

Bishop Bronescombe C of E Primary School

Topic: Magnificent Mountains

Year 5/6

Strand: Geography (locational knowledge, human and physical geography)



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

What should I already know?

In Year 3 and 4, the children will have studied the formation of mountains and volcanoes as well as tourism benefits in different environments (beaches and the seaside). They will have some understanding of why tourism is important. Children will have also briefly looked at weather systems of the UK and other areas around the world.

(Map) Legend	A key or visual explanation of the symbols used on a map.	Fold mountain	These occur when tectonic plates collide.
Contour Line	These are lines that show high and low areas of land. The contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep. When they are far apart it means the land is gently sloping, or undulating.	Fault-block mountain	When cracks in the Earth's surface open up, large chunks of rock can be pushed up while others are pushed down. This creates mountains with a long slope on one side, and a sharp drop on the other.
Summit	The top of the mountain.	Volcanic mountain	Formed around volcanoes, made up of layers of cooled lava and ash.
Foot	The bottom of a mountain.	Dome mountain	Dome mountains are smooth and round-looking. They are formed when magma is forced up between the crust and the mantle, but doesn't ever flow out.
Face	The side of a mountain.	Plateau mountain	They form because of materials being taken away through erosion, which has left deep valleys or gorges next to high cliffs.
Outcrop	A rock formation visible from the surface.		
Ridge	A long, narrow, high section of land.		
Treeline	Above here, snow and ice cover the mountain all year.		
Plateau	An area of high, flat ground.		



Assessment Statements

By the end of this unit...

...all children should be able to:

- Use a legend to find areas of higher ground on a map.
- Explain different ways areas of higher ground are shown on a map.
- Tell you that not all mountains look the same.
- Identify a valley and the summit, foot and slope of a mountain.
- Draw a mountain range including the key features they have identified.
- Tell you that mountains formed a very long time ago.
- Describe how tectonic plates move together to create fold mountains.
- Describe how lava flow creates volcanic mountains.
- Describe what the weather is usually like on a mountain.
- Tell you why people might visit mountains.
- Describe some of the negative effects of tourism on an area.

...most children will be able to:

- Use the index in an atlas to find mountains.
- Tell you the country a mountain range is found in.
- Describe what a hill might look like based on its contours.
- Identify an outcrop, a ridge the tree line and the snow line.
- Describe how fault lines in the Earth's crust move to create mountains.
- Describe how pressure from magma under the Earth's surface creates dome mountains.
- Explain the differences between a weather forecast and climate.
- Identify similarities between mountain climates.
- Identify the risks associated with a mountain climate.
- Describe some of the positive effects of tourism on an area.

...some children will be able to:

- Find the height of a peak on a map.
- Name the county an area of higher ground is found in.
- Draw contour lines to show higher ground.
- Identify a plateau.
- Describe how erosion creates plateau mountains.
- Identify differences between mountain climates.
- Identify ways to limit the damage tourism causes to an area.
- Identify who is responsible for limiting the damage tourism can cause.

