Geography Planning Progression

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| Year | 4 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | Place / Environment : Mountains | | | | | |
| Prior Substantive Content Learning | | | | | Future Substantive Content Learning | | |
| Location / Physical | Year1   * the location and physical features of the local area (Exmoor, Quantocks, Mendips)   Year 3   * the location and main physical features (mountain regions) of North and South America; | | | | Location / Physical | | Year 5   * ways in which distinctive features of the UK compare and contrast with those of other places studied. * *t*he names and locations of the world’s principal volcanoes * ways in which the distinctive topographical features of the UK compare and contrast with those of other places studied.   Year 6   * ways in which the location and distinctive topographical features of their local region compare and contrast with those of other places studied. |
| Human / Impact | Year 3   * How topography may have impacted settlement in Rio and Brazil . | | | | Human / Impact | | Year 6   * ways in which human processes (such as the distribution of energy, land use, settlement and change) operate within the UK and their local region; |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Space / Environment | * the main features and types of mountains; | | | | | | |
| Place | * the names and locations of the world’s principal mountains; | | | | | | |
| Consequence | * how some people have adapted to life in mountainous areas. | | | | | | |
| Disciplinary Knowledge | | | | | | | | |
| **Mapping /Scale** | * use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes); and mountains; | | | Continuity andchange over time | | * how some people have adapted to life in mountainous areas. * How mountains are affected by human activity | | |
| **Vocabulary** | * use appropriate vocabulary when describing mountains. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * Regularly address andsometimes devisegeographically validenquiry questions related to field trip to Exmoor National Park \*Is Exmoor a mountain ? If not , why not? Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | * Compare and contrast the world’s principal mountains * How are climate and mountains connected ? | | |
| Interpretationof Geography | * interpret a range of maps and aerial views of mountains and apply this information to their understanding of it; | | | Significance **ofevents / people** | | **Understand the significance of major events such as summiting mountains.** | | |