St Peter's Roman Catholic Primary School

# Geography Class 4 Year A – Mountains

Substantive concept: Scale / Environmental impact

Disciplinary concept: Research and enquiry / Similarities and differences

**Enquiry Question:** How are mountains around the world similar and different, and what impact can tourism have on a mountainous region?

**What is this topic about?**

In this unit, we will find out about the major mountains of the world and the UK. We will discover the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. We will consider what the weather is like in a mountainous environment and evaluate the impact that tourism has on a mountainous region.

**During this unit, I will discover …**

- How to use the index in an atlas to find mountains.
- Which countries different mountain ranges are in.
- How to read contour lines to describe the shape of hills and mountains.
- What an outcrop, a ridge, the treeline, and the snowline are.
- How fault lines in the Earth's crust can move to create mountains.
- That magma pressure can form dome mountains.
- The difference between a weather forecast and climate.
- How mountain climates can be similar in different parts of the world.
- The risks of mountain climates, such as cold, ice, and strong winds.
- Some positive and negative effects of tourism.







**During this unit, I will work geographically to …**

- Use a variety of sources, including maps, atlases, globes and digital/computer mapping, to locate countries and describe features studied in the context of mountain ranges.
- Locate and identify the world's countries and key geographical features, using maps to focus on Europe (including Russia) and North and South America, and describe their environmental regions, physical and human characteristics, major cities, and countries in the context of mountain ranges.
- Name and locate counties, cities and regions of the United Kingdom, using geographical language to identify human and physical features, and describe key topographical features (including hills, mountains, coasts and rivers) in the context of hills and mountain ranges.
- Observe, record and explain key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, making links between people and mountain environments and their climates.
- Describe and understand key aspects of 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, with particular reference to the impact of mountain tourism on people and environments.

**Key Knowledge (linked to concepts). What children NEED to know.**

Mountains around the world are **similar** because they are high areas of land with steep slopes, rocky sides, and colder temperatures at the top. Trees stop growing at the **treeline**, and snow can stay all year above the **snowline**. Many mountains have rivers, valleys, ridges, and peaks, and they are formed in different ways, such as when the Earth's plates push together or by volcanic activity. Mountains are also **different** because they vary in **height, shape, and size**, and they are found in different countries and continents. The climate can also differ: some mountains are wet and snowy, while others can be dry and rocky. **Tourism** can have both **positive and negative impacts** on mountains. It can bring **jobs and money** to local communities and improve services like shops and transport. Tourists enjoy hiking, skiing, and exploring, which helps people learn about mountains and nature. However, tourism can also cause **problems**, such as litter, damage to paths, erosion, and disturbance to plants and animals. It is important to manage tourism carefully to protect the environment while still allowing people to enjoy mountain areas.