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. |
| 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 |
| 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; | | | | | | |
| Place / Space | * the names of – and key information on – the world’s main rivers; | | | | | | |
| Consequence | * basic ideas about flood management; | | | | | | |
| 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 ? | | |
| **Geographical Terms** | * use appropriate vocabulary when describing rivers. | | |  | |  | | |
| **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 | | |
| 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** | | |