



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Summer 2
Class:	Year 6
Subject:	Geography
Key Unit Question:	Where should we ski?
Memorable Experience:	Silksworth Dry Ski Slopes

Vocabulary that will be taught:

Alpine: Existing or relating to the mountains

Altitude: The distance above sea level

Avalanche: A mass of snow, rock, ice and soil that tumbles down a mountain

Elevation: The distance above sea level

Face: The 'side' of a mountain

Range: A chain of hills or mountains connected by high ground

Valley: The area of low land between the mountains

Ridge: A long, narrow, high section of land

Snow Line: Where snow and ice begin cover the mountain all year

Summit: The top of a mountain

National Curriculum Objectives:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Rationale:

Mountains are a key part of the geography KS2 curriculum and this unit of work allows children to use all of their previous knowledge from Geography to explore the idea of mountains in Europe and where would be a good place to ski. This also introduces children further to the idea of tourism that will feature heavily in their KS3 curriculum.

Prior Knowledge:

By the time they hit KS2 geography, most children can name a mountain or two, and many could describe what a mountain is like. KS1 equips them with this kind of knowledge, but in this unit children can build on that foundation by diving deeper.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know how mountains are formed
- I know why mountains have their own climate
- I know why mountains are such a popular tourist destination

Disciplinary knowledge:

- I can use atlases to find out about other features of places
- I can give increased detail of view, giving detailed reasons influencing view and how they are justified
- I can understand and respond to complex decisions



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Key lesson questions		Activities/Key points
Lesson 1	How are mountains formed? - I can explain what a mountain is - I can explain how mountains are formed - I can name some of the major mountains and mountain ranges around the world	- How would you define a mountain? Ask children to think, pair, share their ideas. Explain the definition for a mountain and how mountains are different from hills. - How do you think a mountain is formed? Again, ask children to think, pair, share their ideas then go through the explanation. - How many mountains can you name? List ideas on the board and give extra points if children can name which country or continent the mountain is in. Model how to use an atlas to find a mountain range or a specific mountain. - Provide children with an atlas and ask them to find mountain ranges and ask them to mark it on the map. List which continent and country or countries the mountain range is in on the sheet.
Lesson 2	What are mountain climates like? - I can explain what a typical mountain climate is like - I can explain why mountains have their own climate - I can research climate data for particular mountains	- Explain that mountains have their own climates because of their high altitude, and that this is the reason that mountain peaks can often have snow all year round, even if the mountains are by the equator. - Explain that the climate of the mountain affects what can live and grow there, especially towards the mountain peak. - Read through the information about the weather and climate on Mount Everest, explaining what the monsoon season is and what the coldest and warmest months are. - Show children the climate data. Can you spot when the monsoon season is? Which is the hottest month according to this data? Which is coldest? Which is wettest? Which is driest? - Explain that today children will be finding out about the climate of a particular mountain. What kind of information might you need to find out? Children to think, pair, share their ideas then list them on the slides. Discuss which search terms might be best to use to find the information they need on the internet. - Ask children to choose a particular mountain to investigate and tell them that their challenge today is to create a set of data to show the climate of their chosen mountain. They should find out, if possible, average temperatures for each month, average precipitation, when storms, hurricanes or blizzards are most likely, etc. - Children to present the data they have found in charts and bar graphs. - What differences did we find today between climates on different mountains around the world? What similarities were there between these mountain climates? Invite children to share their ideas.
Lesson 3	Why are mountains tourist destinations? - I can explain the different uses of mountains - I can explain why mountains are such a popular tourist destination - I can describe what a mountain would be like as a holiday destination	- What do you think the uses of mountains are? Children to think, pair, share their ideas then list on the slides. - Explain that mountains are used for many reasons by different groups of people, e.g. water companies take advantage of the fresh water springs on mountains to create reservoirs, the people who live on mountains use them to herd and rear animals, etc. But one of the biggest uses of mountains is as tourist destinations. - Have you ever been to visit a mountain? What did you do? What was it like? - Explain that people visit mountains to take in the scenery, to go for walks and hikes, sports such as skiing or paragliding, and some people go to mountains to climb to the very top of the peak as a personal challenge. - From what we have found out so far, which mountain or mountain range would you most like to visit and why? What would you do there? How would you get there? What time of year would you visit? Invite children to discuss their ideas. - Children to choose a mountain a mountain range to advertise as a holiday destination. Children to complete a travel brochure describing where it is, how best to get there, what to do there and what the scenery is like. Children could use books, internet, travel brochures, etc. to find out some information about the place they are advertising.

Lesson 4	What is the impact of tourism in the mountains? • I can explain how tourism benefits a mountain environment • I can explain how tourism can harm a mountain environment • I can give my own opinion on environmental issues	• Tell children that millions of people visit mountains as tourists every year. This naturally has a big impact on the environment and the people who live on the mountains. What do you think the positive aspects of this are? What do you think the negative aspects of this are? Create a list of positive and negative aspects of tourism. • Explain how tourism improves the economy of mountain towns and the people who live there but how tourists also bring pollution, traffic problems, difficulties for wildlife, crowding, erosion and many other problems. • Display the statement on the board: It is wrong to visit mountains as a tourist. Invite children to share their views on this statement giving their reasons for their arguments. • Split the class into two teams: people who are FOR tourism in mountain environments and people who are AGAINST tourism. Hold a class debate to discuss the issue. Give children some time in their teams to prepare what they will say and how they will try and persuade the other people that their point of view is the right one. • When the debate is finished, ask if there is anyone who has now changed their mind based on the arguments they have heard. What made you change your opinion? • Given what we have discussed today, do you think you would like to go on a mountain holiday? Are there any activities that perhaps you wouldn't do now? What activities do you think it is OK to do in the mountains? How do you think we can help to protect the environment if we go on holiday to the mountains?
Lesson 5	Where should we ski? • I can decide where in the world to build a ski resort • I can identify physical and human features for a ski resort • I can draw a map of my ski resort showcasing all the map skills I have learned in KS2	Children will have the lesson to design their own ski resort. Children can choose where in the world would be a good spot for their ski resort and they should use the knowledge they have accumulated throughout the unit of work to decide on the features to be included. Children need to draw a map on a grid with numbers (to be used with grid references), include compass points, include map symbols (create your own!) and draw a key and use topography to show hills or mountains
Lesson 6	Where should we ski? End of Unit Assessment / Knowledge Harvest	