Geography Planning Progression

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | 2 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | **Place / Space / Earth Systems / Environment : Hot and Cold Places** | | | | | |
| 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. * observe, record, discuss and ask questions about the main features of the local area, based on direct experience; * use appropriate vocabulary when describing local features and those of the UK, including four seasons and local weather.   Year 2  the names and locations of the world’s continents | | | | Location / Physical | | *Year 2*   * the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.   *Year 3*   * the location and main human and physical features of South America; * how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; * 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; * about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.   Year 4   * the key elements of a rainforest biome, how these contrast with other biomes   *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 1   * make connections between their investigation of the local area and what they have learned about weather, climate and the UK; | | | | Human / Impact | | 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; |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause / Consequence/ System | * Why there are hot and cold regions on earth | | | | | | |
| Place / Space | * where the world’s main hot and cold regions are; | | | | | | |
| Environment | * information about what they are like; | | | | | | |
| Disciplinary Knowledge | | | | | | | | |
| **Mapping / Scale** | * use globes and atlases – and annotate maps – to identify the world’s hot and cold regions | | | Continuity andchange over time | | * Are hot and cold regions being affected by global warming? | | |
| **Vocabulary** | * use appropriate vocabulary for continents and oceans, for hot and cold regions * make use of the four main compass points when describing the location of these key locations and regions. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * Regularly address andsometimes devisegeographically validenquiry questions related to hot and cold locations. * Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | * how their location within hot and cold regions might affect everyday life of inhabitants | | |
| Interpretationof Geography |  | | | Significance **ofevents / people** | |  | | |