Hexham First School

Progression of Knowledge and Skills

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| Year Group | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Nursery | Understand position through words alone. For example, “The bag is under the table,” – with no pointing.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Describe a familiar route.  Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. | Describe a familiar route.  Begin to understand the need to respect and care for the natural environment and all living things.  Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. | Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural environment and all living things. |
| Reception | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons. |
| Year 1 | **The UK**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | **Around Our School**  Understand geographical similarities and differences through studying the human and physical geography of a small area. | **The Four Seasons**  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | **The UK**  Use world maps, atlases and globes to identify the United Kingdom and its countries.  **The Four Seasons**  Use simple fieldwork and observational skills.  **Around Our School**  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| Year 2 | **Around the World in 80 days**  Name and locate the world’s seven continents and five oceans. | **Hexham and Kallupatti in In India**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. | **Hexham and Kallupatti in India**  Use geographical vocabulary to understand human and physical geography.  **Hexham**  Use geographical vocabulary to understand human and physical geography.  **Castles**  Use geographical vocabulary to understand human and physical geography. | **Around the World in 80 Days**  Use world maps, atlases and globes to identify the countries, continents and oceans.  **Hexham**  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  **Hexham**  Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.  **Castles**  Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. |
| Year 3 | **South America and Kielder**  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  **Counties and Cities**  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical fe  atures | **South America and Kielder**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.  **Northumberland and Greece**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Greece. | **South America and Kielder**  Describe and understand key aspects of: physical geography, including: climate zones and biomes. Describe and understand the types of land use and economic activity of the Amazon Rainforest and Kielder Forest.  **Northumberland and Greece**  Describe and understand types of settlement, land use and economic activity. | **South America and Kielder**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)  **Counties and Cities**  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| Year 4 | **Newcastle or Hexham?**  Identify human and physical characteristics, key topographical features: coasts and rivers and land-use patterns.  **Roman Northumberland**  Identify human and physical characteristics and land use and how some of these aspects have changed over time. | **Newcastle or Hexham?**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | **Rivers**  Describe and understand the key aspects of rivers and the water cycle. | **Newcastle or Hexham?**  Use maps and digital/computer mapping to locate cities and towns.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.  **Newcastle or Hexham**  **Rivers**  **Roman Northumberland**  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |