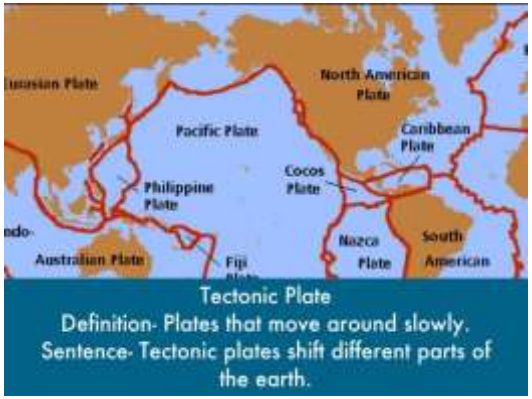
MEDIUM TERM PLAN

Subject: Geography	Topic: Mountains	Year: 5

Children – learning outcomes

Vocabulary		**Additional information: e.g. diagrams/timelines.**	**Learning outcomes**
altitude	height measured above sea level.		Knowledge: • Know what a mountain is • Know how different types of mountain are formed • How different mountain environments are used • Understand how climate has an impact on UK mountain farmers • Know why tourists may enjoy mountain environments Skills: • Understand how scales are used in geography • Use an atlas confidently to identify physical features of the land • Suggest answers to a geographical question • Interpret information from graphs and tables • Use the eight-points of the compass, symbols and keys on Ordnance Survey maps.
base	the bottom of the mountain where it meets flat ground		
biome	an environment that has a certain climate and certain types of living things, e.g. rainforest, mountain range.		
climate	expected weather conditions that exist over a long period of time in a particular region or place		
dome mountain	the shape of a mountain peak		
elevation	height above a given level, often sea level. Also known as altitude.		
erosion	the process of being worn away/eroded by wind, water, or other natural means		
fold mountain	a mountain formed by the movement of tectonic plates		
fossil	a fossil is the remains or impression of an ancient living thing, preserved in rock.		
geology/ geologist	the study of the earth (geo means earth, and ology means study of) – a geologist studies geology.		
glacier	a slow-moving mass of ice		
knots	a measurement of speed per hour		
marsh	an area of land which usually remains waterlogged		
mountain	a natural landform that rises above the surrounding landscape		
mountain range	a group of mountains		
peak	the pointed top of a mountain or ridge		
ridge	long, narrow top connecting mountains		
scale	the relation between the real size of something and its size on a map, model, or diagram		
strata	layers of rock and earth		
summit	the highest part of a hill.		
tectonic plate	a large, moving piece of the Earth's outer layer.		
treeline	the level of a mountain above which trees stop growing		
valley	an area between hills or mountains, usually with a river or stream in the bottom		

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For teachers – learning sequence

Starting points: What knowledge is required to access?		
• Volcanoes work from Y3 is the foundation for this. Revision of vocabulary that they will have been exposed to in Y3 e.g. tectonic plates.		
Sequence of learning:		
	Destination questions/learning outcome/what is being taught?	Activity/resources to support learning
	• Why are the three mountains of Olympus, Mauna Kea and Everest so famous? Skill: Understand the key physical characteristics of mountains; how scales are used to represent geographical features/differences.	Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements. Comparative diagram or model to scale of Mt Everest, Olympus and Mauna Kea
	• How were the world's greatest mountain ranges formed? Skill: Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; how to use an atlas.	Explain how the movement of plates of the Earth's crust can form ranges of fold mountains Annotated world map Create and record animated film with accompanying narrative
	• Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? Skill: To apply knowledge of how mountains are formed to geographical questions; to hypothesise.	Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953. Part 1–4 diagram of Indian and Eurasian plate movement to form Himalaya Mountains with accompanying text.
	• How are the Cambrian Mountains different from the Himalaya Mountains? Skill: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country; to make comparisons.	Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains. Use of aerial photographs, maps, environment.
	• Why is the climate such a challenge for Derek? Skill: Describe and understand key aspects of: climate zones, biomes and vegetation belts **and mountains.**	Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations. Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east.

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		Data recording, climate graphs, summary comparative data sheet. Map interpretation Piece of explanatory writing.
	• Why do tourists visit the Cambrian Mountains? Skill: 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	Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps. Map interpretation exercises from 1:25 000 maps.