**Geography High Level Plan**

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Y1** | **Weather and Seasons**Powerful KnowledgeContent (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 AssessmentKnowledge Assessment through end-of-unit tasks and lesson quizzes on vocabulary, decision-making processes, and data interpretation | **Hot and Cold Places** Powerful KnowledgeContent (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 KnowledgeContent (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 KnowledgeContent (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 knowledgeContent (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 knowledgeContent (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 AssessmentEssay - There are more advantages to living in a city than disadvantages.’ Do you agree? | **Mountains, Earthquakes and volcanoes**Powerful knowledgeContent (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 AssessmentEssay - Imagine you are in charge of a town. How would you plan for a volcanic eruption? | **Water, weather and climate**Powerful knowledgeContent (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 knowledgeContent (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 knowledgeContent (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 knowledgeContent (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 knowledgeContent (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 knowledgeContent (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 knowledgeContent (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 knowledgeContent (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 knowledgeContent (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 knowledgeContent (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.
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| **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.
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