Geography Planning Progression

|  |  |  |  |
| --- | --- | --- | --- |
| 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 2the 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** |  |