Geography Planning Progression

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| Year  | 5 | Unit of Work |  |
| National Curriculum, KS2 POS: | Place / Space : South America – Earth System / Environment : The Amazon  |
| Prior Substantive Content Learning  | Future Substantive Content Learning (Year 6) |
| Location / Physical  | Year 3 * where the world’s main climate zones are (building on their prior understanding of hot and cold regions);
* the location and main physical features of North and South America;
* the location of South-East Brazil and Rio de Janeiro within the South American continent
* the location and 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;

Year 4 * the key elements and features of a river;
* the names of – and key information on – the world’s main rivers;
* the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world’s rainforests (including the Congo);
 | Location / Physical | Year 6 * 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
* ways in which the location and distinctive features of their local region compare and contrast with those of other places studied.
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| Human / Impact  | Year 3 * how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;
* about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.
 | Human / Impact  | * 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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| What Pupils Need to Know to Be Secure |
| Key Substantive Content Knowledge  |
| Earth System  | * how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
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| Place / Space  | * 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;
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| Consequence / Sustainability  | * how some human beings have adapted to life in the rainforest and the Amazon.
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| Disciplinary Knowledge  |
| **Mapping / scale**  | * **use globes, atlases and maps to locate South America and the Amazon;**
* **interpret a range of maps at different scales and aerial views of the Amazon and apply this information to their understanding of it;**
 | Continuity andchange over time / Sustainability  | * Describe / make linksbetween situations and changesthat have taken place in the Amazon as a result of human activity.
* How can change be managed? Can sustainability be achieved?
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| **Vocabulary**  | * **use appropriate vocabulary when describing the location and distinctive features of the Amazon;**
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| **Geographical** enquiry -Using evidence /Communicatingideas | * Regularly address andsometimes devisegeographically validenquiry questions \*Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information
 | Similarity /Difference / Interconnection **(diversity)** | * **Be able to compare the Amazon with South East Brazil and North America.**
* **Know how health of Amazon is connected to global climate health .**
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| Interpretationof Geography  | * **To be able to recognise that different people will have different viewpoints on deforestation and development and why.**
 |  Significance **ofevents / people** | **Significance of deforestation and global development ?**  |