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.
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| What Pupils Need to Know to Be Secure |
| Key Substantive Content Knowledge  |
| Cause / System  | * *why climatic zones exist on earth*
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| Place / Space  | * where the world’s main climate zones are (building on their prior understanding of hot and cold regions);
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| Environment / Consequence  | * how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
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| 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.
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| **Vocabulary**  | * use appropriate vocabulary when describing climatic zones.
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| **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 ?
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| 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** |  |