



### The BIG Picture

In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. They will learn to recognise and describe the features of different types of mountains. Building upon their Year 1 Weather and Climate unit children will have the opportunity to consider what the weather is like in a mountainous environment. They will evaluate the impact that tourism has on a mountainous region. They will learn about the impact of human and physical processes on mountains and about how humans have adapted to live in mountainous regions. They will build upon their work in Year 4, looking at rivers to appreciate how mountains can be carved into gorges over thousands of years.

### NC objectives – Key Stage 2

**Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.** This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, **key topographical features (including hills, mountains, coasts and rivers)**, and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography

describe and understand key aspects of:

- physical geography**, including: climate zones, biomes and vegetation belts, rivers, **mountains**, volcanoes and earthquakes, and the water cycle
- 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**

#### Geographical skills and fieldwork

- use **maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### What do we already know? What can we already do?

Children will know vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)  
Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)  
Children will know the location of the Equator, Northern and Southern Hemispheres, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)  
Children will have some understanding of climate zones and biomes and how the location of a place has an impact upon its climate (Y2 Hot and Cold Places and Y3, Climate Zones)  
Children will know the process of the water cycle and the key features of rivers. (Y4, Rivers)  
Children will have some understanding of the North American continent (Y3, North America) and the South American Continent (Y3, Rio and East Brazil and 4, South America)

### Specific unit objectives

- To describe what a mountain is and locate the world's 'Seven Summits' on a map.
- To describe the key features of mountains and how they are formed.
- To describe the climate of mountains and explore mountain life.
- To explore and locate the UK's highest mountains.
- To recognise the importance of the Himalayas for people living in the region.
- To share their knowledge about a world famous mountain or mountainous region.
- To know the main features and types of mountains.
- To know how some people have adapted to life in mountainous areas (e.g. how these landscapes are used by people and affected by human activity).
- To use detailed maps and aerial views of mountains and ranges to inform their understanding of their location, use and features.
- To use map references to locate some of the world's principal mountains.
- To use geographical vocabulary when describing mountains and ranges.

### Key Questions

What is a mountain?  
How are mountains made?  
What is it like on a mountain?  
What are the UK's highest mountains like?  
What is it like in the Himalayas?  
What can I find out about the world's highest mountains?

### Key vocabulary & understanding:

Ben Nevis, Himalayas, Mount Snowdon, Pacific Ring of Fire, Scafell Pike, Slieve Donard, alpine, avalanche, landform, slope, summit, valley, altitude, height, above sea level, map index, map reference, scale bar, dome mountains, fault-block mountains, fire mountains, fold mountains.

### Key Knowledge

The World's Seven Summits (the highest peaks on each continent): Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstensz Pyramid (Oceania) A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range. Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded. Mountains have their own climates.

### Key Texts

Poems From A Green and Blue Planet – Sabrina Mahfouz  
Hidden In The Himalayas – Debbie Doctofsky Solomon  
Chandra's Magic Light – Teresa Heine  
Horrible Geography – Freaky Peaks - Ganeri  
Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.



### The BIG Picture

In this Unit the children will uncover the secrets of the natural world and discover how fragile our world is. This unit will build upon children's Year 2 unit on Continents and Oceans. Children will be able to consolidate their knowledge of the names of oceans and continents and their broad understanding of the similarities and differences between global regions. The children will have the opportunity to recall knowledge from their previous Year 5 Mountains unit, including how they are formed and their location. They will explore key aspects of physical Geography by understanding how and why volcanoes are formed, looking at and labelling the Earth and its layers. They will also locate volcanoes on a world map and explain the events of a volcano's life. They will explore earthquakes and discuss the movement of tectonic plates. They will look at how earthquakes are measured and discover why some houses are more stable than others. The children will research how some localities have been affected by these natural disasters and will also learn why people choose to live in these areas.

### NC objectives – Key Stage 2

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Pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography

describe and understand key aspects of:

- physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### What do we already know? What can we already do?

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Children will have some understanding of climate zones and biomes and how the location of a place has an impact upon its climate (Y2 Hot and Cold Places and Y3, Climate Zones)  
Children will know about the water cycle and the key features of rivers. (Y4, Rivers)  
Children will have some understanding of the North American continent (Y3, North America) and the South American Continent (Y3, Rio and East Brazil and 4, South America)  
Children will know how mountains are formed. (Y5, mountains)

### Key vocabulary & understanding:

Great African Rift Valley, Haiti, Iceland, Japan, Mauna Loa, Pacific Ring of Fire, crater, disaster, dormant, eruption, magma, tsunami, epicentre, plate boundary, tectonic

### Key Knowledge

Famous volcanoes: Soufrière (St Lucia, North America), Eyjafjallajökull (Iceland, Europe), Popocatepetl (Mexico, North America), Vesuvius (Italy, Europe), St Helens (USA, North America), Etna (Italy, Europe). The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates. The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting. Earthquakes are measured on the Richter scale. They can cause devastating damage to buildings, roads and land. When volcanoes erupt they spew out lava. This is a very hot liquid that destroy anything in its path.

## Specific unit objectives

- To find out about the structure of the Earth and label a diagram.
- To describe what happens at the boundaries between the Earth's plates.
- To describe and explain the key features of a volcano.
- To locate where famous earthquakes have occurred and write a report.
- To locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.
- To identify the effects of earthquakes on land and people.
- To identify the help people need after an earthquake.
- To identify how to prepare for an earthquake.
- To report on the effects of a volcanic eruption.
- To evaluate the advantages and disadvantages of living near a volcano.
- To know the main features, causes and effects of volcanoes and earthquakes.
- To use maps and atlases to locate places with significant volcanoes and where significant earthquakes have occurred (e.g. the Pacific 'Ring of Fire').
- To use geographical vocabulary, including some technical terms, when describing the Earth's structure and the features of volcanoes and earthquakes.

### Key Questions

What lies beneath the surface of the Earth?  
What happens when the Earth's plates meet?  
What goes on inside a volcano?  
What can we learn from some famous earthquakes?  
What can I find out about real volcanoes?  
How do earthquakes affect people and places?  
What help do people need before and after an earthquake?  
What could you do if an earthquake happened?  
What happens when a volcano erupts?  
What would it be like to live near a volcano?

### Key Texts

The Firework Makers  
Daughter – Phillip Pullman  
The Pebble in My pocket – Merredith Hooper  
Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.



### The BIG Picture

In this unit the children will learn more about the continent to which the UK belongs. They will appreciate the difference between the meaning of 'Europe' when used to refer to a continent through the lens of physical geography and the human, political concept of Europe and the EU. Linking to their History unit from Year 4 about the Ancient Greeks the children will learn more about the landscape and Geography of Greece including its key human and physical features. They will understand that Greece is still a place today and will be able to explore how it has adapted and changed. Children will be able to explain how the physical geography of Greece has had an impact on human activity i.e. tourism, migration, land use and jobs. The children will consider the advantages and disadvantages that tourism brings to a country. They will look at how conflict, and economic and environmental disparities between Europe and its neighbours drives often treacherous immigration to Europe.

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Children will know how mountains are formed. (Y5, mountains)

### Specific unit objectives

- To locate Europe and investigate key information about its principal countries.
- To explore tourism in the Mediterranean region.
- To understand some of the factors affecting migration into Europe through Greece.
- To investigate the landscape of Greece, its features and how it is used.
- To investigate some of the main features of Athens.
- To compare everyday life for a child in Athens with that in other places.
- To know the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local.
- To know ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens.
- To know ways in which the landscape of the region is used by people and affected by human activity (e.g. tourism on the Mediterranean coast).
- To know about place-specific patterns of continuity and change (past, present and future).
- To confidently use globes and atlases to locate Greece and the Mediterranean within the world and the European continent.
- To use and interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it.
- To look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.

### Key Questions

Where is Europe and what are its countries like?  
Why would you visit the Mediterranean?  
Why are migrants coming to Greece?  
What is the landscape of Greece like today?  
Where would you visit in Athens?  
How does everyday life in Athens compare with that in other places?

### Key vocabulary & understanding:

Europe, European Union, Germany, Italy, Mediterranean, Poland, Scandinavia, polar, Russia, Spain, temperate, Ukraine, France, civilisation, leisure, resort, Mediterranean Sea, service industry, tourism, border, migrant, refugee, Syria,

### Key Knowledge

To know the names and locations of the principal European countries.

To describe key human and physical features of the landscape of Greece.

To understand how people move to different countries for different reasons, not always because they just want to.

### Key Texts

Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.