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| • Subject / Curriculum area- Geography • Class Details- year 6 | |
| • Day / Date- 07.03.2011 • Length of session- 1 hour | |
| **Prior Learning** | |
| * In the previous lesson children have discussed a range of environments and their features. In preparation for the lesson children have researched mountains and mountain environments, some children touched upon mountain ranges and have examples of these. | |
| **Programme of Study / Numeracy / Literacy Framework Addressed** | |
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| **Specific Learning Objectives for the Session** | |
| * To know how mountains are formed | |
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| **Time** | **a) Introduction** |
|  | * Introduce the first task straight away children are to discuss in their pairs the research they conducted for homework. * Display questions on the board * What is the highest mountain in the world? (Everest in the Himalayas) * What is the highest mountain in the UK? (Ben Nevis) * Did you discover any types or features of mountains? * Did you find any uses for mountains? Can people live on them? Farm on them? * What are mountain climates like? (weather conditions) * What lives/grows there? * If they do not have the information in their pairs, they can write it down when we discuss as a class. * Discuss their findings as a class and record the information on the board |
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|  | **b) Development** |
|  | * Ask the children if they have any idea how mountains might be formed? (some children have discovered this in their homework) * Explain the Earths plates and when they collide and crash mountains are formed from the parts which break and are pushed upwards. Some mountains are formed when volcanoes explode and the lava cools and sets, this builds up and creates a mountain. Dome mountains, fault block mountains etc… * Provide children with a resource sheet containing diagrams of how different types of mountains are formed along with a description. Children must match the correct diagram and description then stick this into their books. Children who finish quickly may help other children. |
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|  | **c) Conclusion / Plenary** |
|  | * Ask children what are mountain ranges? (A name given to a group of mountains) * Did any children find the names of any mountain ranges? Share these with the class. * Record the mountain ranges on the IWB and the countries they are in. * Provide all children with an atlas and a world map template. * In threes give all children a mountain range and using their atlas they must locate the range within the country and mark it onto the map. * Display the world map on the IWB, children are to volunteer from each three to mark on the map the location of their mountain range. Children should mark all ranges on their maps. * For homework children will split research as a three. Each group will be given three sheets with different questions about their mountain range; they must take one each and find the answers for next lesson. There will also be a section for extra information they may discover. Explain this is important for next week’s lesson as we will be making a group poster on our mountain range. |
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| **Specific Learning Outcomes for the Session** | |
| Children will know the features and locations of some mountains and mountain environments. They will have recorded the location of five mountain ranges and located one of these themselves using an atlas. They will have an awareness of the formation of mountains. | |
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| **Assessment** | |
| Through class discussion and the correct ordering of the resource sheet it will be established if they understand how mountains are formed. By locating mountain ranges in the correct place on the board during the plenary it will illustrate if they can correctly use an atlas. | |
| **Resources** (Human/Physical) | |
| Smart board resource with questions and world map  Resource sheet for both abilities to order the formation of mountains  World map templates  Atlases  Homework sheets | |
| **Risk Assessment** | |
| Children are to sit sensibly on their chairs  Equipment such as pens and pencils should be used appropriately and other equipment such as scissors and glue must be used carefully | |