



Growing hearts and minds



# Year 5 Medium Term Plan-Spring 1 – Marvellous Mountains

Year 5

Spring 1

## Marvellous Mountains

In this unit children will focus on developing their locational knowledge of mountain environments and investigating their place knowledge of mountains in the UK, Europe and America. Children will gain an understanding of longitude and latitude and how mountains can be located using these points. Children will develop their human and physical geography, focusing on mountains and how the land is used relating this to economic activity.

There will be opportunities for children to carry out fieldwork skills within their area discovering and drawing conclusions about landscapes in the locality.

### Key Questions

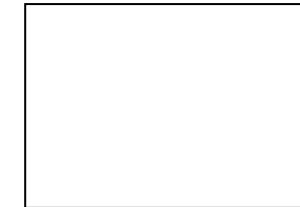
- How are mountains formed?
- Are there any patterns to their locations?
- What are geomorphological hazards?
- Which mountains are our most local?
- What does altitude mean?
- What is the tallest mountain in the world?

I can understand the significance of time zones

I can write a diary

Resources:

- Terry's chocolate orange
- Cocktail sticks
- Labels
- Cups



**Lesson 7**

Following on from the longitude and latitude lesson, children to explore time zones using the segments of a chocolate orange. Children to label cocktail sticks +1 +2 +3... and -1 -2 -3... to represent the time zones around the world.

**Lesson 8**

Children to take notes from the information provided about Edmund Hillary (first man to climb Mount Everest) to write a diary (independent).

I can explain longitude and latitude

I can identify the position and significance of Latitude, Longitude and other global features

Resources:

- PPT
- Maps
- Globes

**Lesson 5**

Children to understand how the lines of longitude and latitude pinpoint locates accurately.

**Lesson 6**

Children to use their knowledge of longitude and latitude to find locations on a map.

Children to also locate:

- Artic Circle
- Tropic of Cancer
- Equator
- Tropic of Capricorn

**Lesson 3**

Children to explore the different types of mountains:

- Fold
- Fault-block
- Volcano
- Dome
- Plateau

Children use the information provided to make notes ready for a non-chronological report (independent write).

**Lesson 4**

Independent write.

Children to use notes from previous lesson to write a non-chronological report.

I can plan using bullet points.

I can write a non-chronological report.

Resources:

Information sheets for each mountain type for independent learning.

**Lesson 2**

Children will be introduced to the key features of a mountain.

Children to create a before picture of a mountain before learning.

- Summit
- Snowline
- Outdrop
- Valley
- Slope
- Plateau
- Tree line
- Ridge
- Foot
- Face

Children to locate and define each feature (differentiated).

Children to complete a second drawing of the mountain to compare knowledge.

I can describe the key features of a mountain range

Resources:

Before/after drawing template.

Differentiated mountain worksheets for children to add information.

**Lesson 1**

Children will discuss their prior knowledge of mountains before we begin our learning journey.

1. What I already know about mountains
2. What I would like to find out

Children will refer back to this throughout the journey to see if we have addressed all of their queries.

I can discuss what I know about mountains

- ✚ I can discuss what I know about mountains
- ✚ I can describe the key features of a mountain range
- ✚ I can plan using bullet points.
- ✚ I can write a non-chronological report.
- ✚ I can explain longitude and latitude
- ✚ I can identify the position and significance of Latitude, Longitude and other global features
- ✚ I can understand the significance of time zones
- ✚ I can write a diary