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 2  the 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; |
| 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 |
| 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; | | | | | | |
| Cause / Consequence | * how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. | | | | | | |
| 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; | | |  | |  | | |
| **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? | | |
| Interpretationof Geography |  | | | Significance **ofevents / people** | |  | | |