ul style="list-style-type: none"> I know what a mountain is and I can locate the world's 'Seven Summits' on a map. I know how different types of mountains are formed and name different types of mountains. I know that the climate of mountains can be different to the climate of the country. I know that mountain environments are important to the people that live there. <p>Support</p> <p>Children will be introduced to latitude and longitude and be able to use these to locate countries on a globe or atlas. Children can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>Extend</p> <p>Children will understand that people affect and are affected by landscapes. Children can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</p>	<p>Vocabulary</p> <table border="1"> <thead> <tr> <th><u>Locational terms</u></th> <th><u>Geographical terms</u></th> <th><u>Place names</u></th> </tr> </thead> <tbody> <tr> <td>altitude</td> <td>alpine</td> <td>Ben Nevis</td> </tr> <tr> <td>height above sea level</td> <td>avalanche</td> <td>Himalayas</td> </tr> <tr> <td>map index</td> <td>landform</td> <td>Mount Snowdon</td> </tr> <tr> <td>map</td> <td>slope</td> <td>Pacific Ring of Fire</td> </tr> <tr> <td>reference</td> <td>summit</td> <td>Scafell Pike</td> </tr> <tr> <td>scale bar</td> <td>valley</td> <td>Slieve Donard</td> </tr> <tr> <td></td> <td>dome mountains</td> <td></td> </tr> <tr> <td></td> <td>fault-block mountains</td> <td></td> </tr> <tr> <td></td> <td>fire mountains</td> <td></td> </tr> <tr> <td></td> <td>fold mountains</td> <td></td> </tr> </tbody> </table>	<u>Locational terms</u>	<u>Geographical terms</u>	<u>Place names</u>	altitude	alpine	Ben Nevis	height above sea level	avalanche	Himalayas	map index	landform	Mount Snowdon	map	slope	Pacific Ring of Fire	reference	summit	Scafell Pike	scale bar	valley	Slieve Donard		dome mountains			fault-block mountains			fire mountains			fold mountains	
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<p>“Thinking like a Geographer”</p> <ul style="list-style-type: none"> ❖ Oddizzi Weekly news pack and Big Question 	<p>Disciplinary knowledge</p> <ul style="list-style-type: none"> Fieldwork – collecting, analysing, measuring, recording, observing. Develop a sense of place – comparing and contrasting with other areas studied. Describe how the landscape changes in a mountainous environment. Use geographical vocabulary in context. 	<p>Phonics focus</p> <p>environmental / environment</p> <table border="1"> <thead> <tr> <th>Key People</th> <th>Extended writing opportunity</th> </tr> </thead> <tbody> <tr> <td>Sir Edmund Hillary and Darjeeling's Sherpa Tenzing Norgay.</td> <td rowspan="2">Write a four-page briefing for an expedition leader going to a chosen summit.</td> </tr> <tr> <td>Junko Tabei, first woman to reach the summit of Mount Everest and ascend the Seven Summits, climbing the highest peak on every continent.</td> </tr> <tr> <td>Kenton Cool – local Everest climber</td> <td></td> </tr> </tbody> </table> <p>Fieldwork</p> <ul style="list-style-type: none"> Interpret data collected and present the information in a variety of ways including charts and graphs. Record selected geographical data on a map or large-scale plan, using colour or symbols and a key. Conduct a transect to observe changes in land use. 	Key People	Extended writing opportunity	Sir Edmund Hillary and Darjeeling's Sherpa Tenzing Norgay.	Write a four-page briefing for an expedition leader going to a chosen summit.	Junko Tabei, first woman to reach the summit of Mount Everest and ascend the Seven Summits, climbing the highest peak on every continent.	Kenton Cool – local Everest climber																											
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<p>Map skills (Digital and OS Maps)</p> <ul style="list-style-type: none"> ❖ Use a wide range of maps, atlases, globes and digital maps to locate countries and features. ❖ Understand the differences between types of maps. ❖ Understand that purpose, scale, symbols and style are related. ❖ Identify relief features on OS maps / Use models and maps to discuss land shape ie contours and slopes. ❖ Interpret and use thematic maps. ❖ Use maps to research factual information about locations and features. ❖ Use 6 figure co-ordinates. ❖ Use a wide range of OS symbols and know that different scale OS maps use some different symbols. ❖ Use the scale bar on maps. ❖ Read and compare map scales. 		<p>Deeper thinking.</p> <ul style="list-style-type: none"> ❖ What if all cities were built on mountains? ❖ What if there weren't any mountains?
<p>British Values</p> <ul style="list-style-type: none"> ❖ Democracy: Pupils look at different perspectives and respect the views of others. They think about local, national and global issues. ❖ Rule of Law: Children think about moral law and the consequences of their actions on future generations. ❖ Individual Liberty: Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world. ❖ Mutual Respect for and tolerance of those with different faiths and beliefs: Pupils compare similarities and differences between their lives and those of others within the UK. We aim to disband stereotypes and foster a common respect for different cultures within our own country by learning about them. <p>Christian Values</p> <ul style="list-style-type: none"> ❖ Belonging: Appreciate the diversity of cultures across continents. ❖ Empowering: Compassion and justice for all citizens of the world we live in. ❖ Succeeding: Make responsible choices to look after our environment and leave the planet a better place for future generations. 		
<p>Case studies / examples</p> <ul style="list-style-type: none"> ❖ Mount Everest ❖ Himalayas 	<p>Reading opportunities</p> <ul style="list-style-type: none"> ❖ Tour the Rockies 	<p>Reading support</p> <ul style="list-style-type: none"> ❖ Word ban game Pictorial based weekly challenges ❖ Vocabulary mats ❖ Videos and photographic examples ❖ Writing frames ❖ Teaching of key vocabulary
<p>Prior learning</p> <p>KS1: Hot & Cold places: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify countries, continents and oceans. Zambia: Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country.</p>	<p>Key questions</p> <ul style="list-style-type: none"> ❖ Why can you get snow on a tropical mountain? ❖ What sort of work can people do in mountain areas? ❖ What are the disadvantages of living in a mountain area? ❖ Why do people choose to live on mountains? 	<p>Future learning</p> <p>Volcanoes</p> <p>Explore the structure of the Earth, considering how the Earth beneath the ocean floor is different from beneath the land. Explore the Earth's plates using maps and boundary lines. Study the key features of a volcano and look at different types and how they are formed. Look at different famous earthquakes and volcanic eruptions around the world and consider their location in</p>

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LKS2: Rainforests: Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Understand and explain human geography including types of settlement and land use. North America: Locate the Rockies and investigate some of the principal peaks and National Parks

relation to tectonic plate activity. Consider the long term and short-term effect of earthquakes on the land and on people and explore the items people would need to prepare when living in an earthquake-prone area, as well as the aid an area would receive once hit. Explain some links and interactions between people, places and environments.

KS3

Understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.
Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.