

Geography Progression Planning

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| Year | 1 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | **Earth System : Weather and Climate** | | | | | |
| Prior Substantive Content Learning | | | | | Future Substantive Content Learning | | |
| Location / Physical |  | | | | Location / Physical | | *Year 2*   * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.   Year 4   * *The location of biomes around the globe.* * the key elements of the water cycle;   *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*   * 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; * ways in which the location and distinctive features of their local region compare and contrast with those of other places studied. |
| 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 4   * basic ideas about flood management;   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; * 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 | | | | | | | |
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| Earth System / Place | * basic vocabulary and concepts about weather and the climate; | | | | | | |
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| Disciplinary Knowledge | | | | | | | | |
| **Mapping / scale** | * create a simple weather chart; | | | Continuity andchange over time | | How does weather change through the seasons? How is this cycle repeated? | | |
| **Vocabulary** | * use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * create a simple weather chart; * Understand how geographical knowledge is constructed from arange of sourcesConstruct informed responsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | **Are there weather differences across the UK ? How is located and climate connected?** | | |
| Interpretationof Geography | * make connections between their investigation of the local area and what they have learned about weather, climate and the UK; | | | Significance **ofevents / people** | | **Have there been any significant weather events recently?** | | |