

Video	Central or big idea	Think, work and apply like a geographer	Questions to explore	Key learning outcomes
<p>KS2 Geography. Exploring UK locations: Mountains - how tectonic plates create mountain ranges</p>	<p>Mountains are large physical features created by tectonic processes.</p>	<ul style="list-style-type: none"> • Change • Environment • Problem solving 	<ul style="list-style-type: none"> • What is a mountain? • How do mountains form? • How do they change over time? • What is the weather like on mountains? • How does the climate change as a mountain is climbed? • What challenges do mountain environments present? • How do mountains in the UK compare to other mountains across the globe? • How are mountains part of the water cycle? • What are contour lines and how can they be useful? • If you were going to climb a mountain, how would you prepare? • What do you think could be some of the dangers involved in climbing a mountain? 	<ul style="list-style-type: none"> • Know what defines a mountain and that they are formed by plate tectonics. • Know how mountains affect the weather of a region. • Know how to locate mountains on a map and recognise patterns in their distribution. <p><i>NB: In November 2022 Snowdonia National Park was formally renamed 'Eryri' using the Welsh language. The Welsh for 'Snowdon' is 'Yr Wyddfa' - pronounced 'Ur With-fa'.</i></p> <ul style="list-style-type: none"> • Know how to interpret maps to inform route planning. <p><i>Suitable for teaching geography at KS2 in England, Wales and Northern Ireland, and 2nd level in Scotland.</i></p>
Key geographical vocabulary and definitions			Suggested learning opportunities	Ideas for going further and links
<p>Ascend – to climb up a mountain. Base – the bottom of a mountain. Contours – lines on a map with numbers alongside that show the height of the land. The closer the lines are to each other, the steeper the hill or the mountain is. Descend – to climb down a mountain. Erosion – when water wears away at land. Elevation – the height of an area of land compared to a reference point, normally the average sea level.</p>			<p>1. Cardboard contours This activity will help pupils learn how hills and valleys are represented on OS maps, through the use of contour lines.</p> <ul style="list-style-type: none"> • Give pupils in small groups a different OS map or printout of a map with a mountain/hill on it, represented by contour lines. 	<p>Pupils could research what life is like in a mountainous region of the world. They could make comparisons with other major terrestrial biomes.</p> <p>Pupils could investigate the other processes associated with the movement of tectonic plate such as earthquakes and volcanoes.</p>

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<p>Fold mountain – Most mountains are fold mountains, which means they’re created when two tectonic plates collide and they force the ground up where they meet.</p> <p>Peak – the top or summit of a hill or mountain.</p> <p>Tectonic plates – Earth’s surface is made up of different sections which are called tectonic plates. The plates are constantly moving and volcanoes and mountains can be found at plate boundaries.</p> <p>Valley – a long area of lower land, often between hills and created by rivers.</p> <p>Volcano – typically a cone-shaped mountain that has been erupted from the Earth’s crust, often having a crater.</p>	<ul style="list-style-type: none"> In their groups, ask pupils to draw out each contour on individual bits of cardboard, cutting them out and stacking them on top of each other to make a 3D model of a mountain. When you look down on the cardboard model from above it should look like the 2D contour drawing of the hill/mountain on the original map. <p>2. Mini mountain hike Pupils could build a mountain range with soil and stones in the school grounds and use a toy figure to explore. You could create a stop motion video of your character overcoming the various challenges they find on the mountainside, including: cliffs, rivers, dense forest and exposure to the weather. Add in narration and sound effects to make it realistic.</p> <p>Think about:</p> <ul style="list-style-type: none"> What your character would have in their bag. Are there alternative routes that they could take to reach the highest point, or summit? Would your character do this alone or would it be safer to be in a group? 	<p>KS2 Geography: Rivers - the course of a river from source to mouth</p> <p>KS1/KS2 Primary Geography: Earthquakes</p> <p>KS2 Geography: A location in Europe - Inzell, Germany</p> <p>KS2 Geography: A location in Europe - Füssen, Germany</p>