Geography Progression Planning

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| Year | 1 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | **Place / Space : Local area** | | | | | |
| Prior Substantive Content Learning | | | | | Future Substantive Content Learning | | |
| Location / Physical | Year 1   * the main nations and features of the UK, including their locations and related key vocabulary; * use appropriate vocabulary when describing local features and those of the UK, including four seasons and local weather. | | | | Location / Physical | | *Year 2*   * where the world’s main hot and cold regions are, and some information about what they are like; * the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.   *Year 3*   * the location and main human and physical features of North and South America; * the location and main human and physical features of South America; * the location of South-East Brazil and Rio de Janeiro within the South American continent; * the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; * about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.   Year 4   * the names and locations of the world’s principal mountains; * *The location of biomes around the globe.*   *Year 5*   * ways in which the location and distinctive features of the UK compare and contrast with those of other places studied. * the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with North America and South-East Brazil;   *Year 6*   * the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; |
| Human |  | | | | Human | | Year 2   * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.   Year 5   * How people adapt to living in The Amazon Basin   Year 6   * ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
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| Place / Space / Environment | * the location and features of the local area. | | | | | | |
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| Disciplinary Knowledge | | | | | | | | |
| **Mapping / Scale** | * look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; * work together to create a simple map of the local area; Explain that this is not drawn to scale. * Use compass points to describe what is around the school. | | | Continuity andchange over time. | | * How has the local area changed over time? How is it likely to change in the future? Can the children see evidence of change and construction ? | | |
| **Vocabulary** | * use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas / Interpretation | * observe, record, discuss and ask questions about the main features of the local area, based on direct experience; * Understand how geographical knowledge is constructed from arange of sourcesConstruct informed responsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | **Can they compare with places they have visited in the UK or abroad from their own experience? How is their locality linked to the wider town? How do people interconnect in the locality?**  Make connections between their investigation of the local area and what they have learned about weather, climate and the UK; | | |
| Interpretation / Communication of Geography |  | | | Significance **ofevents / people** | | **What are the significant buildings in their local area?** | | |