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Geography Medium Term Plan

Lower KS2: Mountains and Earthquakes - Himalayas

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Final version

Hampshire County Council

www.hants.gov.uk

Overview

This document contains…
A medium-term plan that is suitable for lower KS2.

Points to consider when using this resource
The planning should be adapted to suit your school and geography curriculum intention. The planning can be used for upper KS2 but should be adapted to suit their level.

Further curriculum support can be accessed following the link
Publications for sale | Hampshire County Council (hants.gov.uk)

A framework for a primary geography curriculum - revised May 2021

This publication has recently been revised for 2021 to reflect the changes in the EYFS framework.

The publication contains a series of medium-term plans linked to the geography National Curriculum and beyond, that form a framework to support primary schools with their planning and teaching of geography at KS1 and KS2. The framework aims to: develop geography skills in conjunction with learning geography knowledge and understanding to make connections; return to concepts, skills, vocabulary, and content throughout the curriculum to deepen learning and support progress; and give geography a pedagogical identity that children recognise.

Price: HCC £40, external £45 +VAT (electronic)

Mountains and Earthquakes - Himalayas

What do you want children to learn?

1. Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian, and time zones (including day and night)
3. **Physical geography, including mountains**
4. **Physical geography, including earthquakes**
5. Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied
6. Use the eight points of a compass to build their knowledge of the wider world
7. Use four-figure grid references to build their knowledge of the wider world
8. Use symbols and key to build their knowledge of the wider world
9. **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 & digital technologies**

Key statement: Are mountains more suited to tourists or locals?

AIM: Children to improve knowledge and understanding of mountains and earthquakes to explain how and why they are more suited to locals or tourists.

What is the key question?	What geography content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
Where in the world is Asia and what is it like? 1, 2, 5, 6, 8	Chn identify the continents and oceans bordering Asia. Chn read maps to find out about Asia's environmental regions, key physical and human characteristics, countries, and major cities.	Maps, globe, atlas, images Blank Asia map Ppt #1	Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Asia. Chn will identify the human and physical features of Asia and describe the pattern across the continent

	Chn describe the pattern to features they have identified using the eight points of a compass.		using the eight points of a compass.
Where in Asia is Nepal and what is it like? 1, 2, 5, 6, 8	Chn locate Nepal using key vocabulary including its position within Asia, bordering countries and oceans. Chn identify the time in Nepal compared to the UK. Chn plot and plan a journey from the UK to Nepal. Chn read maps to find out about Nepal's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the eight points of a compass	Maps, globe, atlas Blank Nepal map Ppt #2	Chn will embed key locational and positional vocabulary. Chn will identify the human and physical features of Nepal and describe the pattern across the country using the eight points of a compass.
How did Mr Ayling use Mount Kilimanjaro? 2, 3, 5, 6, 7, 8	Chn predict their answer to the key question with yes or no and suggested reasons. Chn identify the location of mountains ranges or the tallest mountains around the world including Mount Kilimanjaro, Mount Everest, and the Himalayas. Chn describe the location of some of the mountains Chn learn about Mr Ayling's adventure up	Atlas and maps of the mountains around the world. BBC Bitesize Draw a grid over a mountain range or tallest mountains map for chn to play location games using four figure grid reference to help identify patterns and specific mountains. Images, YouTube, stories	Chn identify and describe the location of mountains around the world. Chn develop four figure grid reference skills to help locate accurately. Chn begin to understand how tourists and locals use mountain. Chn identify and describe conditions

	Kilimanjaro including reference to how tourists and locals use the mountain. Chn identify why mountains are hard to use and live on, i.e. altitude, inaccessibility, climate, vegetation, steep Chn learn new ways that people use mountains, e.g. climbing, skiing, living, farming. Chn think about the benefits and challenges of use mountains linked to the reasons why they are hard to use.		that make using mountains hard. Chn recap and identify a variety of ways that people use mountains. Chn evaluate the benefits and challenges of using mountains
How do we use hills and mountains in the local area? 3, 5, 6, 8, 9	Chn update their answer to the key question with yes or no and suggested reasons. Chn explore a few local hills and carry out fieldwork to find out how people use hills and mountains. Chn analyse their results and conclude the answer to their questions	Questionnaire 1. Are you a tourist or local? 2. How do you use the hill?	Chn carry out fieldwork to explore local vs tourist uses. Chn follow the fieldwork process to question, predict, data collect, data analyse and conclude.
How do people in the Himalayas use mountains? 2, 3, 4, 5, 6, 8	Chn update their answer to the key question with yes or no and suggested reasons. Chn look at how locals and tourists use the Himalayas before	Atlas and maps to locate the earthquake in Nepal. YouTube, images, statistics, videos of the earthquake.	Chn learn more uses and examples of how locals and tourists use mountains.

	the earthquake strikes… Earthquake…. Chn identify and describe the impacts of the April 2015 earthquake in the Himalayas (and Nepal) for people, the environment and economy.		Chn locate and describe where the earthquake happened. Chn identify and evaluate the impacts of the Nepalese earthquake.
What caused the Nepalese earthquake? 2, 3, 4, 5, 6, 7, 8	Chn update their prediction and remove or add to their suggested reasons. Chn describe the exact location of earthquakes using positional vocabulary including equator, northern hemisphere, and compass directions. Chn understand the structure of the earth (core, mantle and crust including convection currents) in relation to mountain and earthquake formation. Chn learn and explain the causes of the Nepalese earthquake.	Atlas, maps, globe, images. Draw a grid over an earthquake distribution map for chn to play location games using four figure grid references to help identify specific earthquakes. Use compass directions to describe the location of specific earthquakes in relation to the UK. YouTube videos of plate boundaries. Boiled egg to show layers of the earth (if relevant). Boiling rice video to show convection currents which causes plates to move (if relevant) BBC Bitesize	Chn will know the global distribution of earthquakes along plate boundaries. Chn will have embedded their compass direction fluency and begun to use four figure grid references. Chn describe and explain how mountain ranges are formed using accurate vocabulary. Chn will know the causes of the Nepalese earthquake

Can we predict and prepare for an earthquake? 4	Chn update their prediction and remove or add to their suggested reasons. Chn learn 3-5 methods for reducing the impacts of an earthquake. Chn evaluate the methods to find out which are the most effective at protecting people from an earthquake. Chn find out which methods were used in Nepal.	Decision making skills which could lead to a debate.	Chn will describe and evaluate methods for reducing the impacts of an earthquake. Chn know which methods were used in Nepal.
Where in our school is the riskiest? 4, 9	Chn update their prediction and remove or add to their suggested reasons. Chn to think of their school as if it were in an earthquake prone area such as Nepal, San Francisco, Tokyo, or Christchurch. Chn describe the possible impacts by identifying specific risks on the school site. Chn suggest how the risks could be reduced.	Fieldwork – where in school is the riskiest? Chn design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest. Chn to use new specific vocabulary to talk about earthquakes.	Chn look at their earthquake safe school from a different viewpoint. Chn observe, measure, and record the risks in a few areas to decide where is the riskiest. Chn explain how to reduce the risks around school.

Are mountains more suited to tourists or locals?	Chn give their final answer to the key question. Chn select their best evidence to evaluate the key question.	Resources and evidence from previous lessons	Chn evaluate their answer to the key question. All evaluations should have evidenced explanations for both sides of the argument before making a final decision.

Additional information

Lesson 6 – What caused the Nepalese earthquake?
Mountain - https://www.bbc.com/bitesize/clips/z27tfg8
Earthquakes - Earthquakes - BBC Bitesize

The earth's surface is called the crust which is broken into pieces (plates) that move in different directions due to convection currents in the mantle. The plates can move towards each other, away from each other and side by side. Plates that move towards each other form large mountain ranges such as the Himalayas, Andes and Alps as the plates collide and push crust upwards.

The Nepalese earthquake was caused by movement along a destructive plate boundary. Nepal sits on the boundary of the Indo-Australian and Asian plates which are moving towards each other. Their colliding has created the Himalaya mountains and causes earthquakes when the plates get stuck due to friction, pressure builds up and a sudden release causes the plates to move and the ground to shake.

Lesson 7 – Can we predict and prepare for an earthquake?
Methods include:

- Measure seismic activity
- Look at the pattern of previous earthquakes
- Build earthquake resistant buildings
- Educate people with earthquake drills
- News alerts and text messages
- Evacuation routes
- Train the emergency services
- Aid, e.g. food, blankets, emergency services brought in from other countries
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How to Protect Yourself During an Earthquake | Disasters - YouTube
2009 Great California Shake Out Drill Broadcast - YouTube

Lesson 8 – Where in our school is the riskiest?
Fieldwork – where in school is the riskiest? Chn design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest.

Example Environmental quality survey (1 = low risk and 5 = high risk)

	Classroom	Hall	Field	Playground	Library
Objects on shelves and ceiling.	3		1		
Escape route	3		1		
Risk of being trapped	4		1		
Strong tables	1		1		
Total	11		4		

When an earthquake strikes, people do not get injured or die from the ground shaking. It is falling objects that injure and kill people. A high-risk area has lots of objects that could fall and cause injury, no places to hide under and having a long escape route to get outside. The low-risk areas are outside away from buildings.

To fill in the environmental quality survey a score of 1 is low risk and a score of 5 is high risk.

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