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.
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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 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;
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| 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.
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| **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 ?** |