

Geography High Level Plan

	Autumn 1		Spring 1		Summer 1	
Nursery	Our Families and Our Community	Celebrations	Magic and Spells	Change for Life	On the Move	Fun at The Seaside
Reception	Me and My Community	Celebrations	Traditional Stories	Farm	Africa	Ocean
Y1	<p>The Seven Continents Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> The seven continents of the World The countries of the continents Famous landmarks around the world Weather in different areas <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Location and Place Similarity and Difference <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Culture Environment Worldwide Community <p><u>Summative assessment</u>: What are the similarities and differences of the seven continents?</p>		<p>Oceans and Seas Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> The five oceans of the world Animals that live there The layers of the ocean How to protect the oceans <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> Location and Place Similarity and Difference Cause and effect <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Environment Biodiversity <p><u>Summative assessment</u> Why is it important to protect the oceans? What do the oceans give us? What animals live in the oceans?</p>		<p>Hot and Cold Places Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Hot places Cold places Temperature Animals and adaptation <p><u>Themes</u> (mostly disciplinary)</p> <ul style="list-style-type: none"> Location and Place Similarity and Difference <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> Community Environment <p><u>Summative assessment</u>: What are the similarities and differences between hot and cold places?</p>	
Y2	<p>Building Geographical Skills/Local Fieldwork Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Environment surrounding Brookfields Geographical tools Features of a map/map drawing <p><u>Themes</u> (mostly disciplinary):</p>		<p>We are Britain Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Four nations of the UK Physical features of the UK Man-made features of the UK <p><u>Themes</u> (mostly disciplinary):</p>		<p>Comparing UK to Australia Powerful knowledge <u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> Location of culture Key physical features <p><u>Themes</u> (mostly disciplinary):</p>	

	<ul style="list-style-type: none"> • Development • Location and Place <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment <p><u>Summative assessment:</u> What do we know about the local area?</p>	<ul style="list-style-type: none"> • Location and Place • Change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Culture • Environment <p><u>Summative assessment:</u> What do we know about the UK?</p>	<ul style="list-style-type: none"> • Similarity and difference • Location and Place <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Culture • Environment • Worldwide Community <p><u>Summative assessment:</u> What are the similarities and differences to the UK?</p>
Y3	<p>Villages, Towns and Cities Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Types of settlements • Cities • Distribution of settlements • Effects of where people live <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Location and Place • Change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Biodiversity • Community • Settlement <p><u>Summative assessment:</u> 'There are more advantages to living in a city than disadvantages.' Do you agree?</p>	<p>Mountains, Earthquakes and Volcanoes Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The structure of the earth • Mountain formation • Volcano formation • Earthquake formation • Impact of volcanic eruption • Impact of an earthquake <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and effect • Decision Making <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Place • Community <p><u>Summative assessment:</u> Imagine you are in charge of a town. How would you plan for a volcanic eruption?</p>	<p>Water, Weather and Climate Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The water cycle • UK Weather • Seasons • Weather forecast • Changes in weather around the world <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Location and Place • Cause and effect • Change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Worldwide Community <p><u>Summative assessment:</u> Why does it rain?</p>
Y4	<p>Rivers Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Major rivers around the world • Volga River • Erosion, transportation <p><u>Themes</u> (mostly disciplinary):</p>	<p>Migration Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Types of migration • Causes of Migration • Windrush generation <p><u>Themes</u> (mostly disciplinary):</p>	<p>Natural resources Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • World's natural resources • Changes in natural resources • Chile's natural resources • UK's natural resources

	<ul style="list-style-type: none"> • Cause and effect • Change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Biodiversity • Worldwide Community <p><u>Summative assessment</u>:</p> <p>Why should we protect rivers from pollution?</p>	<ul style="list-style-type: none"> • Cause and effect • Change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Migration • Worldwide Community • Significant figures • Community <p><u>Summative assessment</u>:</p> <p>'Migration has more disadvantages than advantages.' Do you agree?</p>	<p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and effect • Change • Location and Place <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Biodiversity • Recycling <p><u>Summative assessment</u>:</p> <p>'Every country should stop mining natural resources.' How much do you agree with this statement?</p>
<p>Y5</p>	<p>Slums Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • What is a slum? • Rocinha and Dharavi • Challenges faced • Improvements <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and effect • Change <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Worldwide Community • Culture • Settlement <p><u>Summative assessment</u>:</p> <p>How far do you agree with the following statement? 'Governments around the world should clear slums away.'</p>	<p>Biomes Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Biomes and ecosystem • What are the threats? • Features of a biome • Protection of biomes <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Cause and effect • Changes • Location and Place <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Biodiversity • Worldwide community <p><u>Summative assessment</u>:</p> <p>How much do you agree with the following statement? 'It is already too late to protect biomes from climate change.'</p>	<p>Energy and sustainability Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Sustainability • Fossil Fuels • Renewable Energy • Curitiba and Freiburg <p><u>Themes</u> (mostly disciplinary):</p> <ul style="list-style-type: none"> • Change and continuity • Changes • Decision Making <p><u>Concepts</u> (Overarching 'big ideas'):</p> <ul style="list-style-type: none"> • Environment • Biodiversity <p><u>Summative assessment</u>:</p> <p>'Humans cannot live sustainably.' How much do you agree with this statement?</p>
<p>Y6</p>	<p>Local fieldwork Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • The purpose of fieldwork • Fieldwork strategies and tools 	<p>Population Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Population distribution • Reasons for population change 	<p>Globalisation Powerful knowledge</p> <p><u>Content</u> (mostly substantive):</p> <ul style="list-style-type: none"> • Communication and trade developments

	<ul style="list-style-type: none"> • Data presentation and analysis • Designing tools for fieldwork • Conducting fieldwork <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Change • Location and Place <p><u>Concepts (Overarching 'big ideas'):</u></p> <ul style="list-style-type: none"> • Environment • Community • Culture <p><u>Summative assessment:</u> What does your fieldwork show?</p>	<ul style="list-style-type: none"> • Population pyramids • Challenges of a changing population • Global food security <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Change and continuity • Location and Place <p><u>Concepts (Overarching 'big ideas'):</u></p> <ul style="list-style-type: none"> • Worldwide community • Community • Culture • Diversity <p><u>Summative assessment:</u> 'Population increase is one of the greatest risks to the planet.' Do you agree?</p>	<ul style="list-style-type: none"> • Impacts of globalisation • Trade • Fast fashion • World food <p><u>Themes (mostly disciplinary):</u></p> <ul style="list-style-type: none"> • Change • Cause and effect <p><u>Concepts (Overarching 'big ideas'):</u></p> <ul style="list-style-type: none"> • Worldwide community • Culture • Biodiversity <p><u>Summative assessment:</u> 'Globalisation has made the world a better place.' How much do you agree?</p>
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