Geography Planning Progression

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| Year  | 2 | Unit of Work |  |
| National Curriculum, KS2 POS: | Place /Space / Environment : [**Mugumareno Village, Zambia**](https://www.oddizzi.com/teachers/help/topic-planning/contrasting-locality/) |
| 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.
* observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
* use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

Year 2the names and locations of the world’s continents* where the world’s main hot and cold regions are, and some information about what they are like;
 | Location / Physical | *Year 3** the location and main human and physical features of South America;
* 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;
* 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;
* about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.

Year 4* the key elements of a rainforest biome, how these contrast with other biomes

*Year 5* * 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;
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| Human / Impact  | Year 1* make connections between their investigation of the local area and what they have learned about weather, climate and the UK;
 | Human / Impact  | Year 5 * ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK
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| What Pupils Need to Know to Be Secure |
| Key Substantive Content Knowledge  |
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| Place / Space  | * the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;
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| Cause / Consequence  | * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.
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| Disciplinary Knowledge  |
| **Mapping / Scale**  | * use globes and atlases – and annotate maps – to identify Zambia and Africa;
* use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them;
* look at simple maps and aerial views of a contrasting locality in Zambia.
* Discuss scale
 | Continuity andchange over time  | Identify how the locality has changed over time.  |
| **Vocabulary**  | * make use of the four main compass points when describing the location of these key locations and regions.
* use appropriate vocabulary when describing and comparing a contrasting locality in Zambia with their local area;
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| **Geographical** enquiry -Using evidence /Communicatingideas | * Regularly address andsometimes devisegeographically validenquiry questions related to a village in Zambia.
* Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information
 | Similarity /Difference / Interconnection **within or between locations**  | * look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
* What is the connection between climate environment/ activity?
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| Interpretationof Geography  |  |  Significance **ofevents / people** |  |