Geography Planning Progression

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| Year | 5 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | Place / Space : The United Kingdom | | | | | |
| Prior Substantive Content Learning | | | | | Future Substantive Content Learning | | |
| Location / Physical | Year1   * the main nations and features of the UK, including their locations and related key vocabulary; * the location and physical features of the local area. | | | | Location / Physical | | Year 6   * the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local * ways in which the location and distinctive features of their local region compare and contrast with those of other places studied. |
| Human / Impact | * The human features of the local area | | | | Human / Impact | | * ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; * ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause , consequence | * ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK | | | | | | |
| Place / Space | * ways in which the location and distinctive features of the UK compare and contrast with those of other places studied. | | | | | | |
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| Disciplinary Knowledge | | | | | | | | |
| **Mapping / scale** | * **interpret a range of maps (at different scales) of the UK and the local region and apply this information to their understanding of it;** * **use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;** | | | Continuity andchange over time. | | * ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK * How has Hinkley Point changed over time? | | |
| **Vocabulary** | * use appropriate vocabulary when describing key information about the UK | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * Use Kilve Court Field trip to address anddevise a geographically validenquiry question (Hinkley Point / Quantocks Enquiry ) \*Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | * ways in which the location and distinctive features of the UK compare and contrast with those of other places studied. * How localities are connected within the UK. * How is Hinkley connected to its local area? | | |
| Interpretationof Geography | * **interpret a range of maps of the UK and the local region and apply this information to their understanding of it** | | | Significance **ofevents / people** | | **Significance of Hinkley development on the local area.** | | |