

## Key Objective and Rationale

This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time. This develops on from prior learning of tectonic plates and rock formation in their learning of earthquakes and volcanoes.

## Important Things I Will Know

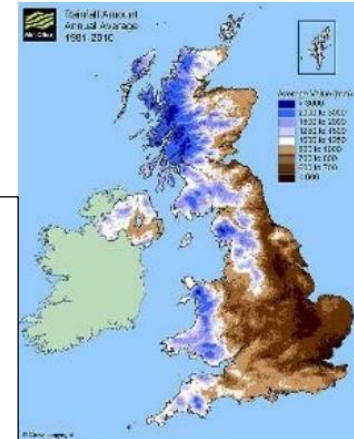
- A mountain is a large mass of earth or rock taller than 304.8 m (1000 ft) that rises up above the surrounding land.
- Mount Everest, in the Himalayas, is the highest mountain on Earth that is entirely above sea level from base to summit.
- Mauna Kea, on the Island of Hawaii in the Pacific Ocean, is the highest mountain in the world from base to summit, although only 4205 m is above sea level.
- A fold mountain is formed when two tectonic plates move towards each other, all of the layers of rock that lie in between them become crumpled or 'folded' up into the air, to form mountain ranges.
- To be classified as a fossil the remains must be over 10 000 years old and are either; body fossils or trace fossils.
- The mountain ranges of the UK are lower, less rugged and rounded because they are older, and the forces of erosion have had an impact over a longer time.
- The Cambrian Mountains are in Wales, UK.

## Maps I Will Refer to

Relief map of Great Britain and Ireland



Average annual precipitation map of the UK










World map- to look at mountain ranges and tectonic plates

## Geographical Techniques I will Use to Support my Learning

Statistical representation	Drawing and interpreting: line graphs, multiple line graphs, bar graphs and climate graphs
Map work	Interpreting OS 1:25,000 Explorer maps using the key, eight points of the compass, four and six figure grid references, measuring direct and actual distances using the scale line and contour patterns and spot heights
Imagery	Terrestrial, aerial and satellite photographs and GIS Google Earth Pro

### Important Vocabulary I Will Learn and Use

<b>Range</b>	A group or line of mountains with a specific name	
<b>Strata</b>	Layers of rock	
<b>Sanitation</b>	Having a clean water supply and safe sewage disposal	
<b>Reservoir</b>	A large artificial lake created to supply water to towns and cities	
<b>Hydroelectric</b>	Using the force of falling water to generate electricity in a power station	
<b>Renewable</b>	Energy from a source, such as wind, that is never used up	
<b>Conservation</b>	The protection of environments to prevent their loss or destruction	

### Geographical Thinking Skills I Will Use

<b>Synthesise</b>	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something
<b>Explain</b>	Demonstrate understanding and comprehension of how or why something is the way it is, as a result of synthesising information
<b>Empathise</b>	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions
<b>Informed conclusion</b>	A knowledgeable summing up of the main points or issues about something
<b>Reasoned judgement</b>	A personal view or opinion about something supported by factual evidence
<b>Critique</b>	Review and examine something critically, particularly to gain an awareness of its limitations and reliability as evidence

### Geographical Concepts

<b><u>Creation</u></b>	<b><u>Community</u></b>	<b><u>Compassion</u></b>
<b>Energy</b>	<b>Agriculture</b>	<b>Relief</b>
<b>Climate</b>	<b>Tourism</b>	<b>Sustainability</b>
		<b>Conservation</b>