

Allanson Street Primary School – Medium Term Plan



Year group: **3 (Spring 2)** Subject: **Geography** Unit: **Mountains**

National Curriculum Objectives

I will learn to:

- name and locate key topographical features of the United Kingdom (hills and mountains)
- describe and understand key aspects of the physical geography of mountains
- describe and understand key aspects of the human geography of mountains including economic activity
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Concepts

Culture, Legacy, Economy, Equality, Climate, Justice, Invasion, Identity, Power, Revolution, Freedom, Civilisation, Sustainability, Democracy, Relationships

Common Misconceptions

Some children may think:

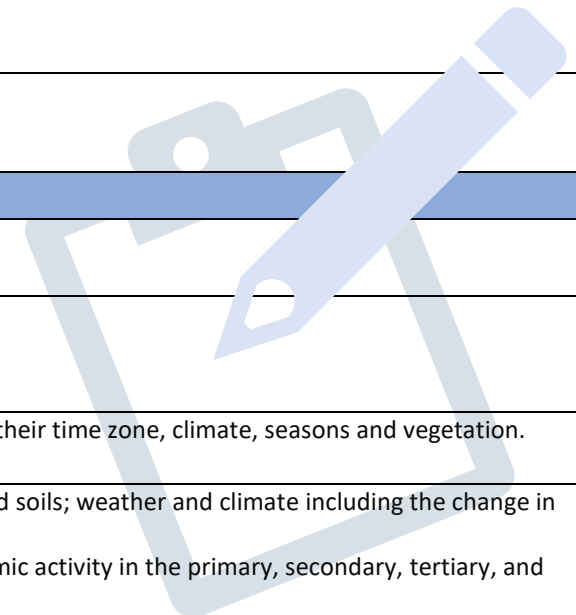
- Mountains are only found in colder climate zones
- There aren't any mountains in the UK
- All mountains are covered in snow

Prior Learning

- | | |
|-------------|--|
| EYFS | <ul style="list-style-type: none"> - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow. - Name simple features e.g. trees, ground, wall, grass, road. - Talk about and describe people and places in the local area, including similarities and differences between places. |
| KS1 | <ul style="list-style-type: none"> - Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom and its surrounding seas. - Can name and locate the seven continents and five oceans on a globe or atlas. - Are aware that the weather may vary in different parts of the UK and in different parts of the world. |

Future Learning

- | | |
|------------|---|
| Y4 | <ul style="list-style-type: none"> - Locate and describe some human and physical characteristics of European countries and cities. - Describe some advantages and disadvantages of living in hazard-prone areas in relation to volcanoes and earthquakes. |
| Y5 | <ul style="list-style-type: none"> - Name and locate the 5 environmental regions of North America. - Identify locations of different climate zones, biomes and vegetation belts across the world. - Describe a river and mountain environment in the UK, using appropriate geographical vocabulary. |
| Y6 | <ul style="list-style-type: none"> - Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. |
| KS3 | <ul style="list-style-type: none"> - Understand the key processes in physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts - Understand the key processes in human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary, and quaternary sectors; and the use of natural resources |



Learning Objectives	Learning Sequence	Sticky knowledge / core skills & vocab.	End points & Assessment
<p>I know how to locate key areas of higher ground in the UK</p>	<p>Prior Learning: Give out regions jigsaws from previous topic. Can children recall how many regions England is split into? Can they place these regions in the correct location. Children then share iPads and complete kahoot quiz: https://create.kahoot.it/share/year-3-geography-regions-and-counties/6a2640b9-632c-4164-a545-55cdeeb2ec08</p> <p>New Learning: https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zwp3bqt Stop after the tallest mountains section.</p> <p>Task: Page 7 of Atlas: Rocks, Mountains and Rivers Children use page 7 to shade mountainous areas on map of UK using brown pencil. Children to draw mountain symbol on UK map to locate and label Ben Nevis, Scafell Pike and Snowdon. Children record heights of the three mountains underneath their maps.</p> <p>Reflection: How do we identify the highest areas of ground in an atlas? What is the highest peak in the UK? Where is it located?</p>	<p>The tallest mountain in the UK is Ben Nevis in Scotland.</p>	<p>Children can locate Ben Nevis, Scafell Pike and Snowdon on a map of Great Britain.</p> <p>Children can use an atlas to record the heights of given mountains.</p>
<p>I know the key features of a mountain range</p>	<p>Prior Learning: Home and Away Quiz What colour is used to illustrate higher areas of ground in an atlas? (brown/red) What is the highest peak in the UK? (Ben Nevis) Which country is Ben Nevis located? (Scotland)</p>	<p>All mountains are at least 600 metres high.</p> <p><i>Summit</i> <i>Face</i> <i>Ridge</i> <i>Valley</i></p>	<p>Children can recognise different natural features of a mountain and describe them using a range of key vocabulary.</p>

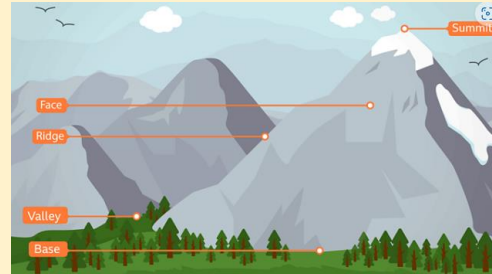
Name another peak in the UK? X2 (Scafell Pike, Snowdon)

New Learning:

<https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zwp3bqt>

Look at features and parts of the mountain.

Go through the different parts of a mountain, using the following diagram (children to stick a copy in their books)



The summit is the highest point of a hill or a mountain.

The face is the visible side of the mountain.

The ridge is an elevated crest along the top of the mountain.

The valley is the low area between mountains.

The base is the bottom part of the mountain where it meets the ground.

Use slides to answer the question - How is Land Height Shown on Maps?

Constructing a 3D model of a topographic map.
Children will need 2 copies of the same simple topographic map.

1. Children set aside one copy of the map to use as a "reference map".



Base
Mountain range
Contour Lines
Topographic

	<p>2. On “cutting map”, cut along the outer-most contour line. Trace around this piece on a piece of coloured foam. Cut out this piece of foam.</p> <p>3. On “cutting map”, cut along the next contour line. Trace around this piece on a different coloured piece of foam and cut it out. Use “reference map” to place it in the appropriate place on the bottom layer. Glue it in place.</p> <p>4. Continue the process of cutting, tracing, cutting, positioning, and gluing until children have completed all the contour lines on the map.</p> <p>Reflection: Contour match slide – can children identify which hill matches which contour map?</p>		
<p>I know how to locate key mountain ranges of the world</p> <p><i>Climate</i></p>	<p>Prior Learning: From the academic year 23-34, children should have studied Kenya as a Y2 geography topic. Use this lesson to reflect back on what they can remember about Kenya. E.g. Capital City (Nairobi); Longest River (Tana River); Highest Mountain (Mount Kenya); Over 50 national parks.</p> <p>New Learning: Children to use pages 30-31 in the Junior School Atlas (Mountains and Rivers) to locate and label 6 mountain ranges on their world maps, including the continents they are found on.</p> <p>Work through slides on Kilimanjaro. Children then use slides and information sheets to complete a fact file on Kilimanjaro using the set template.</p> <p>Reflection: Children to share their chosen Kilimanjaro interesting information facts with the class.</p>	<p>The tallest mountain in the world is Mount Everest.</p> <p>Mount Kilimanjaro is a dormant volcano and is the highest mountain in Africa.</p>	<p>Children can name and locate Mount Kilimanjaro on a world map.</p>



I know how to investigate the climate of a mountain environment

Climate

Prior Learning:

Home and Away Quiz

What colour is used to illustrate higher areas of ground in an atlas? (brown/red)

What is the highest peak in the UK? (Ben Nevis)

Which country is Ben Nevis located? (Scotland)

All mountains need to be above what height? (600m)

What is the tallest mountain in the world? (Mount Everest)

What is the tallest mountain in Africa? (Kilimanjaro)

New Learning:

Look at the lesson vocabulary. Match the words to the photos and definitions.

Mountain climates are incredibly cold due to their high altitude. Watch Steve Backshall demonstrate this while climbing Snowdon in the BBC Primary Geography clip.

Mountains also have more rainfall. Why does it snow more often in the mountains? (Rain often falls as snow because it is colder). Look at the photo of Kilimanjaro. It is covered in snow all year round due to its high summit.

The climate of many mountain ranges is seasonal and changes through the year, just like in the UK. Look at the town of Zermatt in Switzerland. What is the weather like in each photo? What time of year was each photo taken?

Now look at the slides introducing Mount Everest. What would the climate be like at the top of Mount Everest? What kind of equipment do climbers need and why? Look at the graph showing the temperature at the top of Everest. Which are the warmest and coldest months at Everest's summit?

Children use graph of Everest's summit to answer questions about its climate.

Mountain climates are incredibly cold because of their high altitude.

There is two-thirds less oxygen at the summit of Everest than at its base.

thermals

summit

mountaineer

altitude

Children understand the characteristics of a mountain region.

	<p>Reflection: Show students the video of Elia Saikaly taking the final steps to Everest's summit.</p>		
<p>I know how tourism affects mountain regions</p> <p><i>Legacy, Economy, Sustainability</i></p>	<p>Prior Learning: Children share iPads and complete Kahoot quiz on learning so far.</p> <p>New Learning: Watch the video of a walker climbing Snowdon. Why do people visit mountains? (The view, keeping fit, the challenge, to raise money for charity, skiing, wildlife spotting)</p> <p>Share with pupils the statistics relating to the population of The Alps and the number of visitors annually, and then put these into context by scaling this to additional visitors to our classroom. Talk to your partner about the impact this could have on our classroom (space, resources, noise, support from the teacher, more people to share ideas with). As you discuss children's answers, ensure positive impacts are identified as well as negative impacts.</p> <p>Tourism has economic and environmental impacts. Explain these in the context of the increase in the classroom population (economic – more funding for the school, less resources for everyone; environmental – less space, increased noise, increased damage to resources, more people to tidy away at the end of the day).</p> <p>Children use the Tourism Impact Sorting Activity and sort the cards into positive and negative.</p> <p>Reflection: Look at the negative effects that tourism may have on a mountainous region. For each issue, brainstorm how could the damage be limited?</p>	<p>People visit mountain regions for many reasons such as to keep fit, complete challenges, spot wildlife and enjoy the views.</p> <p>Tourism has a positive and negative impact on the economy and environment of mountain regions.</p> <p><i>economic</i> <i>environmental</i></p>	<p>Children understand the characteristics of a mountain region and identify and describe some of its human and physical features.</p>

Assessment	Prior Learning: Complete Kahoot quiz to revise all prior learning New Learning: Children independently complete mountains assessment task and glue into geography books once finished.		