

<b>Derbyshire/Mountains UKS2 Year A</b>		
<b>Curriculum Area</b>	<b>Learning Objectives to be covered</b>	<b>Example tasks</b>
Art and Design	Combine colours, tints, tones and shades Use limited colours to produce a chosen effect	
English	Write report comparing two different subjects	
Geography	<ul style="list-style-type: none"> <li>• Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</li> <li>• Identify position and importance of latitude, longitude, Equator, northern and Southern Hemisphere, Tropics of Cancer, Capricorn, Arctic/Antarctic and time zones.</li> <li>• Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and processes which lead to change. They show some understanding of the links between places, people and environments.</li> <li>• <b>UK</b>, Europe and North or South America</li> </ul>	<p>Discuss: what is the difference between a hill and mountain? How are mountains used? (tourism/living)</p> <p>Recognise and label key features of a mountain.</p> <p>Use atlases to locate mountain ranges around the world</p> <p>Use lines of longitude and latitude to locate mountains</p> <p>Use maps to locate and record the highest points of UK mountain ranges and recognise how topographical maps depict height through contour lines.</p> <p>Make own 3D models to demonstrate how contour lines represent mountains.</p> <p>Recap structure of the earth and nature of tectonic plates. How can the plates move and what effect does the movement have? Explain how mountains are formed by the movement of the plates- fold mountains.</p> <p>Use maps to identify which plates are responsible for creating different mountain ranges</p> <p>Recap climate zones and biomes. Discuss mountain climates.</p>

	<ul style="list-style-type: none"> <li>● Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</li> <li>● Use 8 points of a compass</li> <li>● Use 6 figure grid references- Ordnance Survey maps</li> <li>● Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle.</li> <li>● Describe and understand key aspects of human geography including types of settlement and land use, economic activity, trade links, distribution of natural resources including energy, minerals and water.</li> </ul>	<p>Draw graphs to investigate the climate at Everest's summit and base camp.</p> <p>Look at Mt snowdon in the news- queues of tourists.</p> <p>Use maps to identify which plates are responsible for creating different mountain ranges.</p> <p>Recap climate zones and biomes. Discuss mountain climates.</p> <p>Draw graphs to investigate the climate at Everest's summit and base camp.</p> <p>Look at Mt snowdon in the news- queues of tourists.</p> <p>Use OS map grid reference and symbols to locate features on Mt Snowdon.</p> <p>Discuss tourism and life in the mountains- what different reasons are there for visiting mountains? And what impact will more people have?- space, resources, noise, damage, jobs.</p> <p>Sort statements and discuss issues relating to economic, social and environmental impact.</p> <p>Write a persuasive argument for or against tourism.</p>
History	<p>Links to KS1 Australia topic (explorers)- Everest</p> <ul style="list-style-type: none"> <li>● Consider/explain the significance of events, people and developments in their context and in the present</li> </ul>	