



BJPS Geography Plan



Year: 3/4 Term: Autumn 1,

Unit: Geography

Enquiry Question: What makes a mountain?


Substantive Knowledge	see knowledge organiser
Vocabulary	Vocab on knowledge organiser. Additional vocab: human/ physical features.
Hook? Visit?	
Links to any prior units?	Y4 children studied physical features last year and explored mountains in the UK.

	Enquiry Question	Space & Scale	Physical Environment	Human	Change & Sustainability	Map Skills	Fieldwork	Teaching Points	Activities
1	What is a mountain?	Key physical features of countries and regions studied: mountains	Describe, understand and compare key aspects of: Mountains.					<p>Spaced retrieval: Revisit areas of the world- laminated maps. Chn to fill in as much as they can remember.</p> <p>Introduce new knowledge organiser (KO): Definitions of mountain/ mountain range.</p> <p>Powerful Knowledge:</p> <ul style="list-style-type: none"> A mountain is a physical feature (natural). A mountain is usually defined as a part of the landscape with steep slopes that rise over 600m (some geographers say 300m). Some mountains are found in groups called 	<p>Retrieval. Whole class sorting human/physical recap. Chn to discuss on tables and sort their given cards- share findings. Overcome any misconceptions.</p> <p>Practise: Groups of 3 Sort vocabulary- mountains/ mountain ranges. Mix/ match/ quiz.</p> <p>Apply: Answer enquiry question in books.</p> <p>Resources: laminated maps, PowerPoint, practise cards, image of mountain and mountain range for apply.</p> <p>SEN: Support in class to access Year 3 work.</p>

								<p>ranges; others are isolated summits.</p> <p>Recap physical and human features What are human and physical features? - BBC Bitesize - chn sort cards (as a whole class).</p> <p>Teach: PowerPoint: Explain that this geography unit is all about mountains- a physical feature. Watch the first 30 seconds of Mountains - BBC Bitesize (we'll watch the rest in another lesson). Work through video/ PowerPoint explaining what a mountain and a mountain range is.</p>	
2	What are the features of a mountain?		Describe, understand and compare key aspects of: Mountains.					<p>Spaced retrieval: what is a mountain? What is a mountain range?</p> <p>KO- features section.</p> <p>Powerful Knowledge:</p> <ul style="list-style-type: none"> To know and explain the following features of a mountain: summit, snow line, tree line, valley, slope, plateau, face, foot. <p>Teach: PowerPoint exploring the main features of a mountain. Come up with actions to help children remember.</p>	<p>Practise: Table groups Matching cards- features of a mountain, definition, and image.</p> <p>Apply: Stick in key features image in books and label. Encourage children to explain what the feature is e.g., summit= the top of a mountain.</p> <p>Resources: PowerPoint, practise cards, image of mountain.</p> <p>SEN: give labels to stick on the picture – summit, foot, snow line, valley, slope.</p>
3	How are mountains formed?	Key physical features of countries and regions studied: mountains	Describe, understand and compare key aspects of: Mountains.			Begin to use 4 figure grid references.		<p>Spaced retrieval: What are the features of a mountain?</p> <p>KO- how are mountains formed section.</p> <p>Powerful Knowledge:</p> <ul style="list-style-type: none"> To understand that mountains are formed in different ways. 	<p>Practise (2): Children have images of each of the different ways mountains are formed. Using practise activity as a scaffold, children write a sentence(s)/ notes next to each picture to explain how each type is formed.</p>

							<ul style="list-style-type: none"> To explain some/ most/ all of the five ways explored: fold mountains, fault-block mountains, volcanic mountains, dome mountains, plateau mountains. <p>Teach: Watch full video: Mountains - BBC Bitesize. Work through PowerPoint discussing layers of the earth and introducing tectonic plates. Give out two pieces of different coloured paper (in pairs).</p> <p>Practise (1): Tectonic plates (coloured paper) Chn explore how many ways they can move their 'plates' around (slide 4).</p> <p>Teach: Work through PowerPoint exploring the five ways mountains can be formed. Highlight key info on slides and create actions to help chn remember each.</p>	<p>Year 3: To write about three: Fold, fault-block, volcanic, Year 4: Write about all five.</p> <p>Resources: PowerPoint, practise cards, images.</p> <p>SEN: Work through the video and ppt step by step. Focus on and fault block mountains. Practise before applying. SR to scribe notes for chn.</p>
4	<p>What is the location of some of the UK and world's famous mountains?</p>	<p>Name and identify the 7 continents.</p> <p>8 Compass points</p>			<p>Use world maps, atlases and globes.</p> <p>Name and locate many of the world's most famous mountain regions on a map.</p>	<p>Spaced retrieval: How are mountains formed?</p> <p>Powerful Knowledge:</p> <ul style="list-style-type: none"> To be able to locate mountains on a map using the symbol. ▲ To use compass points to describe the location of a mountain in comparison to where we are. <p>Teach: Watch: Mountains in the UK Tallest mountains in the UK KS2 Geography Year 3 and Year 4 - BBC Bitesize up to 1 min 40. PowerPoint: Look at symbols/ key on pay 8- focus on mountain. Find Nottingham on the map- all chn</p>	<p>Apply: Complete same activity (modelled during practise activity) for world mountains. Atlas: Page 61. <i>Reinforce that they are now locating the continent and the location from the UK.</i> Go through answers together.</p> <p>Resources: PowerPoint, Atlases, grids.</p> <p>SEN: Do all as guided. SR to give clues to children about location and support in completing grid. Do three in the UK and three around the world.</p>	

								point. Teach (Recap for Y4) 8 compass points. Practise: Page 8- UK Mountains. We do: Locate Brecon Beacons- where is it? Which country ? Where is it in relation to us (Nottingham)? (Compass points). How tall is it? Complete for the next few mountains in the UK. Ping pong- we do.	
5	What is mountain weather and climate like?	Key physical features of countries and regions studied: mountains	Describe, understand and compare key aspects of: Mountains, climate.	Describe, understand and compare key aspects of: land use				Spaced retrieval: Name some of the mountains in the UK/ World. Revisit 8 compass points. Powerful Knowledge: <ul style="list-style-type: none"> Mountains have their own climate. The higher up you get, the colder it is. Mountain weather conditions change quickly. Teach: PowerPoint- Discuss difference between climate and weather. Read through info on mountain climate. Watch: How does the temperature change as you climb a mountain? - 2nd level People, place and environment - BBC Bitesize Practise: True or false cards with statements. Chn work in groups to sort. Mix up, repeat, quiz.	Apply: Answer questions about mountain climate. Use practise activity to support. Resources: PowerPoint, statements to sort for practise. SEN: Stay in class for input then work as a small group to read library books and record simple facts about mountain climate.
6	Why do people visit mountains? What impact does tourism have?		Describe, understand and compare key aspects of: Mountains,	Describe, understand and compare key aspects of: land use	Explain how people are trying to manage and sustain or improve their environment			Spaced retrieval: What is mountain weather and climate like? Powerful Knowledge: <ul style="list-style-type: none"> People visit mountains for: the view, keeping fit, a challenge, to raise 	Practise: Children work in <i>table groups</i> to sort cards into positive/ negative impacts of tourism Children to work in year group pairs:

							<p>money for charity, skiing, wildlife spotting, taking photos.</p> <ul style="list-style-type: none"> Impact of tourism can be positive and/or negative (economic, environmental, social) <p>Teach: Re-watch (from previous lesson) How does the temperature change as you climb a mountain? - 2nd level People, place and environment - BBC Bitesize</p> <p><i>Important message: take nothing away but memories (message about respecting mountains and the environment).</i> Work through PowerPoint exploring why people visit mountains (link to them visiting our classroom) and explore positive and negative impacts of tourism.</p>	<p>Apply: Record positives and negatives in tables in books.</p> <p>Challenge: Colour code if the impact is economic/ environmental or social- slide 7.</p> <p>Finish with discussing what can be done to help protect mountains.</p> <p>Resources: Practise: positives/ negatives/ table to sort. PowerPoint.</p> <p>SEN: Make a list of why people visit mountains. Discuss positives/ negatives.</p>
7	End of unit <u>Back to enquiry question</u>	What makes a mountain?					All of the above	<p>Using knowledge acquired during English unit on non-chronological reports- chn write a report about mountains.</p> <p>SEN: Work as a group to mind map what they can remember about mountains. Write into sentences in books</p>

Everest Base Camp Fieldwork: [Everest Base Camp - Oddizzi](#)