Geography Planning Progression

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| Year  | 4 | Unit of Work |  |
| National Curriculum, KS2 POS: | Earth Systems / Environment / Place : Rainforests  |
| 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;
* how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.

Year 3* where the world’s main climate zones are (building on their prior understanding of hot and cold regions);
* the location and main human and physical features of North and South America;
 | Location / Physical | Year 5 * ways in which distinctive features of the UK compare and contrast with those of other places studied.
* how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;
* 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;

.Year 6* ways in which the rivers in 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;
 | Human / Impact  | Year 5* how some human beings have adapted to life by the Amazon.
* How human activity impacts the health of the Amazon and the knock on effect of its health
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| What Pupils Need to Know to Be Secure |
| Key Substantive Content Knowledge  |
| Cause / Systems  | * *why do biomes exist in certain areas on Earth*
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| Place / Space  | * the main location of the world’s rainforests (including the Congo);
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| Consequence / Environment  | * the key elements of a rainforest biome, how these contrast with other biomes
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| Disciplinary Knowledge  |
| **Mapping / Scale**  | * use globes, atlases and maps to locate the world’s principal biomes.
 | Continuity andchange over time / sustainability  | * Investigate how the rainforest is being affected by human activity and the impact of this globally and what is being done to preserve and reverse change.
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| **Vocabulary**  | * use appropriate vocabulary when describing rainforests / biomes.
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| **Geographical** enquiry -Using evidence /Communicatingideas | * Regularly address andsometimes devisegeographically validenquiry questions related to rainforests.
* Understand how geographical knowledge is constructed from arange of sourcesConstruct informedresponsesSelecting andorganising relevantgeographical information
 | Similarity /Difference / Interconnection **within or between locations**  | * Compare and contrast the key elements of a rainforest with other biomes.
* How are rainforests connected to the whole earth system?
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| Interpretationof Geography  | * interpret a range of maps and aerial views of a rainforest and apply this information to their understanding of it;
 |  Significance **ofevents / people** |  |