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. |
| 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 |
| What Pupils Need to Know to Be Secure | | | | | | | |
| Key Substantive Content Knowledge | | | | | | | |
| Cause / Systems | * *why do biomes exist in certain areas on Earth* | | | | | | |
| Place / Space | * the main location of the world’s rainforests (including the Congo); | | | | | | |
| Consequence / Environment | * the key elements of a rainforest biome, how these contrast with other biomes | | | | | | |
| 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. | | |
| **Vocabulary** | * use appropriate vocabulary when describing rainforests / biomes. | | |  | |  | | |
| **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? | | |
| 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** | |  | | |