

Lent 2 Geography Yr5: Mountains			
Scripture Link:			
National Curriculum Objective			
	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	Know how a mountain is formed and their key features.	Know that the climate on mountains can affect the weather and vegetation on them.	Know some of the human and physical features of the 3 Peaks of the UK
Recall and Retrieval	there are 7 major tectonic plates which move in 3 different way and they can transform the landscape in different ways.	<p>a mountain is a landform that rises high above its surroundings</p> <p>a mountain is taller than a hill and usually has steep slopes and a rounded or sharp peak.</p> <p>mountains are rarely found alone</p> <p>a group of mountains is called a range.</p> <p>most mountains are fold mountains - created when two tectonic plates collide and they force the ground up where they meet.</p> <p>A climate describes usual weather conditions in a country.</p> <p>Countries around the world have different climates.</p> <p>Example of plants and animals found in hotter/colder countries and what they need to survive.</p>	<p>the air is thinner the higher you go (breathing difficulties/altitude sickness)</p> <p>the temperature is cooler (falls by 1 degree for every 100 meters higher)</p> <p>mountains often experience higher precipitation levels (often falling as snow)</p> <p>the air pressure decreases the higher you go (ears popping)</p> <p>there are several biomes of life on a mountain (from bottom to top): Lush deciduous forests – coniferous forests – smaller plants- mosses, lichens, low lying plants – alpine meadows.</p> <p>a human feature is things that you can see all around you that have been built by people.</p> <p>a physical feature is things that you can see all around you that have been made by God.</p>
Sequence of substantive knowledge	<p>I will know that:</p> <p>A mountain is a landform that rises high above its surroundings</p>	<p>I will know that:</p> <p>The air is thinner the higher you go (breathing difficulties/altitude sickness)</p>	<p>I will know that:</p> <p>The 3 peaks are: Scafell Pike, Snowdon, Ben Nevis. (England, Wales, Scotland)</p>

<p>throughout the lesson</p>	<p>A mountain is taller than a hill and usually has steep slopes and a rounded or sharp peak.</p> <p>Mountains are rarely found alone</p> <p>A group of mountains is called a range.</p> <p>Most mountains are fold mountains - created when two tectonic plates collide and they force the ground up where they meet.</p> <p>.</p>	<p>The temperature is cooler (falls by 1 degree for every 100 meters higher)</p> <p>Mountains often experience higher precipitation levels (often falling as snow)</p> <p>The air pressure decreases the higher you go (ears popping)</p> <p>There are several biomes of life on a mountain (from bottom to top): Lush deciduous forests – coniferous forests – smaller plants- mosses, lichens, low lying plants – alpine meadows.</p>	<p>Snowden stands at 1085m high Snowdon consists of about five main peaks that are connected by sharp ridges and between which lie cirques (scooped-out basins).</p> <p>Ben Nevis stands 1345m high, A stone plateau of an ancient volcano.</p> <p>Scafell Pike stands 978m high, - a mass of toughened volcanic rock that has been weathered and beaten over millennia.</p> <p>These are popular tourist areas and has a significant impact on the local economy.</p>
<p>Key Skills/disciplinary knowledge</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.</p>
<p>Key Vocabulary</p>	<p>Mountain, range, crag, ridge, peak, tectonic plate, fold, slope, high, tectonic plates, collide, volcanic</p>	<p>Altitude, difficult, breathing, pressure, sickness, height, cooler, climate, weather, thinner, biome, coniferous, alpine, deciduous,</p>	<p>UK, Snowdon, Scafell Pike, Ben Nevis, peak, ridge, cirque, plateau, height, weathered, tourism, impact, community, advantages, disadvantages</p>
<p>Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i></p>			

Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?
British Values			
Wider links			

Lent 2
Geography Yr5: Mountains

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	Know some of the human and physical features of the Alps	Know how the Alps have shaped the tourism of the area	Know how Mount Snowdon has shaped the tourism of the area and compare with the Alps region.
Recall and Retrieval	<p>the 3 peaks are: Scafell Pike, Snowdon, Ben Nevis. (England, Wales, Scotland)</p> <p>Snowden stands at 1085m high</p> <p>Snowdon consists of about five main peaks that are connected by sharp ridges and between which lie cirques (scooped-out basins).</p> <p>Ben Nevis stands 1345m high, A stone plateau of an ancient volcano.</p> <p>Scafell Pike stands 978m high, - a mass of toughened volcanic rock that has been weathered and beaten over millennia.</p> <p>these are popular tourist areas and has a significant impact on the local economy.</p>	<p>the Alps are the highest and most densely populated mountain range in Europe.</p> <p>that they spread across 11 countries</p> <p>the highest peak is Mont Blanc</p> <p>there are over 4,500 species of plants, 200 bird species, 21 amphibian species, 15 reptile species, and 80 mammal species.</p> <p>many of these species have made adaptations to the harsh cold conditions and high altitudes.</p> <p>a coastal resort in the UK tends to be busier in the warmer weather. We refer to it as the tourist season.</p> <p>Shops sell seasonal objects for tourists.</p> <p>in winter months coastal towns will be quieter and some shops may even be shut.</p> <p>a coastal resort is a place near the sea where people spend their holidays.</p>	<p>the Alpine region has a strong cultural identity and its traditional culture of farming, cheesemaking, and woodworking still exists in Alpine villages.</p> <p>the tourism industry has been growing since the 20th century.</p> <p>while the region is home to 14 million people, it has 120 million annual visitors.</p> <p>where masses of snow rushes uncontrollably down a mountain this is called an avalanche and endanger Alpine communities.</p> <p>the air, auto and rail transportation links have been significantly improved to aid the tourist industry.</p> <p>Name National Parks in England eg Snowdon, Lake District, Peak District etc.</p>
Sequence of substantive knowledge throughout the lesson	<p>I will know that:</p> <p>The Alps are the highest and most densely populated mountain range in Europe.</p> <p>That they spread across 11 countries</p>	<p>I will know that:</p> <p>The Alpine region has a strong cultural identity and its traditional culture of farming, cheesemaking, and woodworking still exists in Alpine villages.</p> <p>The tourism industry has been growing since the 20th century.</p>	<p>I will know that:</p> <p>Snowdon is in a National Park (Snowdonia).</p> <p>Over 600,000 people climb it every year.</p> <p>Home to many mountain farms and a vibrant community.</p>

	<p>The highest peak is Mont Blanc</p> <p>There are over 4,500 species of plants, 200 bird species, 21 amphibian species, 15 reptile species, and 80 mammal species.</p> <p>Many of these species have made adaptations to the harsh cold conditions and high altitudes.</p>	<p>While the region is home to 14 million people, it has 120 million annual visitors.</p> <p>Where masses of snow rushes uncontrollably down a mountain this is called an avalanche and endanger Alpine communities.</p> <p>The air, auto and rail transportation links have been significantly improved to aid the tourist industry.</p>	<p>Snowdon was formed over millions of years by tremendous geological forces.</p>
Key Skills/disciplinary knowledge	<p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.</p>
Key Vocabulary	Europe, peak, ridge, cirque, plateau, height, weathered, tourism, impact, community, advantages, disadvantages, dense, population, country, species, varieties, climate, habitat	Alpine, tourism, pros, cons, advantages, transport, employment, opportunities, growth, visitors, avalanche, dangers, risks	tourism, pros, cons, advantages, transport, employment, opportunities, growth, visitors, avalanche, dangers, risks, same, different
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			

Challenge			
Diversity Links			
Catholic Social Teaching Principles	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?
British Values			
Wider curriculum links			