Geography Progression Planning

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| Year | 1 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | **Place / Space : United Kingdom** | | | | | |
| Prior Substantive Content Learning | | | | | Future Substantive Content Learning | | |
| Location / Physical | Year 1   * use appropriate vocabulary when describing local features and those of the UK, including four seasons and local weather. | | | | 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 North and South America; * the location and main human and physical features of South America; * 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 names and locations of the world’s principal mountains; * *The location of biomes around the globe.*   *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*   * the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; * the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local building on knowledge from Year 1 and Year 5 ; * 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 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 human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; * 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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| Place | * the main nations and features of the UK, including their locations and related key vocabulary; | | | | | | |
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| Disciplinary Knowledge | | | | | | | | |
| **Mapping** | * annotate a simple map of the UK with some of its key features; | | | Continuity andchange | | Has the map always been like this? Will it always look like this? | | |
| **Geographical Terms** | * use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * Understand how geographical knowledge is constructed from arange of sourcesConstruct informed responsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | **How are the 4 countries connected / geographically / politically?** | | |
| Interpretationof Geography |  | | | Significance **ofevents / people** | | **Who are the most significant figures in the United Kingdom? Where are the most significant places ? Why ?** | | |