

# Mountains, Volcanoes and Earthquakes – Lesson 2

## What are fold mountains?







### Subject Knowledge Notes

Fold mountains are mountains that form mainly by the effects of folding on layers within the upper part of the Earth's crust. Before either plate tectonic theory developed, or the internal architecture of thrust belts became well understood, the term was used for most mountain belts, such as the Himalayas. The term is still fairly common in physical geography literature but has otherwise generally fallen out of use except as described below. The forces responsible for formation of fold mountains are called orogenic movements. The term orogenic has derived from a Greek word meaning mountain building. These forces act at tangent to the surface of the earth and are primarily a result of plate tectonics.

(Wikipedia)


Further reading: <https://www.bbc.com/bitesize/guides/zyfxdmn/revision/1>

## Lesson Two: What are fold mountains

 5 minutes	<ul style="list-style-type: none"><li>• Prior Knowledge:<ul style="list-style-type: none"><li>○ Pupils complete the retrieval practise quiz</li></ul></li><li>• Circulate and note misconceptions.</li><li>• Display slide 3</li><li>• Pupils self-mark using answers on board</li><li>• Pupils identify topics they need to focus their self-testing on</li></ul>
 15 minutes	<ul style="list-style-type: none"><li>• Introduce our line of enquiry: <b>What are fold mountains</b></li><li>• Display slide 4</li><li>• Partner talk. This is the world's tallest mountain – do you know what it is called or which country it is in?</li><li>• Read section titled Mountain ranges on pg 9</li><li>• Partner talk – which mountain is in the picture and how tall is it?</li><li>• Pupils complete name the mountain ranges task</li><li>• Scaffold: bold boxes are referred to in the text then use KO</li><li>• Stretch: how many do you already know from your self-quizzing</li><li>• Mark answers using the knowledge organiser</li></ul>
 5 minutes	<ul style="list-style-type: none"><li>• Pose question – do you think people live in the mountains? How do they travel through them?</li><li>• Read the section titled 'Mountain passes'</li><li>• Pupils complete everybody writes activity</li><li>• Share answers</li></ul>
  15 minutes	<ul style="list-style-type: none"><li>• Display slide 5</li><li>• Partner talk: what happens when two cars collide? (draw attention to the crumpling/ wrinkling of the cars)</li><li>• Pose question: what do you think will happen when two continental plates collide?</li><li>• Model the formation of Fold Mountains using two sponges label one 'Eurasian plate' and the other 'Indian plate' push them together to show the wrinkling effect.</li><li>• Reveal diagram</li><li>• Read the section on pg 10 titled 'How are Fold Mountains formed?'</li><li>• Pupils complete sentences on pg 10</li><li>• Scaffold: repeat the sponge model for each stage then give an opportunity to write</li><li>• Display slide 6</li><li>• Review the answers</li></ul>
 15 minutes	<ul style="list-style-type: none"><li>• Display slide 7</li><li>• Model formation of an ocean trench by pushing a ruler into a sponge (sponge represents the pacific plate and the ruler represents the Philippine plate. The ruler should sink under the sponge causing a trench.</li><li>• Partner talk: what has happened that was different to when mountains formed?</li><li>• I say, you say with the definition of subduction</li><li>• Read the section titled 'ocean trenches'</li><li>• Pupils complete find the answer activity</li></ul>

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	<ul style="list-style-type: none"><li>• Display picture of sea cucumber – these are special animals that can live at the bottom of the trench. Not many animals live there, let's find out why?</li><li>• Outline the pacific plate – reiterate that this plate is moving around on top of the mantle</li><li>• Pupils' complete find the answer activity.</li></ul>
 5 minutes	<ul style="list-style-type: none"><li>• Display slide 8</li><li>• Pupils turn to page 3 and complete learning review</li><li>• Pupils share their learning review with their partner</li></ul>