



## Year 3 Geography:

### Unit 2 – Mountains



#### Our Rainbow Promises:

Encourage **R**esilience and perseverance

Develop **A**rticulate learners

Influence aspirations

Nurture curiosity

Instil **B**ritish and Christian Values

Provide **O**pportunities to build upon knowledge and skills

Promote **W**ellbeing and Health

**Reading as the Beating Heart:** Throughout our Geography lessons, storytelling is used to illustrate key ideas, explain key concepts and build schema. This is fundamental to the development of new knowledge, while engaging all pupils from the outset. Staff sharing and modelling their own relationship with the knowledge through storytelling and use of reading booklets ensures that reading remains at the 'beating heart' of our Geography Curriculum.

#### Substantive Geographical Themes Throughout Our Geography Curriculum:

**Human Geography** (Economic Activity and Trade / Population and Migration / Resources Settlements / Sustainability).

**Physical Geography** (Biomes / Landscapes and Processes / Natural Hazards / Oceans / Weather and Climate).

**Locational Framework** (Someone's knowledge of where places are and their orientation within those places is referred to as their locational framework. We each have a 'mental map' of the world around us at a range of scales both in absolute and relative terms).

#### Three Geographical Concepts Underpinning Our Disciplinary Focus:

##### Change (over time)

Think of a place you know. Everything in it is changing. The location may stay basically the same, but the living and non-living elements of that place come and go. Some stay for only a few moments, others stay in that location for years, but the particular combination of living and non-living things is constantly altering. Settlements, landscapes, biomes and economies are all in a constant state of change. Geographers are interested in the nature, rate and extent of that change, from the past to the present and into the future.

##### Diversity (as variation over space)

As we move from one place to another, some things stay the same and others are different. In other words, we make sense of geographical phenomena through a constant process of comparison. Diversity in geography is broader than cultural diversity. Diversity in this sense includes variation in physical and human environments. Geographers are interested in diversity within and between places (countries, farms, settlements, rainforests, oceans, regions).

##### Interaction

The world is full of links and connections. Think of the way that the place you're in is linked to other places through communications, trade, physical processes and atmospheric cycles. Ecosystems, climate systems and the water cycle are made up of stores and flows. We can study interactions in three contexts: between the human and physical worlds (such as the effects of coastal erosion on a coastal settlement); within the human world (such as trade); and within the physical world (such as food chains in an ecosystem).

R	A highly aspirational curriculum design provides extensive opportunities to challenge thinking and encourage resilience and perseverance at all levels.
A	Through a clear teaching pedagogy (incorporating the ten teaching techniques) and a curriculum designed to make new content memorable, pupils can apply an increasing depth of knowledge with a growing articulation including Vital Vocabulary and interlinked schema of key concepts.
I	Links to careers within Geography are made explicit throughout the teaching sequence in addition to aspirations for future travel and study through careful selection of place studies and interesting case studies.
N	Through the selection and weaving together of important geographical themes with place studies across the world and interesting case studies, pupils are given a comprehensive grounding in Geography and able to nurture curiosity for an in-depth understanding of the world around them in addition to opportunities for further future study.
B	Through the Christian concept of 'creation', children can make sense of the world around them and feel empowered to look after God's greatest creation. Spiritual education in Geography truly inspires awe and wonder at the natural world incorporating both physical and human features.
O	A logical and sequenced progression of broad, diverse and coherent knowledge and skills with opportunities to revisit key areas of learning ensures that all pupils can understand the world around them.
W	In addition to an inherent appreciation of the world around them, our Geography curriculum provides pupils with the opportunity to experience fieldwork throughout KS2 (as part of going outside the classroom to enhance their geographical learning).

#### Progression in Learning - Year 3 (Mountains).

##### Links to Previous Learning:

Locational Awareness and Basic Mapping (KS1)  
In KS1, pupils are introduced to:  
The United Kingdom and its countries  
Basic human and physical features  
Simple maps, keys, and directional language

##### Overarching Unit Content:

##### Substantive Knowledge

##### Disciplinary Focus

- Substantive Knowledge:** Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming. Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather. Relationship between mountains and people. Geographical skills: Describing location using 4-point compass.
- Disciplinary focus:** How do mountains and people affect each other?

##### Links to Future Learning:

See Opening Worlds progression documentation

Lesson 1: What is a mountain?

<u>Subject Specific Vital Vocabulary:</u> <ul style="list-style-type: none"><li>- Hill</li><li>- mountain</li><li>- Ben Nevis</li></ul>	<u>Resources:</u> <ul style="list-style-type: none"><li>- OW PowerPoint</li><li>- Title Template</li><li>- Questions Template- How can we tell that Ben Nevis is a mountain?</li></ul>	Teacher Notes:	<u>Definition of Hills and Mountains:</u> <ul style="list-style-type: none"><li>● A hill is an area of elevated land that is lower and usually less steep than a mountain.</li><li>● Mountains are generally over 600 meters high and are steeper than hills.</li></ul> <u>Temperature and Altitude:</u> <ul style="list-style-type: none"><li>● Temperature decreases as you go higher on a mountain, which is why snow may be found on the peaks of tall mountains.</li></ul>	<u>Map Colours and Elevation:</u> <ul style="list-style-type: none"><li>● Colours on maps show land height: dark green for low/flat areas and shades of brown for higher elevations, with very dark brown indicating mountainous regions.</li></ul> <u>Highest Mountains in Each UK Country:</u> <ul style="list-style-type: none"><li>● Ben Nevis (Scotland) - 1,345 meters, the highest mountain in the UK.</li><li>● Snowdon (Wales) - 1,085 meters, the tallest in Wales.</li><li>● Scafell Pike (England) - 978 meters, the highest in England.</li><li>● Slieve Donard (Northern Ireland) - 850 meters, the tallest in Northern Ireland.</li></ul>
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Lesson 2: Mountain Ranges

<u>Subject Specific Vital Vocabulary:</u> <ul style="list-style-type: none"><li>- Mountainous regions</li><li>- Mountain range</li><li>- Himalayas</li><li>- Mount Everest</li><li>- Peak</li><li>- Slopes</li><li>- Terraces</li></ul>	<u>Resources:</u> <ul style="list-style-type: none"><li>- OW PowerPoint</li><li>- Title Template</li><li>- Task Template- What is the difference between a mountain and a mountain range (Differentiated: Speak it).</li></ul>	Teacher Notes:	<u>Definition of Mountain Ranges:</u> <ul style="list-style-type: none"><li>● A mountain range is an area where multiple mountains are closely packed together.</li><li>● Mountain ranges are common in mountainous regions, like Scotland in the UK.</li></ul> <u>Famous Mountain Ranges:</u> <ul style="list-style-type: none"><li>● One of the most famous mountain ranges in the world is the <b>Himalayas</b>, spanning Nepal, India, and China.</li><li>● The Himalayas contain some of the tallest mountains in the world, including <b>Mount Everest</b>, the world's highest peak at 8,848 meters.</li><li>● Other significant ranges, such as the <b>Tien Shan Mountains</b> in Asia, showcase diverse landscapes and high peaks.</li></ul>	<u>Mountain Peaks and Climate:</u> <ul style="list-style-type: none"><li>● The highest points of mountains are called peaks, often covered in snow due to the cold temperatures at high altitudes.</li><li>● High-altitude mountains experience intense sun exposure, strong winds, and lower oxygen levels, making it hard for people to live at the peaks.</li></ul> <u>Human Settlements and Farming on Mountain Slopes:</u> <ul style="list-style-type: none"><li>● Around 40 million people live near or on the Himalayas, adapting to the steep terrain.</li><li>● Villages are often built on terraces or steps carved into mountain slopes, which also allow for <b>terraced farming</b>. These terraces help farmers make use of the land to grow crops despite the challenging steepness.</li></ul>
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Lesson 3: Why do people live on mountains?

<u>Subject Specific Vital Vocabulary:</u> <ul style="list-style-type: none"><li>- Summit</li><li>- Alps</li><li>- Adapted</li></ul>	<u>Resources:</u> <ul style="list-style-type: none"><li>- OW PowerPoint</li><li>- Title Template (With Retrieval)</li><li>- How do people use mountains (Image for Mindmap)</li></ul>	Teacher Notes:	<u>Mountain Settlements:</u> <ul style="list-style-type: none"><li>● People have built settlements on mountain slopes for thousands of years, though very few live at the summit, or topmost point of a mountain.</li><li>● The summit of <b>Mount Kilimanjaro</b> in Tanzania, for instance, is extremely high, often above the clouds, making it an unlikely place for settlements.</li></ul> <u>Tourism and Recreation:</u> <ul style="list-style-type: none"><li>● Mountains attract tourists for their beauty, clean air, and activities like skiing, hiking, and climbing.</li><li>● <b>Zermatt</b>, a town in the Alps in Switzerland, is a popular tourist destination with hotels and ski facilities on the mountain slopes.</li></ul>	<ul style="list-style-type: none"><li>● The <b>Alps</b> is one of the most densely populated mountain regions in the world, with around 13 million people living in its towns and villages.</li></ul> <u>Agriculture and Adaptation:</u> <ul style="list-style-type: none"><li>● On steep slopes, people have adapted to the environment by creating terraces for farming, which allows them to grow essential crops like rice.</li><li>● In the <b>Philippines</b>, terraced rice fields on mountain slopes are a critical adaptation, as rice is a staple food.</li><li>● Mountain communities have also adapted to the influx of tourists, building infrastructure and accommodations to support tourism, which provides an important source of income.</li></ul>
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Lesson 4: Living in the Andes				
<b>Subject Specific Vital Vocabulary:</b> <ul style="list-style-type: none"> <li>- Andes</li> <li>- Terraced farming</li> <li>- Mountain pass</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>- OW PowerPoint</li> <li>- Title Template</li> <li>- Map of South America</li> <li>- Task Template- How have mountains affected humans? (Adapted Comprehension Questions)</li> </ul>	Teacher Notes:	<b>Geography of the Andes:</b> <ul style="list-style-type: none"> <li>● The <b>Andes</b> in South America is the world's longest mountain range and the second highest after the Himalayas.</li> <li>● Climate in the Andes varies: the southern Andes are cool and rainy, the central Andes are dry, and the northern Andes are generally warm and rainy.</li> </ul> <b>Farming in the Andes:</b> <ul style="list-style-type: none"> <li>● Due to the steep mountain slopes, flat farmland is scarce, so people use <b>terraced farming</b> to grow crops. Terraces allow farmers to create flat areas on slopes, making agriculture possible. This method is widely used in regions like Peru.</li> </ul>	<ul style="list-style-type: none"> <li>● The Andes is rich in minerals, and people have established mines to extract resources like <b>gold, copper, and tin</b>.</li> </ul> <b>Mining in the Andes:</b> <ul style="list-style-type: none"> <li>● Mining has become a significant economic activity for many communities in the Andes, particularly in Peru.</li> </ul> <b>Road Construction Challenges:</b> <ul style="list-style-type: none"> <li>● Building roads in mountainous regions is difficult and costly. In the Andes, roads often wind through mountain passes with steep and gentle slopes.</li> <li>● A major example is the road between Argentina and Chile, which uses a combination of gentle and steep slopes with multiple bends to navigate the terrain.</li> </ul>
Lesson 5: Mountainous regions of the UK				
<b>Subject Specific Vital Vocabulary:</b> <ul style="list-style-type: none"> <li>- Cairngorms</li> <li>- Highlands</li> <li>- Trek</li> <li>- Valleys</li> <li>- Lake District</li> <li>- Pennines</li> <li>- Yorkshire Dales</li> <li>- Brecon Beacons</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>- OW PowerPoint</li> <li>- Title Template (With Retrieval)</li> <li>- UK Map Task</li> </ul>	Teacher Notes:	<b>Life in Mountainous Regions:</b> <ul style="list-style-type: none"> <li>● Mountainous regions in the UK tend not to have large cities or extensive shopping areas, and roads can be narrow, winding, and more challenging to travel on.</li> <li>● Many people visit these regions for activities like walking, climbing, and trekking, which require preparation due to the steep, rocky terrain.</li> </ul> <b>Notable Mountainous Regions in the UK:</b> <ul style="list-style-type: none"> <li>● <b>The Cairngorms</b> and <b>The Highlands</b> in Scotland are popular for outdoor activities, with fewer cities or large towns, preserving natural scenery with less urban pollution.</li> <li>● <b>The Lake District</b> in northwestern England is another famous mountainous region, home to <b>Scafell Pike</b> (the highest mountain in England). The town of Keswick benefits economically from the thousands of tourists who visit each year.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>The Pennines</b> have distinctive features like <b>dry stone walls</b>, which separate farms and have become a well-known landscape feature.</li> <li>● <b>The Yorkshire Dales</b> in England and <b>The Brecon Beacons</b> in Wales are also popular for walking. However, fog and weather can make climbing risky, requiring occasional rescues.</li> </ul> <b>Environmental Impact of Tourism:</b> <ul style="list-style-type: none"> <li>● While tourism provides jobs and economic benefits for towns in mountainous regions, it can also lead to issues like litter and traffic pollution. Careful management is important to protect these natural areas for both visitors and locals.</li> </ul>
Lesson 6: Snowdonia				
<b>Subject Specific Vital Vocabulary:</b> <ul style="list-style-type: none"> <li>- Snowdonia</li> <li>- Above sea level</li> <li>- Temperature</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>- OW PowerPoint</li> <li>- Title Template</li> <li>- Task Template (How does a mountain affect what people do?)</li> </ul>	Teacher Notes:	<b>Snowdonia and Mount Snowdon:</b> <ul style="list-style-type: none"> <li>● Snowdonia is a mountain range in North Wales, home to Mount Snowdon, which is 1085 meters tall.</li> </ul> <b>Climbing Preparation:</b> <ul style="list-style-type: none"> <li>● Climbers should pack essentials including:             <ul style="list-style-type: none"> <li>○ A rucksack, gloves, a hat, and extra clothing for warmth.</li> <li>○ High-energy food, like chocolate, and a first-aid kit.</li> <li>○ A map for navigation.</li> </ul> </li> </ul>	<b>Temperature and Weather Changes:</b> <ul style="list-style-type: none"> <li>● Temperature drops as elevation increases, from about 12°C at the base to around 3°C at the summit.</li> <li>● Mountain weather can change rapidly, leading to colder conditions at higher altitudes.</li> </ul> <b>Challenges Near the Summit:</b> <ul style="list-style-type: none"> <li>● Strong winds and mist can make visibility difficult and increase danger near the summit.</li> <li>● Caution and warm clothing are essential for safety.</li> </ul> <b>Summit Views:</b> <ul style="list-style-type: none"> <li>● The summit offers stunning views of surrounding valleys and landscapes.</li> <li>● Clear moments reveal the natural beauty of Snowdonia.</li> <li>●</li> </ul>

Lesson 7: Synoptic Task		
<p><u>What is the weather like in mountainous regions?</u></p> <p><b>Temperature Variations:</b> As you climb higher in mountains, the temperature gets cooler, often leading to snow at the peaks.</p> <p><b>Climate Differences:</b> Mountainous areas can have varying climates; for instance, southern Andes regions are cool and rainy, while northern areas are warm and rainy.</p> <p><b>Extreme Weather:</b> Weather can change rapidly in mountainous areas, creating challenges for climbers, such as getting stuck in fog.</p>	<p><u>What is the land like in mountainous regions?</u></p> <p><b>Steep Terrain:</b> Mountains feature steep, rocky slopes that make them difficult to traverse and live on.</p> <p><b>Terraced Farming:</b> In regions like the Andes and the Philippines, people create terraces to farm on the steep slopes, adapting their agricultural practices to the landscape.</p> <p><b>Natural Features:</b> The land includes various features like valleys and rugged peaks, contributing to scenic beauty and outdoor activities.</p>	<p><u>How do people live and work with mountains?</u></p> <p><b>Tourism:</b> Many mountainous regions, like the Alps and the Lake District, attract tourists for walking, climbing, and skiing, which helps the local economy.</p> <p><b>Minimal Urban Development:</b> There are generally fewer large cities or shopping areas, leading to less pollution and preserving natural scenery.</p> <p><b>Mining Activities:</b> People work in mining, extracting valuable resources such as gold, copper, and tin, particularly in regions like the Andes.</p> <p><b>Community Adaptations:</b> Villages are often built on terraces or slopes, and people adapt their living and farming practices to the mountainous environment.</p>

<u>Whole-Topic Milestone Knowledge:</u>
<p><b>Mountain Definition:</b> Mountains are steep landforms over 600 meters high, often found in ranges.</p> <p><b>Climate Variations:</b> Mountain climates vary by elevation, typically resulting in cooler temperatures.</p> <p><b>Living Adaptations:</b> People adapt to mountainous living through practices like terraced farming.</p> <p><b>Economic Activities:</b> Tourism and mining are key economic activities in mountainous regions.</p> <p><b>Environmental Impact:</b> Increased tourism can lead to pollution, requiring careful environmental management.</p>