








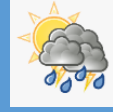







|  Children's prior learning in this area |  Cultural Capital Opportunities |  Key vocabulary and glossary |
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| <p>Recognise that where they live is their settlement</p> <p>Compare the features of different environments</p> <p>Use a simple plan & understand different features.</p> | <p><u>Sir Edmund Hillary</u></p> <p>One of the first mountaineers to reach the peak of Mount Everest. He was a New Zealand mountaineer, part of a British expedition that reached the summit on 29th May 1953.</p>  <p><u>Olympys Mons</u></p> <p>The highest peak in our Solar System located on Mars. It is measured at 2 and a half times the height of Mount Everest.</p>  | <p>Mountain range</p> <p>Summit/ peak</p> <p>Incline</p> <p>Agriculture</p> <p>Weather patterns</p> <p>Climate</p> <p>Unpredictable</p> <p>Ongoing learning throughout</p> <ul style="list-style-type: none">• Name and locate the cities of the UK• Name and locate the counties of the UK• Name and locate the 5 oceans• Name and locate the 7 continents |

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| Enquiry Question: What is a mountain? | Enquiry Question: What is the weather like in a mountainous area? |
| Concept: Human and Physical Location and Place | Concept: Weather and Climate |
|  <p>sticky knowledge</p> <p>Children will discover that a mountain is a natural, steep incline of the earth's surface (over 6000 metres high). They will know that mountains are created over millions of years. They will know that the high point is called a summit or a peak. Children will learn that a mountain is one mountain by itself and that a mountain range is series of mountains closely related by position and direction.</p> <p>Practice: Discuss and clarify the difference between a mountain and a hill (a mountain is much steeper whereas hills incline gradually) and write a definition of a mountain.</p> <p>Apply: Children will use a topography map of the UK to identify the high points and name and locate 3 highest mountain peaks. (Ben Nevis, Snowdon, Scafell Pike).</p> <p>Deepen: Apply back to Autumn 'From food to Fork'. Compare farming/land use maps from last half term with topography maps. Explore as a whole class why there are less farms near a mountain and what type of farms they might find. Explore the connection between population and tourism and high, mountainous areas.</p> <p>Useful link: Explore mountains - BBC Bitesize</p> |  <p>sticky knowledge</p> <p>Recall & Retrieve: Seasons, weather patterns and climate. (Year 1/2 Science)</p> <p>Children will explore the weather patterns around the UK. They will know the similarities and differences between the weather at the top of the Scottish Highlands and the weather at the bottom. They will be able to explain that the weather at the top of a mountain is colder and more unpredictable. This is why you will often see snow at the top of a mountain. They will know this is because they are higher up into the air.</p> <p>Task</p> <p>Practice: Watch a video of a mountaineer beginning their travels and another video of them reaching the summit of a mountain. Children to recognise, look for and record the signs of weather changes.</p> <p>Apply: Using a diagram of the Scottish Highlands, children to label and explain the changes in weather patterns. (Specifically looking at temperature and wind change/direction)</p> <p>Deepen: Children to compare the highest point of Mount Everest to the Olympus Mons (see Cultural Capital section). Children to draw conclusions and decide what they think the weather would be like at the top of Olympus Mons and why.</p> <p>Useful info/subject knowledge:</p> <p>Climate and Mountains (primaryhomeworkhelp.co.uk)</p> <p>What Is the Weather Like in the Mountains? - Twinkl Homework Help</p> <p>North Grampian - Met Office</p> |

| Enquiry Question: How do we use mountains? | Enquiry Question: How do climate changes impact mountains? |
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| <p>Concept: Human & Physical Settlement & Land Use</p>   | <p>Concept: Weather and Climate Cause and Effect</p>   |
| <p> Children will learn that mountains can be used for agriculture (food, power), water, minerals, tourism and climate. They will discuss and explain the various ways mountains can be used by humans and decide which use they believe to be the most beneficial.</p> <p>Practice: Closed passage. Children to explain what mountains can be used for.</p> <p>Apply: In groups, children research/learn about the different ways mountains can be used by humans. Record and present findings to the class.</p> <p>Suggested links for children to use when researching:</p> <p>How Are Mountains Useful To Us? (riddlelife.com)</p> <p>KS2 Geography: Mountains - BBC Teach</p> <p>https://youtu.be/g159ioGT0Ko</p> <p>Deepen: Evaluate the pros and cons of how humans use mountains. Which ones are the most harmful? Which ones are the most beneficial? Could we survive without mountains?</p> | <p> Children will already know (from lesson 3) that the top of a mountain is cooler and more unpredictable than the bottom of a mountain. They will learn that as the earth warms up, the top of the mountains are also heating up, causing the snow at the top to melt. They will know that this impacts the way we use mountains (from last lesson)</p> <p>Practice: Using DigiMaps overlays, children to look at the Scottish Highlands over the years, recognising that as the earth warms up, the temperature at the top of the mountain is heating up too. Children to complete a closed passage explaining the changes in mountainous weather as well as changes in the climate.</p> <p>Apply: Children to <u>evaluate</u> the cause and effect of global warming on our mountains. They will know that as the world is warming up, the mountains are warming up too. They will know that this causes more landslides.</p> <p>Deepen: Children to analyse a map of the poles now, 10 years ago, 20 years ago, 50 years ago and the changes they can see. They will relate this back to the Scottish Highlands and draw similarities about the changes they can see.</p> <p>Kinlochewe (Highland) UK climate averages - Met Office</p> |