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  EYFS guidance | 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. |
| Nursery  Skills | Use specific vocabulary to describe position in a range of contexts. | Describe a familiar journey.  Use digital technology to see that location.  Describe different countries and environments in different terms: weather, animals, clothes needed. | Describe a familiar journey.  Use digital technology to see that location.  Suggest ways to show respect and care for living things and environments.  Describe different countries and environments in different terms: weather, animals, clothes needed. | Handle, experience and discuss real natural resources and processes e.g. Snow, rain, sun, ice, water, wind.  Suggest ways to show respect and care for living things and environments.  Show respect and care for living things and environments.  E.g bug hotel, butterflies and tadpoles. |
| Reception | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Reception  EYFS guidance | 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. |
| Reception Skills | Experience and talk about features of the local environment.  Describe and draw a simple map of a familiar journey. | Experience the local natural environment:Dukes Wood.  Contrast with different environments.  Talk about similarities and differences. | Experience an aspect of local life: Market town. Talk about similarities and differences to other places from stories. | Experience the local natural environment:Dukes Wood.  Contrast with different environments.  Talk about similarities and differences.  Experience and discuss seasonal changes. |
| Year 1 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 1  Curriculum knowledge | **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 1 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 1  Skills | **The UK**  Make simple comparisons between features of different places.  Use maps to locate places on the map of the UK.  Discuss and share viewpoints. | **Around Our School**  To be able to investigate their locality: school.  To use simple fieldwork and observational skills to study the geography of their school and its grounds.  To express their own views about places and the local area.  To draw simple feature they observe in the local area  To experience simple scale drawings of the local area.  To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Use aerial photos and plan perspectives to recognise human & physical features and landmarks. | **The Four Seasons**  Name the seasons and talk about the changes that typically happen during each season in the UK.  Describe the weather locally.  Research weather forecasts and create own weather forecast using weather vocabulary.  Understand adverse weather and its impact locally. Plan how to protect yourself from adverse weather. | **The UK**  Make simple comparisons between features of different places.  Use maps to locate places on the map of the UK.  Discuss and share viewpoints.  **The Four Seasons**  Use a rain gauge, thermometer and wind gauge to monitor weather.  Collect data from weather monitoring equipment.  Present date in a graph  Interpret data from a graph. |
| Year 2 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 2  Curriculum knowledge | **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.  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.  **Coastal Village**  Use geographical vocabulary to understand human and physical geography.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | **Around the World in 80 Days**  Use world maps, atlases and globes to identify the countries, continents and oceans.  **Hexham and Kallupatti in In India**  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.  Use simple compass directions (North, South, East and West)  **Hexham and Kallupatti in In India**  Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.  **Coastal Village**  Use simple fieldwork and observational skills to study the key human and physical features. |
| Year 2 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 2  Skills | **Around the World in 80 days**  Make simple comparisons between features of different places.  Use maps, globes, atlases to identify world countries, continents, oceans and capital cities.  Discuss and share viewpoints.  Compare and contrast the world's seven continents and five oceans.  Compare features of different countries, landmarks, human and physical geography. | **Hexham and Kallupatti in In India**  Sort, groups, discuss and compare human and physical features of the local area.  Identify geographical features on maps of the local area.  Create a simple map of the local area using symbols and a simple key to represent landmarks.  Use simple compass directions (North, South, East and West)  Talk about local geographical features and compare it to the geographical features of another location globally. | **Hexham and Kallupatti in India**  Sort, groups, discuss and compare human and physical features of the local area.  Identify geographical features on maps of the local area.  Create a simple map of the local area using symbols and a simple key to represent landmarks.  Talk about local geographical features and compare it to the geographical features of another location globally.  **Coastal Village**  Use specific vocabulary to express views, thoughts and feelings about the unit of work.  Talk about and human and physical features. | **Around the World in 80 days**  Make simple comparisons between features of different places.  Use maps, globes, atlases to identify world countries, continents, oceans and capital cities.  Discuss and share viewpoints.  **Hexham and Kallupatti in In India**  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.  **Coastal Village**  Use simple fieldwork and observational skills to study the key human and physical features. |
| Year 3 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 3  Curriculum knowledge | **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 features | **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.  **Counties and Cities**  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features | **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 3 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 3  Skills | **South America and Kielder**  Use maps, globes, atlases to identify position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  Use globes, atlases maps and digital mapping to locate locations beyond the UK.  Understand keys and symbols on an OS map (Kielder)  **Counties and Cities**  Follow a route on a map from a familiar location with the local area to another location using four figure grid referencing and or 8 points of a compass.  Plan and follow a route using maps. | **South America and Kielder**  Compare climate zones of local area (Kielder Forest) and South America (Amazon rainforest)  Compare and contrast land use in the local area (Kielder Forest) and South America.  **Northumberland and Greece**  Describe, compare and contrast locations within the UK and beyond the UK (A region in Europe)  Describe features of localities beyond the UK (A region in Europe)  Suggest reasons for the location of settlements in particular places. | **South America and Kielder**  Compare climate zones of local area (Kielder Forest) and South America (Amazon rainforest)  Compare and contrast land use in the local area (Kielder Forest) and South America.  **Counties and Cities**  Explain and describe features of localities beyond the local area within the UK.  Compare and contrast human processes: Land use and settlement of different places.  Compare and contrast physical geography of localities beyond the local area within the UK.  Suggest reasons for the location of settlements in particular places.  **Northumberland and Greece**  Describe, compare and contrast locations within the UK and beyond the UK (A region in Europe)  Describe features of localities beyond the UK (A region in Europe) | **South America and Kielder**  Use and understand keys and symbols on an OS map (Kielder)  Present information in a range of graphs and charts.  **Counties and Cities**  Use digital technologies to measure distances of journeys within the UK. |
| Year 4 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 4  Curriculum knowledge | **Newcastle or Hexham?**  Identify human and physical characteristics, key topographical features: coasts and rivers and land-use patterns.    **Roman Northumberland**  **I**dentify 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.    Describe and understand key aspects of the physical geography and human geography of a region.    **Newcastle or Hexham?**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | **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**  **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. |
| Year 4 | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| Year 4  Skills | **Newcastle or Hexham?**  Use digital / computer mapping to locate places and map features studied.  **Roman Northumberland**  Compare and contrast historical and present day maps to identify how changes occurred in human and physical geography and land use of a location over time. | **Newcastle or Hexham**  Support reasons for the similarities and differences between the human and physical features of a region with factual evidence.  Identify humans and physical features that have contributed towards the change and development of a locality.  Explain the way in which a physical location can determine the growth of a settlement or industry. | **Newcastle or Hexham**  Support reasons for the similarities and differences between the human and physical features of a region with factual evidence.  Identify humans and physical features that have contributed towards the change and development of a locality.  Explain the way in which a physical location can determine the growth of a settlement or industry.  **Rivers**  Identify physical processes (water cycle)  Identify physical processes (river formation)  Identify human processes of places near river Tyne: trade links and land use. | **Newcastle or Hexham**  Use digital technology to observe and present the human and physical features of a region in the UK.  Communicate findings in geographical terms.  **Roman Northumberland**  Observe human and physical geography of local locations. Use primary and secondary sources to find information.  Communicate findings in geographical terms.  **Rivers**  Recreate a river system and observe river processes. |