

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.
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| 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;
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| 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.
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| **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?**  |