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 2the names and locations of the world’s continentsthe location and features of a contrasting locality in Zambia, comparingYear 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;
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| 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.
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| 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;
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| 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;
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| **Vocabulary**  | * use appropriate vocabulary when describing key information about the local region to external audiences.
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| **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.**  |