Geography Planning Progression

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| Year | 6 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | Place / Space : Europe (Greece) | | | | | |
| 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   * where the world’s main climate zones are (building on their prior understanding of hot and cold regions); * 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   * *t*he names and locations of the world’s principal volcanoes and areas at risk from earthquakes; * 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 | 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. | | | | Human | |  |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause /Consequence / Sustainability | * 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; * about 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) * 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; * about 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) | | | | | | |
| Place / Space / Environment | * 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; | | | | | | |
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| Disciplinary Knowledge | | | | | | | | |
| **Mapping / scale** | * use globes and atlases to identify the location of Greece and the Mediterranean; | | | Continuity andchange over time | | 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) | | |
| **Vocabulary** | Use vocabulary associated with the locality. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | * look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; * Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / interconnection **within or between locations** | | **How similar to or different from Kilve as a holiday destination? Compare to climatic zones studied in year 3.** | | |
| Interpretationof Geography | * interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); | | | Significance **ofevents / people** | | **Consider** ways in which modern-day Greece compares and contrasts with its past – link to History Topic on Ancient Greece and the role of significant events / people | | |