

THE ALPS

YEAR 5/6: Autumn 2

What is it like in the Alps?

COVERAGE: *What is it like in the Alps?*

The children will have to consider the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Compare the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

KEY LANGUAGE AND KEY VOCAB:

atlas, climate
climate change
coniferous trees
data
deciduous trees
enquiry
fold mountain
glacier
hemisphere
human feature
land height
latitude, leisure
longitude, method
mountain climate
mountain range
OS map
physical feature
population
questionnaire
sea level
recreational land use
risk, route
scale, temperate
temperate forest
tourism
tourist, vegetation

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. Where are the Alps?
2. What is it like in the Alps?
3. Why do people visit the Alps?
4. What is there to do in our local area?
5. How are the Alps different from our local area?
6. What is life like in the Alps?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know some similarities and differences between the UK and a European mountain region.
- To know the location of key physical features in countries studied.
- To know why tourists visit mountain regions.
- To know vegetation belts are areas of the world that are home to similar plant species.

- To name and describe some of the world's vegetation belts.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Skills

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Understanding how climates impact on trade, land use and settlement.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Following a short pre-prepared route on an OS map.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.

ENRICHMENT:

- The children will do fieldwork skills in the village of Broadwas where they will assess what there is to do in their own local area and how they can improve it?
- This may include contacting and liaising with local councillors / MPs.

Previous Learning:

The children in Year 5 will have looked at European countries, where we get our food production from and how people live near volcanoes.

The children in Year 6 will have studied the human and physical features of Greece and South America. They will also have looked at deserts and tundra around the world.

Future Learning:

How population and energy consumption will change over time?

School Drivers to Examine

Children will look at:

- Care of the Environment = children will look at how significant the environment is in The Alps and how it is cared for by the people.
- Culture and Diversity = how does the Austrian culture differ from our own? What can we learn from them?
- Power and Economy = how does the economy in the Alps rely on tourist income?
- Creativity and Innovation = how can we develop the amenities in Broadwas for the better of our community?