

What is life like in the Alps?

Overview

Children will discover the climate of mountain ranges and consider why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.

Essential Knowledge

- 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?'

Vocabulary

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

Hook into a Book



Activate Prior Knowledge

EY

- Listen attentively and respond to what they hear with relevant questions, comments and actions
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

- Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

KS2

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- This will include the location and characteristics of a range of the world's most significant human and physical features.
- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Links to Future Learning

- Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time.
- Pupils should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories and geographical skills in analysing and interpreting different data sources.

Why do people visit the Alps?

Where are the Alps?

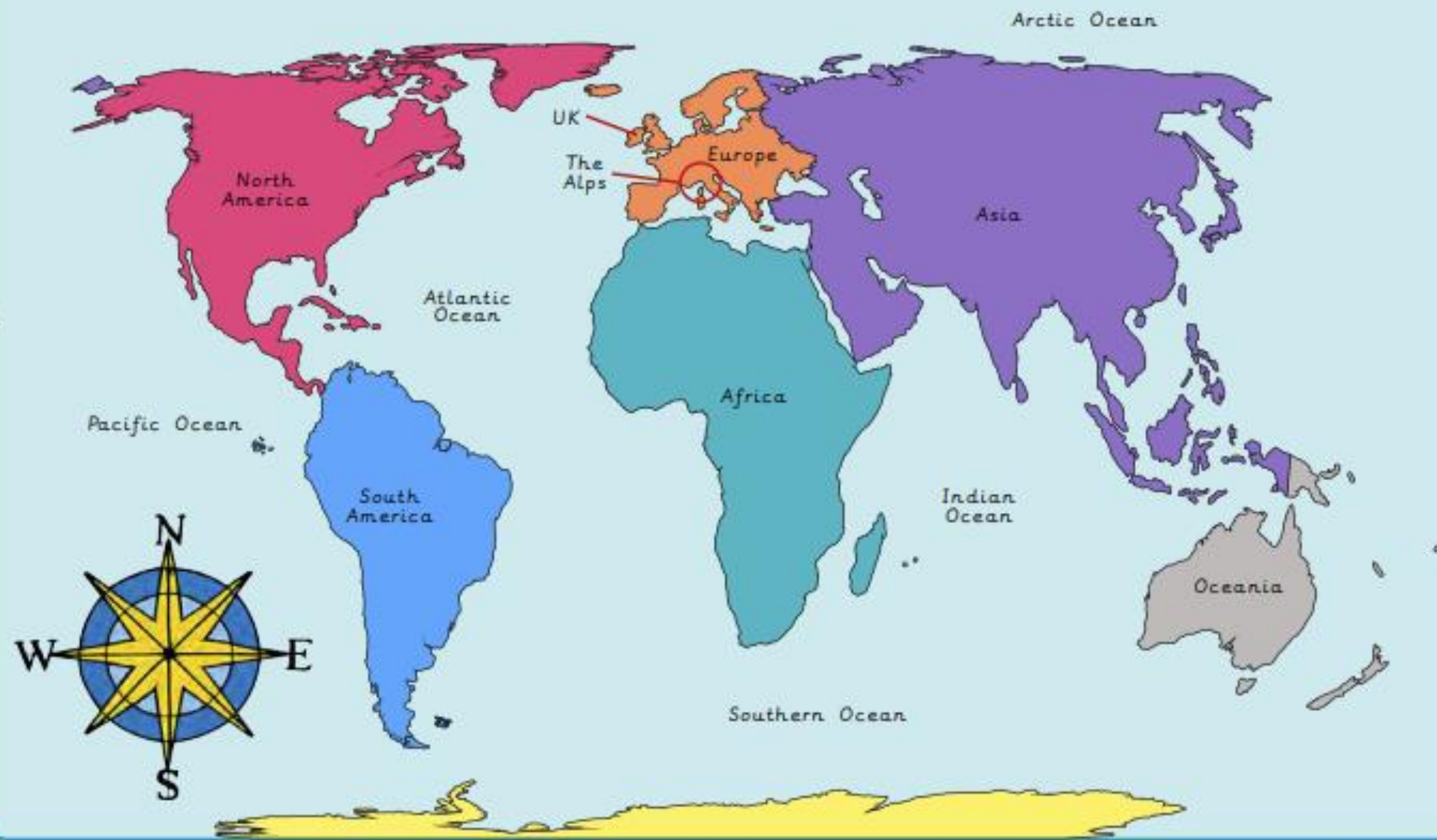
How are the Alps different from here?

What is there to do in the local area?

What is life like in the Alps?

What is it like in the Alps?

World map




Mont Blanc is the highest mountain in the Alps.



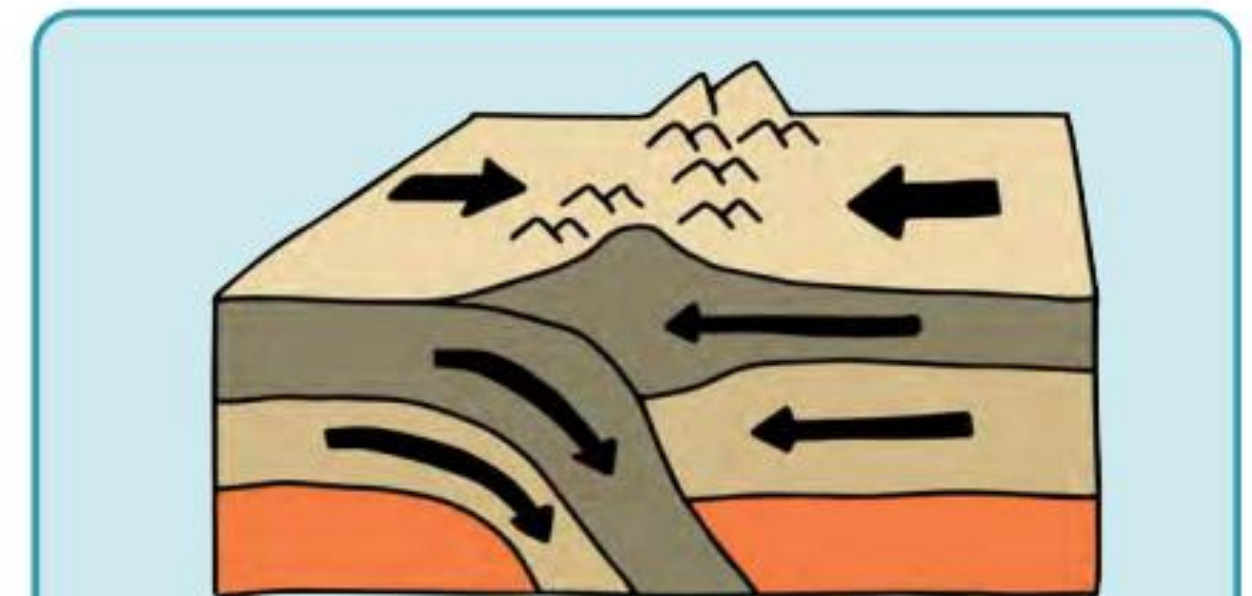
Popular activities in the Alps include skiing, hiking and sightseeing

Climate



Most of the Alps have a mountain climate. It is much colder than the surrounding climate due to the height of the mountains. Lower regions of the Alps have a temperate climate.

Map of Europe



leisure

The use of free time for enjoyment.

tourist

A person who travels to a place for pleasure.

tourism

Travel for pleasure in which people visit places of interest.

Alpine mountains are fold mountains. They were formed when two tectonic plates pushed together and the ground was forced upwards.