

<p>Theme reads:  King of the Cloud Forests – Michael Morpurgo (Pegasus have copies)  Extracts from Eyewitness weather (mountains) (Copies at Peg.)  The Man who bought a mountain – Twinkl ebook  European Mountain Ranges text - Twinkl  The Abominables - Eva Ibbotson  Relive Edmund Hillary’s Trek – Hamilton Trust  Extracts from Ranulph Fiennes books  Extracts from Touching the void – Joe Simpson</p>	<p>Year 3 (spring): Enquiry Question  <b>Are people beyond brave to climb mountains?</b>  <b>Key driver:</b> Ambition  <b>Key skills:</b> I can use maps, atlases, globes and digital resources to identify places and features.  <b>Year Enquiry:</b> How do humans achieve great things at the ends of the earth?  <b>Topics:</b> Mountains  <b>High quality outcome:</b> Create an advert or travel brochure encouraging people to visit a mountain/mountain range.</p>	<p>Resources  Google earth  BBC Bitesize clip – Introduction to mountains around the world.  BBC class clips – Mount Royaima  Climbing the ten highest peaks in Europe - YouTube clip</p>
<p>Key Vocabulary:  Mountains, earth, crust, mantle, core, plates, ranges, mountaineer, climate, altitude, contour, peaks, slopes, valley, foot, summit, ridge, peak, plateau, tree line, snow line,</p>		<p>Pupil Pledge</p>

<p>Launch  Where are the world’s mountains?  WALT: I can use a map to locate the mountain ranges of the world.  Outcome: Children will use an atlas and a legend to locate higher areas of ground, label the highest peaks in each of the seven continents and identify the mountain ranges that they belong to.</p>	<p>Lesson 2  What are the highest mountains in the UK?  WALT: I can use a map to locate mountains in the UK and identify and describe features of UK mountain ranges.  Outcome: Children will shade and label mountains on a map of the UK and research the three peaks.</p>	<p>Lesson 3  What are the key features of a mountain range?  WALT: I can describe the features of a mountain range.  Outcome: Children will draw and label a diagram of a mountain range.</p>	<p>Lesson 4  How are mountains formed?  WALT: I understand how different mountains are formed.  Outcome: Children research different types of mountains (fold, dome, fault-block, plateau) how they are formed and record their results in a table.</p>	<p>POP Quiz  Children complete a quiz booklet to show their understanding of the content so far.</p>
<p>Lesson 6  What is the weather like on a mountain?  WALT: I can describe a mountainous climate.</p>	<p>Lesson 7  Why do people visit mountain regions?  WALT: I can describe the impact of tourism on mountain regions.</p>	<p>Lesson 8  Are people mad to climb mountains?</p>	<p>Lesson 9  WALT: I describe and understand key aspects of the physical and human geography of mountains.</p>	<p>Celebration  Present brochures.  Could turn them into TV adverts.  (If Y6 still going on the</p>

<p>Outcome: Children write a description of a mountainous climate as if for a travel brochure.</p>	<p>Outcome: Children consider why people visit mountain regions, discuss positive and negative impacts of tourism on mountain regions and write a section for their travel brochures explaining how visitors can help look after mountain regions.</p>	<p>WALT: I describe and understand key aspects of the physical geography of mountains. Outcome: Write a mountain expedition guide using knowledge of mountain features and climates.</p>	<p>Outcome: Using each of the sections that they have written in the last three lessons, complete travel brochure encouraging people to visit a mountain/mountain range.</p>	<p>Snowdon trip, present learning to them.)</p>
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<p><b>Content:</b> What will we learn? What are the core concepts? To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To locate the world's countries, concentrating on their environmental regions and key physical characteristics. To describe and understand key aspects of physical geography of mountains.</p> <p>To name and locate highest mountains of the world and the mountains in the UK. Understand how mountains are formed and the composition of the earth in the context of mountains. To describe the climate of different mountainous regions. To consider some mountaineers, the challenges they face on their expeditions and why they take on such challenges. To consider tourism in mountain regions.</p>	<p><b>Coherence:</b> How does this link to previous learning? Builds on understanding of the world from year one unit 3 (continents and oceans). Links to year three unit 1 learning about latitude and longitude.</p>	<p><b>Creativity:</b> How will we show we understand in multiple ways? Draw maps Diagrams Artistic representations or models of mountains or mountain ranges Written outcomes: recounts of mountain expeditions, instructions/guides to climbing mountains</p>	<p><b>Compassion:</b> What opportunities are there to teach compassion? Consider mountaineers, the challenges they face on their expeditions and why they take on such challenges. What qualities do people need to undertake huge physical challenges?</p>	<p><b>Community:</b> What links are there to local resources?  Talk to staff that have climbed mountains in the UK or abroad.</p>
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