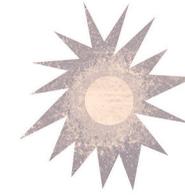


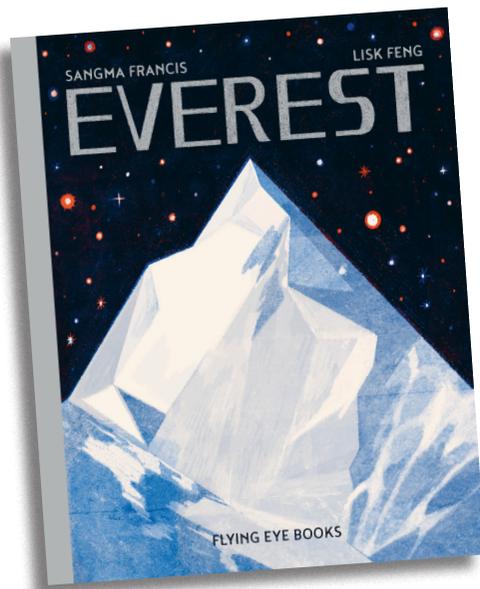


TEACHER RESOURCES
Prepared by SHAPES for Schools
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EVEREST

CROSS-CURRICULAR RESOURCE PACK FOR KS2 TEACHERS



RESOURCE PACK FOR KS2 TEACHERS

Suitable for: Ages 8-12

Includes: Free illustrated extracts from the book + comprehension questions and suggested activities

Outcomes:

- A Climber's Diary Entry
- a Non-Chronological Report;
- A Plant/Animal Fact-File;
- An Everest Survival Guide

CONTENTS

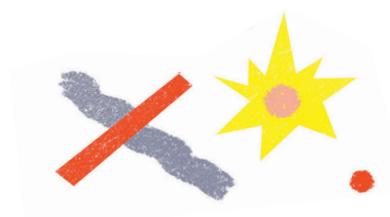
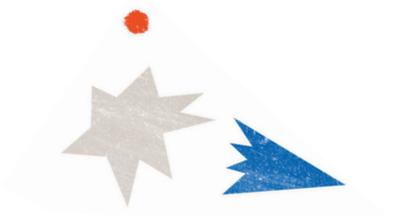
- **LESSON 1:** On Top of the World
- **LESSON 2:** Where is Everest?
- **LESSON 3:** Everest's Alpine World
- **LESSON 4:** Surviving Everest



ABOUT THE BOOK

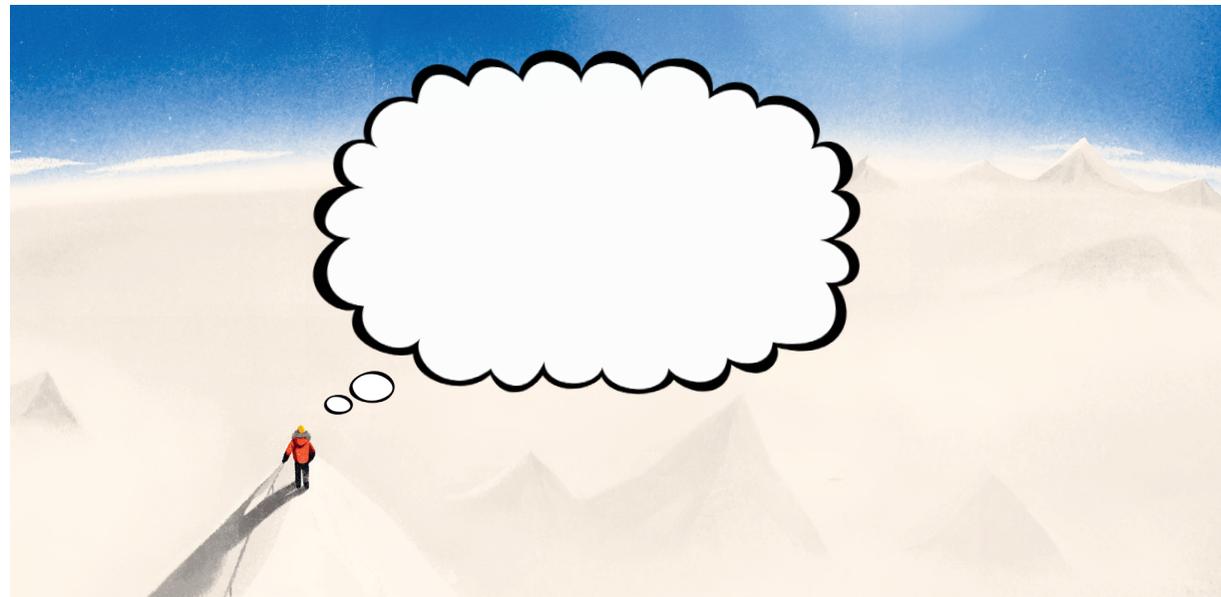
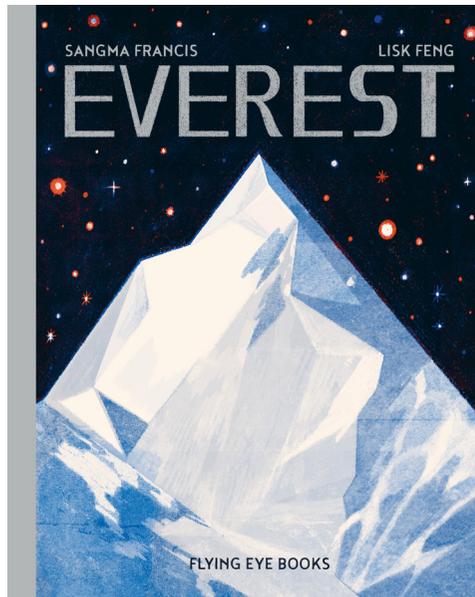
This stunning nonfiction picture book compendium of facts about the world's highest mountain, with illustrations from up-and-comer Lisk Feng, will not disappoint.

Hundreds of people dare to climb Mount Everest every year, following in Edmund Hillary and Tenzing Norgay's footsteps, hoping to experience Earth's highest peak. But there is so much more to this mountain than the brave mountaineers who climb it. Travel back to its ancient origins, learn about the flowers and plants that grow upon this great peak, and discover the rich history of religions, myths, and legends that surround this great Sagarmatha, the Goddess of the Sky.



LESSON 1: ON TOP OF THE WORLD

- What does the front cover of Everest make you think about? Describe what you can see to a partner.
- What do you think it would be like to climb to the top of a mountain? How would you feel to reach the top?
- What can you tell about the **relationship** between humans and nature based on the illustrations?
- Do you think the illustrations **symbolise** the importance of having **dreams** and **aspirations**? How?
- What do you think is the significance of light and dark in the illustrations?
- What sort of 'thoughts' do you think the person might be having on pages 60-61? Create a speech bubble for the person with the possible thoughts he or she might have.



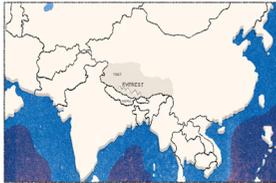
LESSON 2: WHERE IS EVEREST?

- Use the map on page 12 to identify the position of Mount Everest. It sits on the border between two countries - which two countries?
- Mount Everest is situated on which **continent**?
- What **mountain range** is Everest a part of?
- How high is Everest according to the diagram on page 13?
- What do you think the Sanskrit on page 13 translates as?
- Who are the Sherpa people? What does the word “**Sherpa**” mean?
- Traditionally, what did Sherpas do?
- What are Sherpas known for today? Why are they more suited to living in the high mountains?



THE HIMALAYAN MOUNTAIN RANGE

Everest rises out of two countries: Tibet and Nepal.



Tibetans call her Chomolungma, or 'Mother Goddess of the World'.

In Nepal she is Sagarmatha, or 'Goddess of the Sky'.



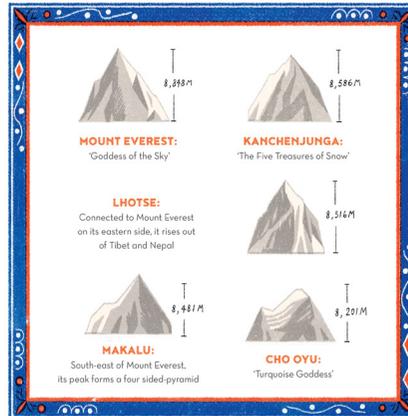
In the western world, Everest was once called Peak XV and was renamed in 1865 after Sir George Everest, a Welsh surveyor who was head of the Great Trigonometrical Survey.



12

The Himalayas stretch from Pakistan in the west to China in the east, with over 110 peaks pricking 2,500 km of sky. Even at 50 million years old, the Himalayas is the youngest mountain range on Earth. The word Himalaya comes from Sanskrit, an ancient language of India. In Sanskrit 'hima' means 'snow' and 'laya' means 'abode'. The home of snow.

हिमालय



13

THE SHERPA PEOPLE OF KHUMBU VALLEY

In the mountain passes under the icy watch of Everest, the Sherpa people have lived for years in the Khumbu Valley. The word 'sherpa' means 'easterner'. It refers to the Sherpa migration, moving from Tibet and further east in around the 12th century. They were once nomads traveling across the higher Himalayas.

Traditionally, Sherpas farm the meadows, moving their herds of animals up and down as the seasons get colder and warmer. They trade in wool, salt and seeds.



TRADITIONAL CLOTHING



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SHERPAS TODAY

Today, Sherpas are famous for being extraordinary mountaineers. Studies have even found that their bodies are better suited to the high mountains because they are able to breathe well at high altitudes. Sherpas have lived on the mountains for so many years that they know the land and how to survive on it.



PRAYER FLAGS

These are hung up high and each of the five colours represent the five elements: fire, water, air, earth, wood.

CHORTENS

These are dotted all over the Himalayan passes and are built to pay respect to the memory of Buddhist Lamas.

ACTIVITY:

Create a *Non-Chronological Report* for Everest.

- Where is it?
- What is it like?
- What is the climate?
- What species of animal live there?

Make sure that you include:

- An eye-catching heading in a large font
- An introductory paragraph
- Text split up into paragraphs and each paragraph on a different aspect of the subject
- Sub-headings for each paragraph
- Usually written in present tense
- Pictures of the subject
- Captions under each picture to explain what is in the picture
- Diagrams with labels
- Lists of facts in bullet points
- Graphs or charts showing information about the subject
- Boxes containing interesting individual facts to grab the attention of the reader
- Technical vocabulary in bold, possibly with a glossary at the end

Use this template as a jumping-off point.

Title:

Introduction:

(image)

(text)

Fact:

(text)

(image)

(image)

(text)

Fact:

LESSON 3: EVEREST'S ALPINE WORLD

- Why can't trees grow beyond the 'alpine tree line'?
- How do plants survive on the meadows?
- List two adaptations of "moss" that help it to survive in the **alpine environment**.
- What can you tell about the alpine environment from the illustrations? How would you describe it?
- Why might Everest be considered a 'harsh' climate? What challenges do the animals that live there face?
- List three adaptations of the **snow leopard** that help it to survive in the alpine environment.
- What is the Himalayan **pika**? What do pikas love?
- Which plant or animal in the alpine environment are you most interested in? Why?

ACTIVITY:

In pairs, create a *Profile* for a particular plant or animal, including illustrations and facts.

Consider the challenges of the alpine environment and how your chosen plant or animal has adapted to survive.

Carry out more research into your chosen plant or animal in order to find out about their features, family, food, shelter, threats to survival and any conservation efforts to help them.



LESSON 4: SURVIVING EVEREST

- Before looking at extracts from the book, can you come up with some of the possible dangers that climbers would face on Everest?
- According to page 48, why is Everest 'one of the most perilous and beautiful places on Earth'?
- What is a **'Whiteout'**? What do you think climbers could do to protect themselves against whiteouts?
- How does an **avalanche** begin? Why is an avalanche dangerous for climbers?
- Which of the dangers listed on pages 48–49 frightens you the most? Why? Discuss with a partner.
- Why is Everest named **'The Three-Faced Goddess'**?
- Can you detect any dangerous areas labelled on pages 50–51?
- How do you think climbers can protect themselves on the route up to the summit of Everest? Discuss with a partner.

ACTIVITY:

Create a Survival Guide for anyone considering climbing Mount Everest.

Include information about the different dangers that they will face, along with tips for how to stay as safe as possible and how to prepare before climbing.

