Geography Planning Progression

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| Year  | 4 | Unit of Work |  |
| National Curriculum, KS2 POS: | Earth System : Rivers  |
| Prior Substantive Content Learning  | Future Substantive Content Learning  |
| Location / Physical  | Year1* the location and physical features of the local area (River Tone, River Parrot )

Year 2* The name and location of a river in Mugramemo, Zambia

Year 3* the location and main physical features (rivers ) of North and South America;
 | Location / Physical | Year 5 * ways in which distinctive features of the UK compare (rivers) and contrast with those of other places studied.
* how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;

.Year 6* ways in which the rivers in their local region compare and contrast with those of other places studied.
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| Human / Impact  | Year 1 * make connections between their investigation of the local area and what they have learned about weather, climate and the UK – why do the Somerset levels flood ? What flood management is in place in the local area? Are local rivers polluted?
* How life in Mugramemo may be affected by river health ?
 | Human / Impact  | Year 5* how some human beings have adapted to life by the Amazon.
* How human activity impacts the health of the Amazon and the knock on effect of its health
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| What Pupils Need to Know to Be Secure |
| Key Substantive Content Knowledge  |
| Cause / Earth System  | * the key elements and features of a river;
* the key elements of the water cycle;
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| Place / Space  | * the names of – and key information on – the world’s main rivers;
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| Consequence  | * basic ideas about flood management;
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| Disciplinary Knowledge  |
| **Mapping / Scale**  | * use globes, atlases and maps to locate the world’s principal rivers.
* Use Pinkery OS to follow course of a river and to find source and tributaries. Give six figure grid references for source.
 | Continuity andchange over time  | * evaluate a range of possible flood prevention measures
* Evaluate river protection
* Discuss how a river course changes over time.
* What is the impact if a river course changes ?
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| **Geographical Terms**  | * use appropriate vocabulary when describing rivers.
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| **Geographical** enquiry -Using evidence /Communicatingideas | Use Fieldwork at Pinkery to address andsometimes devisegeographically validenquiry questions related to rivers. Use Pinkery Fieldwork Enquiry questions. * Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information
 | Similarity /Difference **/ Interconnection or between locations**  | * Compare and contrast the world’s principal rivers and their uses
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| Interpretationof Geography  | * interpret and explain key information on rivers
 |  Significance **ofevents / people** | **Understand the significance of flooding or drought particularly on the Somerset Levels to link to our locality**  |