Geography Planning Progression

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| Year | 3 | Unit of Work |  | | | | |
| National Curriculum, KS2 POS: | | Place / Environment / Earth Systems : Climate Zones | | | | | |
| Prior Substantive Content Learning | | | | | Future Substantive Content Learning | | |
| Location / Physical | Year 1   * basic vocabulary and concepts about weather and the climate;   Year 2   * where the world’s main hot and cold regions are, and some information about what they are like; | | | | Location / Physical | | Year 4  the main location of the world’s rainforests (including the Congo); |
| Human / Impact | Year 2   * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. | | | | Human / Impact | | Year 4   * how some people have adapted to life in mountainous areas.   Year 5   * how some human beings have adapted to life in the Amazon. |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause / System | * *why climatic zones exist on earth* | | | | | | |
| Place / Space | * where the world’s main climate zones are (building on their prior understanding of hot and cold regions); | | | | | | |
| Environment / Consequence | * how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; | | | | | | |
| Disciplinary Knowledge | | | | | | | | |
| **Mapping / Scale** | * use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; | | | Continuity andchange over time | | * consider the impact of Global Warming. | | |
| **Vocabulary** | * use appropriate vocabulary when describing climatic zones. | | |  | |  | | |
| **Geographical** enquiry -Using evidence /Communicatingideas | Use School Weather Station as a Fieldwork opportunity to look at local weather patterns and how to measure the weather .   * Regularly address andsometimes devisegeographically validenquiry questions related to climate and weather patterns. * Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information | | | Similarity /Difference / Interconnection **within or between locations** | | * Compare and contrast characteristics and life in different climatic zones. * Make comparisons using local weather data as well. * What is the connection between climate and human activity ? | | |
| Interpretationof Geography | * use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; | | | Significance **ofevents / people** | |  | | |