Geography Planning Progression

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| Year | 3 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | Place / Space / Environment : Rio and South- East Brazil | | | | | |
| 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.   Year 2  the names and locations of the world’s continents | | | | Location / Physical | | *Year 4*  *Name and location of the world’s main rivers and mountains.*  *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; |
| Human / Impact | Year 2   * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. | | | | Human / Impact | | Year 5   * ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause / Consequence | * how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; | | | | | | |
| Place / Space / Environment | * 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; | | | | | | |
| Consequence | * about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. | | | | | | |
| Disciplinary Knowledge | | | | | | | | |
| **Mapping /Scale** | * use globes and atlases to identify climate zones and consider their impact on different parts of the Americas * use globes, atlases and maps to identify the main human and physical features of South America * interpret maps and aerial views of South America at a variety of scales. | | | Continuity andchange over time | | How has the area changed over time? What is future change looking like? | | |
| **Vocabulary** | * use appropriate vocabulary when describing Rio and South- East Brazil | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * Regularly address andsometimes devisegeographically validenquiry questions related to Rio and South East Brazil. * Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | * Compare and contrast characteristics and life in different climatic zones and parts of the Americas. Reference back to North America and Zambia. | | |
| Interpretationof Geography | * use globes and atlases to identify climate zones and consider their impact on different parts of the Americas. | | | Significance **ofevents / people** | |  | | |