**Geography High Level Plan**

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|  | **Autumn** | **Spring** | **Summer** |
| **Y1** | **Weather and Seasons**  Powerful Knowledge  Content (mostly substantive):   * Tools used in measuring and recording weather * Different types of weather and UK’s four seasons * Activities and behaviours associated with each season   Themes (mostly disciplinary):   * Environmental characteristics * Human characteristics * Evidence and investigation   Concepts (Overarching ‘big ideas’):   * Region * Environment * Place   Summative Assessment  Knowledge Assessment through end-of-unit tasks and lesson quizzes on vocabulary, decision-making processes, and data interpretation | **Hot and Cold Places**  Powerful Knowledge  Content (mostly substantive):   * Introduction to weather, temperature, and climates * Use of tools like thermometers and maps (including globes and atlases) * Identification of continents and locations of hot and cold regions on Earth * Basic adaptation concepts of animals living in hot or cold environments   Themes (mostly disciplinary):   * Environmental characteristics * Human characteristics * Evidence and Investigation   Concepts (Overarching ‘big ideas’):   * Region * Environment: * Place   Summative Assessment:  Knowledge Assessment through quizzes and end-of-unit tasks covering weather concepts, climate zones, continents, and animal adaptations | **Comparing Countries of the UK**  Powerful Knowledge  Content (mostly substantive):   * Identifying the countries of the United Kingdom (UK) and their capitals * Recognizing physical (e.g., seas, mountains) and human features (e.g., cities, villages) * Learning about different types of settlements, from villages to cities * Using maps to locate countries, cities, and physical landmarks in the UK   Themes (mostly disciplinary):   * Environmental and human characteristics * Spatial understanding * Evidence and investigation   Concepts (Overarching ‘big ideas’):   * Region * Environment: * Place   Summative Assessment:  Knowledge Assessment through quizzes and an end-of-unit task, including identifying and comparing UK countries, cities, and landscapes |
| **Y2** | **Land and Sea**  Powerful Knowledge  Content (mostly substantive):   * Identifying and defining seas, oceans, and continents * Recognizing and differentiating landforms (e.g., mountains, beaches) across continents * Learning about the locations and functions of ports and harbours in the UK * Understanding climate variations across continents and their impact on clothing and lifestyle   Themes (mostly disciplinary):   * Environmental characteristics * Human interactions * Evidence and investigation   Concepts (Overarching ‘big ideas’):   * Region * Environment: * Place   Summative Assessment:  Knowledge Assessment through end-of-unit quizzes, labelling tasks, and comparisons of continents based on climate, landforms, and surrounding oceans | **Polar Regions**  Powerful knowledge  Content (mostly substantive):   * Identifying the Arctic and Antarctic regions, including the Arctic Circle and Antarctic Circle * Differences between the Arctic (frozen ocean) and Antarctica (landmass and continent) * Life in the polar regions, focusing on places like Svalbard and the adaptations of people and animals * Historical exploration of the polar regions, including Ernest Shackleton’s expeditions   Themes (mostly disciplinary):   * Environmental characteristics * Survival adaptations * Historical exploration   Concepts (Overarching ‘big ideas’):   * Region * Environment: * Place   Summative Assessment:  Knowledge Assessment through quizzes, tasks on identifying polar landforms and climates, and reflection on historical exploration | **Comparing Places (Dudley/ Kenya)**  Powerful Knowledge  Content (mostly substantive):   * Location of Kenya in Africa and its distance from the United Kingdom * Comparison of urban and rural housing types in Kenya and the UK * Differences in weather patterns and their effects on daily life and agriculture * Farming practices in Kenya, including crops like coffee and tea, and the UK’s focus on livestock and temperate crops   Themes (mostly disciplinary):   * Environmental characteristics * Human-environment interactions * Evidence and investigation   Concepts (Overarching ‘big ideas’):   * Region * Environment: * Place   Summative Assessment:  Knowledge Assessment through quizzes, comparison tasks, and reflective writing on life in Kenya and its differences from the UK |
| **Y3** | **Villages, towns and cities**  Powerful knowledge  Content (mostly substantive):   * Types of settlements * Cities * Distribution of settlements   Themes (mostly disciplinary):   * Density and dispersion * Development * Human and environment interaction   Concepts (Overarching ‘big ideas’):   * Urban * Rural * Socio-economic   Summative assessment:  Knowledge Assessment  Essay - There are more advantages to living in a city than disadvantages.’ Do you agree? | **Mountains, Earthquakes and volcanoes**  Powerful knowledge  Content (mostly substantive):   * The structure of the earth * Mountain formation * Volcano formation * Earthquake formation * Impact of volcanic eruption * Impact of an earthquake   Themes (mostly disciplinary):   * Cause and effect * Physical processes * Environmental characteristics   Concepts (Overarching ‘big ideas’):   * Environment * Place * Uncertainty   Summative assessment:  Knowledge Assessment  Essay - Imagine you are in charge of a town. How would you plan for a volcanic eruption? | **Water, weather and climate**  Powerful knowledge  Content (mostly substantive):   * The water cycle * UK Weather * Changes in weather around the world   Themes (mostly disciplinary):   * Change and continuity * Physical processes * Cause and effect   Concepts (Overarching ‘big ideas’):   * Environment * Climate * Causation   Summative assessment:  Knowledge Assessment  Essay – Why does it rain? |
| **Y4** | **Rivers**  Powerful knowledge  Content (mostly substantive):   * River processes * River landforms * Rivers and people * Flooding   Themes (mostly disciplinary):   * Human and environment interaction * Cause and effect * Physical processes   Concepts (Overarching ‘big ideas’):   * Environment * Socio-economic * Causation   Summative assessment:  Knowledge Assessment  Essay - Why should we protect rivers from pollution? | **Migration**  Powerful knowledge  Content (mostly substantive):   * Types of migration * Push and pull factors * Impacts of migration * Economic migration * Refugee migration * Climate change and migration.   Themes (mostly disciplinary):   * Density and dispersion * Movement * Cause and effect   Concepts (Overarching ‘big ideas’):   * Interdependence * Socio-economic * Migration   Summative assessment:  Knowledge Assessment  Essay - ‘Migration has more disadvantages than advantages.’ Do you agree? | **Natural resources**  Powerful knowledge  Content (mostly substantive):   * Location of resources * Uses of resources * Impact of global resources   Themes (mostly disciplinary):   * Human and environment interaction * Cause and effect * Change and continuity   Concepts (Overarching ‘big ideas’):   * Socio-economic * Interdependence * Causation   Summative assessment:  Knowledge Assessment  Essay- Every country should stop mining natural resources.’ How much do you agree with this statement? |
| **Y5** | **Slums**  Powerful knowledge  Content (mostly substantive):   * Development of slums * Life in the slums * Challenges in the slums * Improvements to slums   Themes (mostly disciplinary):   * Development * Cause and effect * Density and dispersion   Concepts (Overarching ‘big ideas’):   * Urban * Socio-economic * Causation   Summative assessment:  Knowledge Assessment  Essay - How far do you agree with the following statement? ‘Governments around the world should clear slums away.’ | **Biomes**  Powerful knowledge  Content (mostly substantive):   * Biomes and ecosystem * Ecosystem influences * Tundra, Taiga and Savanna * Threats to Biomes   Themes (mostly disciplinary):   * Environmental characteristics * Human and environment interaction * Cause and effect   Concepts (Overarching ‘big ideas’):   * Climate * Place * Environment   Summative assessment:  Knowledge Assessment  Essay - ‘How much do you agree with the following statement? ‘It is already too late to protect biomes from climate change.’ | **Energy and sustainability**  Powerful knowledge  Content (mostly substantive):   * Energy production * Sustainable cities * Energy security   Themes (mostly disciplinary):   * Human and environment interaction * Change and continuity * Development   Concepts (Overarching ‘big ideas’):   * Sustainability * Interdependence * Uncertainty   Summative assessment:  Knowledge Assessment  Essay - ‘Humans cannot live sustainably.’ How much do you agree with this statement? |
| **Y6** | **Population**  Powerful knowledge  Content (mostly substantive):   * Population distribution * Reasons for population change * Population pyramids * Challenges of a changing population * Global food security   Themes (mostly disciplinary):   * Density and dispersion * Human and environment interaction * Change and continuity   Concepts (Overarching ‘big ideas’):   * Socio-economic * Urban * Time   Summative assessment:  Knowledge Assessment  Essay - Population increase is one of the greatest risks to the planet.’ Do you agree? | **Globalisation**  Powerful knowledge  Content (mostly substantive):   * Communication and trade developments * Impacts of globalisation * Future of globalisation   Themes (mostly disciplinary):   * Development * Human processes * Cause and effect   Concepts (Overarching ‘big ideas’):   * Sustainability * Socio-economic * Uncertainty   Summative assessment:  Knowledge Assessment  Essay - ‘Globalisation has made the world a better place.’ To what extent do you agree? | **Local fieldwork**  Powerful knowledge  Content (substantive and **disciplinary**):   * The purpose of fieldwork * Fieldwork strategies * Data presentation and analysis   Themes (mostly disciplinary):   * Environmental characteristics * Human characteristics * Evidence and Investigation   Concepts (Overarching ‘big ideas’):   * Urban * Place * Environment   Summative assessment:  Knowledge Assessment  Essay - What does your fieldwork show? |
| **Fieldwork** | **Year 1**  **1.Weather and Seasons**  **Fieldwork Opportunities:**   * **Weather Recording:** Take students outside daily to observe and record the weather (sunny, rainy, windy, etc.) using simple tools like thermometers, rain gauges, and windsocks. * **Seasonal Walks:** Conduct walks in different seasons to observe changes in trees, plants, clothing, and animal behavior. * **Shadow Tracking:** Mark and measure shadows at different times of the day to show the sun’s movement and how it relates to weather patterns. * **Wind Direction Investigation:** Use bubbles, ribbons, or simple wind vanes to observe wind direction and discuss how it affects the weather.   **2. Hot and Cold Places**  **Fieldwork Opportunities:**   * **Comparing Temperatures:** Use thermometers to measure temperatures in sunny and shady areas, linking to the concept of hot and cold places. * **Map Exploration:** Use atlases or globes to find the hottest and coldest places on Earth and compare them with the local environment. * **Animal Adaptations Investigation:** Visit a zoo, farm, or wildlife center to observe animals adapted to hot or cold environments and discuss how they survive.   **3. Comparing Countries of the UK**  **Fieldwork Opportunities:**   * **Local Area Study:** Walk around the school neighborhood, identifying human and physical features (e.g., roads, parks, rivers). Compare to images of different UK locations. * **Map Skills Activity:** Use a simple local map to find key locations such as the school, local shops, and parks, linking it to UK-wide mapping. * **Comparing Settlements:** Visit different types of settlements (village, town, or city) nearby and compare characteristics. * **Landmarks Investigation:** If possible, visit a local landmark (e.g., a river, a historical building) and discuss how similar features exist in different parts of the UK. | **Year 2**  **1. Land and Sea**  **Fieldwork Opportunities:**   * **Local Waterways Investigation:** Visit a local river, canal, or coastal area to discuss how water shapes the land and compare it with seas and oceans. * **Port or Harbour Visit:** If possible, visit a port or harbour to observe how goods and people move, linking it to the UK’s maritime trade. * **Landform Spotting:** Explore local landforms (e.g., hills, valleys, rivers) and compare them to global examples using maps and photographs. * **Beach Fieldwork (if accessible):** Examine sand, pebbles, and tides, discussing erosion and how land meets the sea.   **2. Polar Regions**  **Fieldwork Opportunities:**   * **Seasonal Weather Study:** Record and compare local weather with Arctic and Antarctic conditions, using thermometers and wind gauges. * **Cold-Weather Adaptations:** Visit a local zoo or wildlife park to study animals adapted to cold environments, linking to their survival strategies in polar regions. * **Ice and Insulation Experiment:** Conduct simple experiments to test how ice melts under different conditions, discussing why ice remains in polar regions. * **Exploration Walk:** Recreate an explorer’s journey through a nature trail, discussing the challenges faced by Shackleton and other polar explorers.   **3. Comparing Places (Dudley/Kenya)**  **Fieldwork Opportunities:**   * **Local Housing Study:** Walk around a local area to observe different housing types and compare them with Kenyan homes using photos and maps. * **Weather Comparison:** Keep a weather diary and compare it with typical Kenyan weather, discussing how climate affects daily life. * **Farm Visit:** Visit a local farm to observe crops and livestock, comparing them to farming practices in Kenya. * **Market Exploration:** Visit a local market or supermarket to identify foods imported from Kenya (e.g., tea, coffee, fruits) and discuss trade connections. | **Year 3**  **1. Villages, Towns, and Cities**  **Fieldwork Opportunities:**   * **Settlement Walk:** Explore a local village, town, or city, identifying key features (e.g., housing, businesses, transport links). Compare these to images or maps of other types of settlements. * **Land Use Survey:** Conduct a simple land-use survey, noting different types of buildings (residential, commercial, industrial) and discussing why certain areas are developed differently. * **Traffic and Population Density Study:** Observe and record the number of vehicles and people in different locations (e.g., a quiet street vs. a busy shopping area) to understand density and dispersion. * **Mapping Local Settlements:** Use maps and digital mapping tools (like Google Earth) to compare local settlements with larger cities and rural areas.   **2. Mountains, Earthquakes, and Volcanoes**  **Fieldwork Opportunities:**   * **Rock and Soil Investigation:** Visit a local park, hill, or quarry to explore different rock types and discuss how they relate to mountain formation. * **Mini Volcano Experiment:** Create a small-scale volcanic eruption using baking soda and vinegar, linking it to real-life volcanic processes. * **Building Stability Test:** Use materials like marshmallows and spaghetti to design buildings that can withstand simulated earthquakes, discussing earthquake-resistant architecture. * **Local Geological Features Study:** If possible, visit a hilly or mountainous area to observe landforms and link them to tectonic processes.   **3. Water, Weather, and Climate**  **Fieldwork Opportunities:**   * **Weather Monitoring:** Record daily temperature, rainfall, and wind direction over a few weeks, comparing it to national weather patterns. * **Water Cycle in Action:** Observe a local river, pond, or lake and discuss how water moves through the environment. If accessible, visit a reservoir or water treatment facility. * **Rainfall Collection:** Set up simple rain gauges to measure rainfall in different locations and discuss what affects precipitation levels. * **Cloud Observation:** Identify different types of clouds and predict the weather based on their appearance. |
| **Year 4**  **1. Rivers**  **Fieldwork Opportunities:**   * **Local River Study:** Visit a nearby river to observe and record river features such as meanders, banks, channels, and flow speed. * **River Erosion Experiment:** Use a tray of sand and water to simulate erosion, deposition, and how rivers shape the land. * **Flood Risk Assessment:** Investigate areas at risk of flooding using maps and discuss the impact of flooding on local communities. * **Water Quality Testing:** Collect river or pond water samples to test for pollution, linking it to conservation efforts. * **River Uses Survey:** Observe human activities along the river (e.g., fishing, boating) and discuss how people interact with rivers.   **2. Migration**  **Fieldwork Opportunities:**   * **Local Migration Case Study:** Interview people in the community who have moved from different areas or countries to understand push and pull factors. * **Mapping Migration:** Use world maps to track migration patterns, including historical and modern movements due to economic, environmental, or political reasons. * **Climate Change and Migration Investigation:** Research how climate change is affecting local communities (e.g., extreme weather events leading to relocation). * **Urban vs. Rural Migration Study:** Compare population density in different areas to discuss why people move to cities or rural areas.   **3. Natural Resources**  **Fieldwork Opportunities:**   * **Local Resource Mapping:** Identify and map local natural resources such as water sources, forests, or agricultural land. * **Recycling and Sustainability Audit:** Visit a recycling centre or conduct a school waste audit to understand how resources are managed. * **Energy Use Investigation:** Survey local energy sources (e.g., solar panels, wind turbines, fossil fuels) and discuss the impact of energy consumption. * **Field Visit to a Farm or Factory:** Observe how natural resources (e.g., crops, minerals) are processed and used in daily life. | **Year 5**  **1. Slums**  **Fieldwork Opportunities:**   * **Urban Density Study:** Visit different urban areas (high-density vs. low-density housing) and compare space, facilities, and services. * **Local Housing Comparison:** Observe and document different types of housing in the local area and discuss access to basic services (water, electricity, waste disposal). * **Access to Resources Investigation:** Conduct a school survey on access to clean water, sanitation, and waste disposal, comparing it to conditions in slums. * **Charity and NGO Study:** Visit or research a local charity working on housing, homelessness, or urban development to understand efforts to improve living conditions.   **2. Biomes**  **Fieldwork Opportunities:**   * **Ecosystem Exploration:** Visit a local park, woodland, or wetland to study plant and animal life, comparing it to global biomes. * **Microclimate Study:** Measure temperature, humidity, and soil moisture in different locations to discuss how climate affects ecosystems. * **Threats to Biomes Investigation:** Research and identify local environmental issues (e.g., deforestation, pollution) and link them to global threats to biomes. * **Botanical Garden or Nature Reserve Visit:** Observe plants and animals from different biomes and discuss their adaptations.   **3. Energy and Sustainability**  **Fieldwork Opportunities:**   * **Sustainable Energy Audit:** Conduct an audit of the school or local area to identify renewable energy sources and energy-saving practices. * **Local Renewable Energy Study:** Visit a wind farm, solar panel installation, or hydroelectric power station to learn about sustainable energy production. * **Carbon Footprint Survey:** Analyse energy use and waste management in the school or at home, discussing ways to reduce carbon footprints. * **Sustainable City Design:** Walk around the local area and evaluate features that contribute to sustainability (e.g., cycle lanes, green spaces, recycling bins). | **Year 6**  **1. Population**  **Fieldwork Opportunities:**   * **Population Density Study:** Conduct a survey in different areas (e.g., busy town centre vs. quiet residential street) to compare population density and discuss factors influencing it. * **Changing Population in the Local Area:** Use old maps, photographs, or census data to compare past and present population changes and predict future trends. * **Age Distribution Survey:** Collect anonymous data on family sizes, ages, and birth rates in the school community to create a simple population pyramid. * **Local Food Security Investigation:** Visit a supermarket or farmers’ market to track the origins of food items, discussing food production, supply chains, and security.   **2. Globalisation**  **Fieldwork Opportunities:**   * **Product Mapping:** Visit shops and record where items (clothes, electronics, food) are made, linking it to global trade routes. * **Transport and Trade Study:** Observe transport infrastructure (roads, ports, railways) and discuss how they connect local businesses to the global economy. * **Technology and Globalisation:** Conduct a survey on internet and smartphone use to explore how global communication has changed local interactions. * **Fast Fashion and Consumption Audit:** Examine clothing labels to identify countries of production and discuss the environmental and economic impacts of fast fashion.   **3. Local Fieldwork**  **Fieldwork Opportunities:**   * **Urban vs. Rural Comparison:** Compare environmental and human characteristics in different local areas (e.g., green spaces, housing density, industry). * **Traffic and Pollution Survey:** Count vehicles in different locations, measure noise levels, or analyse air pollution to assess urban impact. * **Public Space Study:** Evaluate how public spaces (parks, town squares) are used and discuss their role in the community. * **Flood Risk and Drainage Investigation:** Observe water drainage systems, local rivers, or flood-prone areas to assess environmental management. |