

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 |
| Yı | The Seven Continents Powerful knowledge Content (mostly substantive): The seven continents of the World The countries of the continents Famous landmarks around the world Weather in different areas Themes (mostly disciplinary): Location and Place Similarity and Difference Concepts (Overarching 'big ideas'): Culture Environment Worldwide Community Summative assessment: What are the similarities and differences of the seven continents? | | Oceans and Seas Powerful knowledge Content (mostly substantive): The five oceans of the world Animals that live there The layers of the ocean How to protect the oceans Themes (mostly disciplinary): Location and Place Similarity and Difference Cause and effect Concepts (Overarching 'big ideas'): Environment Biodiversity Summative assessment Why is it important to protect the oceans? What do the oceans give us? What animals live in the oceans? | | Hot and Cold Places Powerful knowledge Content (mostly subst Hot places Cold places Temperature Animals and a Themes (mostly discip Location and Similarity and Concepts (Overarching Community Environment Summative assessment What are the similariti between hot and cold | adaptation olinary) Place I Difference g 'big ideas'): nt: es and differences places? |
| Y2 | Geographical t | ntive): urrounding Brookfields ools nap/map drawing | We are Britain Powerful knowledge Content (mostly substa Four nations o Physical featur Man-made fea Themes (mostly discipli | f the UK es of the UK tures of the UK | Comparing UK to Aust Powerful knowledge Content (mostly subst Location of culture Key physical f Themes (mostly discip | antive): eatures |



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|------------|--|--|---|--|
| | Development | Location and Place | Similarity and difference | |
| | Location and Place | Change | Location and Place Concepts (Overarching 'big ideas'): | |
| | Concepts (Overarching 'big ideas'): | Concepts (Overarching 'big ideas'): | | |
| | Environment | • Culture | Culture | |
| | Summative assessment: | Environment | Environment | |
| | What do we know about the local area? | Summative assessment: | Worldwide Community | |
| | | What do we know about the UK? | Summative assessment: | |
| | | | What are the similarities and differences to | |
| | | | the UK? | |
| Y3 | Villages, Towns and Cities | Mountains, Earthquakes and Volcanoes | Water, Weather and Climate | |
| ' 5 | Powerful knowledge | Powerful knowledge | Powerful knowledge | |
| | Content (mostly substantive): | Content (mostly substantive): | Content (mostly substantive): | |
| | Types of settlements | The structure of the earth | The water cycle | |
| | • Cities | Mountain formation | UK Weather | |
| | Distribution of settlements | Volcano formation | Seasons | |
| | Effects of where people live | Earthquake formation | Weather forecast | |
| | Themes (mostly disciplinary): | Impact of volcanic eruption | Changes in weather around the world | |
| | Location and Place | Impact of an earthquake | Themes (mostly disciplinary): | |
| | Change | Themes (mostly disciplinary): | Location and Place | |
| | Concepts (Overarching 'big ideas'): | Cause and effect | Cause and effect | |
| | Environment | Decision Making | Change | |
| | Biodiversity | Concepts (Overarching 'big ideas'): | Concepts (Overarching 'big ideas'): | |
| | Community | Environment | Environment | |
| | Settlement | Place | Worldwide Community | |
| | Summative assessment: | Community | Summative assessment: | |
| | 'There are more advantages to living in a city | Summative assessment: | Why does it rain? | |
| | than disadvantages.' Do you agree? | Imagine you are in charge of a town. How | | |
| | | would you plan for a volcanic eruption? | | |
| Y 4 | Rivers | Migration | Natural resources | |
| '4 | Powerful knowledge | Powerful knowledge | Powerful knowledge | |
| | Content (mostly substantive): | Content (mostly substantive): | Content (mostly substantive): | |
| | Major rivers around the word | Types of migration | World's natural resources | |
| | Volga River | Causes of Migration | Changes in natural resources | |
| | Erosion, transportation | Windrush generation | Chile's natural resources | |
| | Themes (mostly disciplinary): | Themes (mostly disciplinary): | UK's natural resources | |



| Cause and effect Change Concepts (Overarching 'big ideas'): Environment Biodiversity Why should we protect rivers from pollution? Slums Powerful knowledge Content (mostly substantive): What is a slum? Rocinha and Dharavi Change Concepts (Overarching 'big ideas'): Why at a substantive is Change Content (mostly substantive): Content (m | | i e e e e e e e e e e e e e e e e e e e | | | |
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| Concepts (Overarching 'big ideas'): Environment Biodiversity Worldwide Community Summative assessment: Why should we protect rivers from pollution? Why should we protect rivers from pollution? | | Cause and effect | Cause and effect | Themes (mostly disciplinary): | |
| Powerful knowledge Content (mostly substantive): Challenges faced Improvements Themes (mostly disciplinary): Change Concepts (Overarching 'big ideas'): Challenges faced Improvements Themes (mostly disciplinary): Change Concepts (Overarching 'big ideas'): Challenges faced Improvements Themes (mostly disciplinary): Change Concepts (Overarching 'big ideas'): Worldwide ge Content (mostly substantive): Changes Content (mostly substantive): Challenges faced Improvements Themes (mostly disciplinary): Change Concepts (Overarching 'big ideas'): Worldwide ge Content (mostly substantive): Change show much do you agree with this statement? Changes Content (mostly substantive): Changes Concepts (Overarching 'big ideas'): Change show much do you agree with this statement? Changes Content (mostly substantive): Changes Concepts (Overarching 'big ideas'): Counting the value of the protect biomes from climate change.' Year of the value o | | Change | Change | Cause and effect | |
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| **Significant figures** **Community** Summative assessment: Why should we protect rivers from pollution? **Significant figures** **Community** Summative assessment: 'Migration has more disadvantages than advantages.' Do you agree? **Slums** Powerful knowledge Content (mostly substantive): **What is a slum?* **Recinha and Dharavi** **Challenges faced** **Improvements** Themes (mostly disciplinary): **Cause and effect** **Change** Concepts (Overarching 'big ideas'): **Environment** **Ownative assessment: **Immes (mostly disciplinary): **Cause and effect** **Change** Concepts (Overarching 'big ideas'): **Environment** **Summative assessment: **Governments** **Ownative assessment: **Immes (mostly disciplinary): **Cause and effect** **Change** Concepts (Overarching 'big ideas'): **Environment** **Summative assessment: **Immes (mostly disciplinary): **Cause and effect** **Change and continuity* **Concepts (Overarching 'big ideas'): **Environment** **Summative assessment: **Government** **Summative assessment: **How far do you agree with the following statement? 'Governments around the world should clear slums away.' **Y6** **Local fieldwork** Powerful knowledge Content (mostly substantive): **United and Place** **Concepts (Overarching 'big ideas'): **Environment** **Summative assessment: **Immes (mostly disciplinary): **Cause and effect** **Change and continuity **Concepts (Overarching 'big ideas'): **Environment** **Summative assessment: **United and Freiburg** **Themes (mostly disciplinary): **Environment** **Biodiversity* **Dowerful knowledge** **Concepts (Overarching 'big ideas'): **Environment** **Biodiversity* **Dowerful knowledge** **Concept | | Environment | Migration | Location and Place | |
| Summative assessment: Why should we protect rivers from pollution? Summative assessment: 'Migration has more disadvantages than advantages.' Do you agree? Necycling Summative assessment: 'Every country should stop mining natural resources.' How much do you agree with this statement? Summative assessment: Energy and sustainability Powerful knowledge Content (mostly substantive): Biomes and ecosystem Sustainability Powerful knowledge Content (mostly substantive): Biomes and ecosystem Sustainability Powerful knowledge Content (mostly substantive): Sustainability Sumstainability Sustainability Sustainability Sustainability Summative assessment: How far do you agree with the following statement? 'Governments around the world should clear slums away.' Summative assessment: Summative assessment: Summative assessment: Summative assessment: Sustainability Sustainability Sustainability Summative assessment: Sustainability Sustainability Summative assessment: Sustainability Sustainability Summative assessment: Sustainability Summative assessment: Sustainability Sustainability Summative assessment: Sustainability Sustainability Summative assessment: Sustainability Sustainability Summative assessment: Sustainability Sustainability Summative assessment: Summative assessment: Sustainability Summative assessment: Susta | | Biodiversity | Worldwide Community | Concepts (Overarching 'big ideas'): | |
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| Improvements Themes (mostly disciplinary): | | Rocinha and Dharavi | What are the threats? | Fossil Fuels | |
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| • The purpose of fieldwork • Population distribution • Communication and trade | . • | S . | Powerful knowledge | _ | |
| | | | | Content (mostly substantive): | |
| Fieldwork strategies and tools Reasons for population change developments | | The purpose of fieldwork | • | | |
| | | Fieldwork strategies and tools | Reasons for population change | developments | |



- Data presentation and analysis
- Designing tools for fieldwork
- Conducting fieldwork

Themes (mostly disciplinary):

- Change
- Location and Place

Concepts (Overarching 'big ideas'):

- Environment
- Community
- Culture

Summative assessment:

What does your fieldwork show?

- Population pyramids
- Challenges of a changing population
- Global food security

Themes (mostly disciplinary):

- Change and continuity
- Location and Place

Concepts (Overarching 'big ideas'):

- Worldwide community
- Community
- Culture
- Diversity

Summative assessment:

'Population increase is one of the greatest risks to the planet.' Do you agree?

- Impacts of globalisation
- Trade
- Fast fashion
- World food

Themes (mostly disciplinary):

- Change
- Cause and effect

Concepts (Overarching 'big ideas'):

- Worldwide community
- Culture
- Biodiversity

Summative assessment:

'Globalisation has made the world a better place.' How much do you agree?