

Year 5 Medium Term Geography Planner
Mountains

NC link: *describe and understand key aspects of physical geography, including: mountains *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) *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key Vocabulary
Ascend, base, contours, descend, erosion, elevation, fold mountain, peak, volcano, tectonic plates, peak, valley, mountain, hill, summit, mountain range, land form, avalanche, climate, tourism, environment, mantle, slope

Oracy lesson: Pollution

To consider what causes pollution. To consider the human and physical impacts on our lives. To explore ways we can reduce pollution

Enquiry Question 1:
Do I live near a mountain?

Consider:
Recap human and physical features. Zoom in on the mountain as a physical feature. What do you know about mountains?
What is the difference between a mountain and a hill? Can you find the highest mountains in the UK on a map? Do you live near one? What is the three peaks challenge?

Geographical skills:
Geographical skills and fieldwork
Human and physical features

Enquiry Question 2:
How do I tell the difference between mountains?

Consider:
Teach the different types of mountains (fold, fault-block, dome, volcano, plateau)- What shapes do mountains come in? How do they get to be that shape? Are all mountains made in a similar way? What are the main features of a mountain?

Geographical skills:
Human and physical features

Enquiry Question 3:
Can I name the main features of a mountain?

Consider:
Children could draw and label a mountain at the beginning of the lesson then teach the new vocabulary and chn redraw a mountain and label to show their learning.
Teach chn plates, mantle, slope, summit, valley,

Geographical skills:
Human and physical features

Enquiry Question 4:
Where in the world can I go to visit mountains?

Consider:
Where are the largest mountain ranges? What are some of the most famous mountains in the world? Can chn locate them on a map? What can chn learn about these mountain ranges?

Geographical skills:
Human and physical features
Place knowledge
Geographical skills and fieldwork

Enquiry Question 5:
Can I holiday on a mountain?

Consider:
Revisiting learning about the weather (Y1) and climate (Y3). What is the climate like on a mountain? How does it change as you ascend or descend? Consider what day to day life might be like, food and jobs on a mountain? Why are mountains important to people who live close by?

Geographical skills:
Human and physical features

Enquiry Question 6:
What are the effects of tourism on a mountain region?

Can children describe how tourism benefits a mountain environment? Can children describe how tourism can harm a mountain environment? Can children make their own decisions about views of an environmental issue? Should people be charged to climb a mountain?

Geographical skills:
Place knowledge
Human and physical features

Making connections across subjects

English – chn could write a non-chronological report about mountains using all that they have learnt.
English – could learn about earthquakes and how they relate to volcanoes, then write a report about them?
English – could write a diary entry about living near a mountain.
Maths – data analysis of heights of the seven summits, temperature levels of the mountains
Oracy opportunity – What would you leave at the summit of a mountain if you were an explorer and why?
Digital Art – make a news report about mountain OR use a lego person to travel around the mountains in the UK/ world – what would they see or say?