Geography Progression Planning

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| Year | 2 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | **Earth System / Environment : Continents and Oceans** | | | | | |
| 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; * the location and features of the local area. * observe, record, discuss and ask questions about the main features of the local area, based on direct experience; * 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*   * where the world’s main climate zones are (building on their prior understanding of hot and cold regions); * the location and main human and physical features of North and South America; * the location and main human and physical features of South America; * how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; * 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 / Impact |  | | | | Human / Impact | | 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 / Environment / System | * the names and locations of the world’s continents and oceans, and some information about each of them; | | | | | | |
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| Disciplinary Knowledge | | | | | | | | |
| **Mapping / scale** | * Use globes and atlases – and annotate maps – to identify continents and oceans, * Discuss scale | | | Continuity andchange over time | | * Have the continents and oceans always been arranged / aligned in this way? Link to volcanoes and earthquakes (Year 5) * Have the oceans always been polluted? | | |
| **Vocabulary** | * use appropriate vocabulary for continents and oceans. * make use of the four main compass points when describing the location of these key locations and regions. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * Regularly address andsometimes devisegeographically validenquiry questions related to continents and oceans. * Understand how geographical **knowledge** is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection / Sustainability **within or between locations** | | **Using Oddizzi Mystery Continents Quiz – look for overlaps and differences between and within continents.**  **How are climates and oceans connected?**  **How are the continents and oceans connected?**  **Are oceans under threat from human behaviour? Can ocean health be sustained?** | | |
| Interpretationof Geography |  | | | Significance **ofevents / people** | |  | | |