St Peter's Roman Catholic Primary School

Geography Class 5 Year A – Mountains

Substantive concept: Scale / Environmental impact

Disciplinary concept: Research and enquiry / Similarities and differences

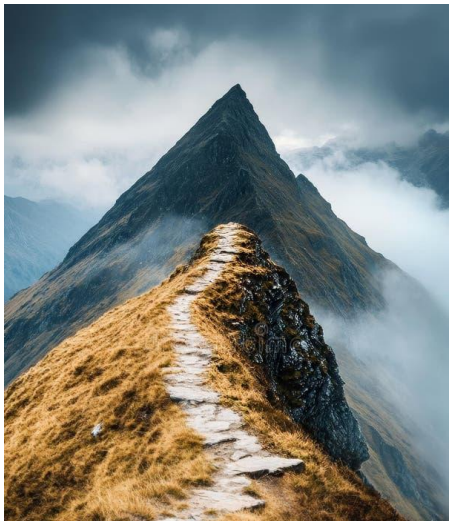
Enquiry Question: How are mountains around the world similar and different, and what impact can tourism have on a mountainous region?

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 an atlas index to locate mountains worldwide.
- Which countries and continents contain major mountain ranges.
- How to interpret contour lines to describe hills, valleys, and mountains.
- The meaning of outcrop, ridge, treeline, and snowline and how they relate to mountain environments.
- How movement along fault lines and pressure from magma form different types of mountains.
- The difference between weather and climate and how altitude affects climate.
- Similarities and differences between mountain climates around the world.
- The risks of living or visiting mountains.
- The environmental and economic impact of tourism, including positive and negative effects



During this unit, I will work geographically to …

- Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges, recognising patterns in physical and human features and considering the causes and changes affecting them.
- Locate and identify the world's countries, using maps to focus on Europe (including Russia) and North and South America, and describe their environmental regions, key physical and human characteristics, countries, and major cities in the context of mountain ranges, explaining links and interactions between people, places, and environments.
- Name, locate, and describe counties and cities of the United Kingdom, including geographical regions and key topographical features (hills, mountains, coasts, rivers), using geographical language to identify patterns and changes in human and physical features in the context of hills and mountain ranges.
- Observe, describe, and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle, and make predictions or test simple hypotheses about how mountain environments may change in the future.
- 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, analysing the impact of mountain tourism and evaluating responses to related local and global geographical issues.

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.