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.
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| 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;
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| What Pupils Need to Know to Be Secure |
| Key Substantive Content Knowledge  |
| Space / Environment  | * the main features and types of mountains;
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| Place  | * the names and locations of the world’s principal mountains;
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| Consequence  | * how some people have adapted to life in mountainous areas.
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| 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
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| **Vocabulary**  | * use appropriate vocabulary when describing mountains.
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| **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 ?
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| 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.**  |