



Year 4
Spring 1
Mountains

**Our
JOY
Curriculum**

J- Jesus

Instilling values of:

Trust, Responsibility, Truth, Compassion,
Thankfulness, Respect

O- Others

British Values :Liberty, Tolerance, Mutual
Respect, Democracy, Rule of Law
Environment
Curiosity

Y- Yourself

New knowledge and skills gained
Well-being
Aspirations

Respect: respecting nature
Responsibility: for your own learning.
Environment: learning about the world we live in and places we can explore in the future.
Curiosity: showing interest in new learning; asking further questions.
New knowledge and skills gained
Well-being: thinking about why people visit the mountain ranges and how it makes them feel.
Aspirations: to visit places discovered or to find out more.

Enrichment

Tower Wood, Windermere

Think like a Geographer by:

Knowledge of: Locational knowledge (L)

Human and physical knowledge. (HP)

Place knowledge (P)

Skills in: Mapping, fieldwork, enquiry and investigation, communication and the use of technology. (F)

National Curriculum Coverage

L – name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

HP – physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

P – understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

F – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Use the eight points of a compass, four and six-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.

Prior learning

KS1

Knowledge of the countries within the UK.

Year 3

Knowledge of volcanoes.

Knowledge of rainfall, extreme weather with a focus on the Lake District.

Use of atlas, globe, aerial photos

Key Vocabulary

mountain range, peak, landscape, ridge, summit, terraces, tourism, tectonic plates, elevation, plateau

Cross curricular links

Science: water cycle

Computing: research and computer skills

Key Knowledge and Vocabulary	Key Vocabulary	Lesson Sequence (6)
<p>L -What is a mountain? What are the key features of a mountain range? What defines a mountain? What is the different between a hill and a mountain?</p>	<p>base, plateau, face, mountain range, summit, ridge, peak, slope.</p>	<p>Starter: What is a mountain? Share any key words they know. Can you name any mountains in the UK? Teach: Identify features of a mountain. What makes a mountain range? Apply: Label a mountain to identify the main features. Plenary: Define the word mountain & mountain range: using key words learned.</p>
<p>L: How are different types of mountains formed? What is beneath our feet? What are the 5 main types of mountains? Why are there different types of mountains? How do they differ? How are they similar?</p>	<p>tectonic plates, fold mountain, fault-block mountain, volcanic mountain, dome mountain, plateau mountain.</p>	<p>Starter: Discuss the layers that make up the Earth and how the Earth's crust is split into tectonic plates. Teach: How are mountains formed? Discuss 5 main types and why. Apply: Children explore the different types of mountains through mountain formation activity. Plenary: Key questions to think about, e.g. Which mountain do you think would be easier/harder to climb? Tell me one fact about dome mountains?</p>
<p>L - Identify famous mountain ranges and the highest mountain ranges in the UK. Could include... the Cairngorms in Scotland, the Pennines in England, the Mourne Mountains in Northern Ireland, Snowdonia in Wales What mountains have you visited before? Use the atlases to find...</p>	<p>atlas, map, mountain ranges, country, elevation, area, highest point</p>	<p>Starter: Find the page in the atlas which shows mountain ranges in the UK. Name 5. Teach: Using the internet and teacher guide, find out information about each mountain range. Apply: Double page spread of highest mountain ranges in the UK with some information about their features. Plenary: Key questions e.g. which mountain has the highest elevation? Smallest area?</p>
<p>Pl - What is a mountainous climate? Draw from experiences. How does seasons change the climate of a mountain? Water cycle</p>	<p>climate, weather conditions, temperature, degrees °, celsius C,</p>	<p>Starter: View comparison images of the Alps and Snowdonia. Are all mountains like this? How does weather change? Teach: Change of weather and water cycle. Apply: Draw or label a diagram to show how the process of the water cycle within mountains. Plenary: What might the risks be from severe weather? Consider heat and cold.</p>
<p>H - How does tourism affect the regions? Why do people visit mountains? What impact does tourism have? What can be done to protect mountain environments?</p>	<p>tourism, economic, environmental, social, impact</p>	<p>Starter: Why do you think people visit mountains? Watch a video of someone on a mountain. Teach: Look into 3 areas: economic, environmental, social. Think about the impact. Apply: Sort tourism reasons to visit into positive and negative impact on the 3 areas. Plenary: Would you like to live in a mountain? Explain why...</p>
<p>F – Look at a distance from mountain (Snowdon) to Southport and direction positioned on compass. How could you travel there? Which direction would you travel in?</p>	<p>compass, direction, distance, Snowdon, mountain, Ben Nevis</p>	<p>Starter: Example of Moel Famau directional points. Name points on a compass. Teach: How can we find out the distance to travel and the direction of travel using compass points? Apply: children research using a computer how far it is from our school to Snowdon via car, and what direction it is in. Children snip and present on A4 document to go in their book. Plenary: do you think Ben Nevis is further than Snowdon? Which direction would it be in?</p>
<p>Assessment and quiz.</p>		



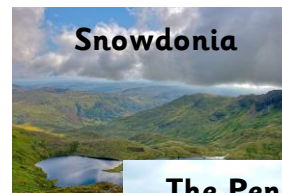
Geography – Year 4 – Spring 1



Mountains

Key Vocabulary	Definition
mountain range	A group or chain of mountains that are close together.
tectonic plates	Pieces of the rocky outer layer of the Earth known as the crust.
peak	The top, or one of the tops, of a hill, mountain, or range, ending in a point.
ridge	A geographical feature consisting of a chain of mountains or hills that form a continuous elevated crest for some distance.
summit	A point on a surface that is higher in elevation than all points immediately adjacent to it.
plateau	A flat, elevated landform that rises sharply above the surrounding area on at least one side.
climate	The long-term pattern of weather in a particular area.
tourism	The activities of people travelling to and staying in places outside their usual environment for leisure, business or other purposes.
compass	A compass is a piece of equipment that can help you navigate where to go.

Famous mountain ranges in the UK.
Do you recognise any?



Snowdonia



The Mourne Mountains



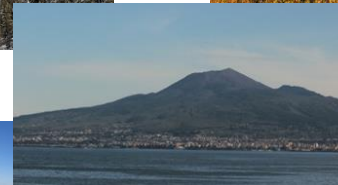
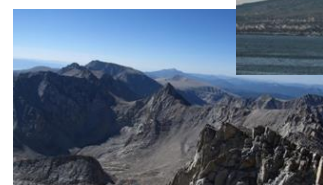
The Pennines



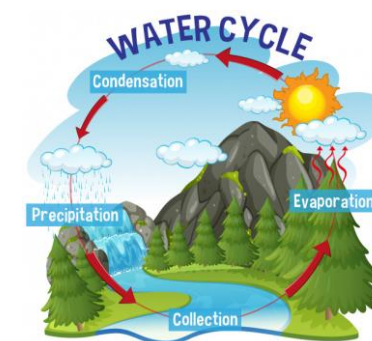
The Cairngorms

Can you recognise the 5 different types of mountains?
Here are some words to help you.

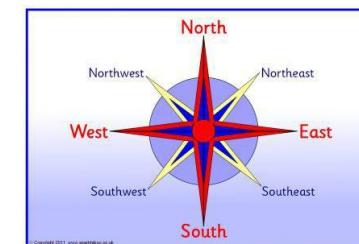
volcanic fold fault-block plateau dome



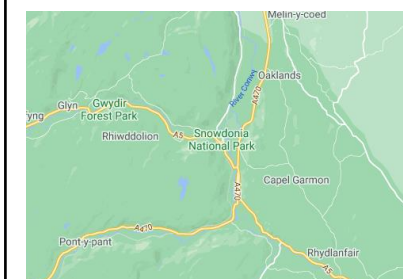
Fieldwork tips



Compass points



Google Maps



Year 4 Magnificent Mountains Assessment

Key Learning:

What is a mountain?

How are different types of mountains formed?

Identify different mountain ranges and the highest mountain ranges in the UK.

What is a mountainous climate?

How does tourism affect the regions?

Examine the distance from Snowdon to

Southport and direct positioned on a compass.

To understand what a mountain is.

To know how mountains are formed.

To be able to identify famous mountain ranges in the UK.

To explain what a mountainous climate is.

To understand how tourism affects regions.

To be able to calculate the distance from one place to another and use compass points.

Emerging

Expected

Exceeding

Additional comments