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. |
| 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 |
| 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; | | | | | | |
| 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; | | | | | | |
| Consequence / Sustainability | * how some human beings have adapted to life in the rainforest and the Amazon. | | | | | | |
| 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? | | |
| **Vocabulary** | * **use appropriate vocabulary when describing the location and distinctive features of the Amazon;** | | |  | |  | | |
| **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 .** | | |
| 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 ?** | | |