Geography Planning Progression

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| Year | 6 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | Place / Space : Local Study | | | | | |
| 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.   Year 2  the names and locations of the world’s continents  the location and features of a contrasting locality in Zambia, comparing  Year 3   * the location and main human and physical features of North and South America; * 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; * 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; * about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.   Year 4   * the names of – and key information on – the world’s main rivers; * the names and locations of the world’s principal mountains; * The names and locations of world 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; | | | | Location / Physical | |  |
| Human / Impact | Year 2   * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.   Year 4   * how some people have adapted to life in mountainous areas and rainforests * Flood management and defence   Year 5   * how people can respond to a natural disaster, such as an earthquake; * ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK * how some human beings have adapted to life in the rainforest and the Amazon.   Year 6   * ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; * place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past – link to History Topic on Ancient Greece) * the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; * 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 the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc; * ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; | | | | Human / Impact | |  |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause | * ways in which the location and physical geography of the UK and their local region impact on human activity in the region; | | | | | | |
| Place / Space | * 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 distinctive features of their local region compare and contrast with those of other places studied building on Year 1 Local Study , Year 3 climate, Year 5 UK study. | | | | | | |
| Consequence | * 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 are impacted by human activity in the region; | | | | | | |
| Disciplinary Knowledge | | | | | | | | |
| **Mapping /Scale** | * use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; * Use historical maps to plot change | | | Continuity andchange over time | | * present arguments about change in the local region; | | |
| **Vocabulary** | * use appropriate vocabulary when describing key information about the local region to external audiences. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people’s needs, and how it might change; * Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information   **Devise own investigation for local area.** | | | Similarity /Difference **/ Interconnection or between locations** | | **Compare regions / activities within Taunton . Link transport planning to land use planning. Why are the two interconnected ?** | | |
| Interpretationof Geography | * interpret data from a range of viewpoints about the local region, how it meets people’s needs, and how it might change; | | | Significance **ofevents / people** | | **Identify significant events / people impacting change in the local region. Significance of planners / developers/ politicians / investors.** | | |