

Hambleton CE Core knowledge and skill progression - Geography

Disciplinary concepts		Early Years	Y1	Y2	Y3/4	Y5/6
Mapping skills	Knowledge	To know that you can use a map to find something	<p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that a map is a picture of a place, usually drawn from above.</p> <p>To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards)</p> <p>To know what a compass is used for.</p>		<p>To know how the globe is divided up into hemispheres.</p> <p>To know how and why we use lines of latitude and longitude.</p> <p>To understand how time zones vary throughout the globe.</p> <p>To know that compass points also divide into NE / NW/ SE / SW</p>	
	Skills	To draw or follow simple maps through stories or treasure maps during play. To use small world resources to make simple layouts.	<p>Use an atlas to locate the four countries of the UK.</p> <p>Use a world map and globe to locate two of the world's seven continents (Europe and Asia).</p> <p>Use a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</p> <p>Use directional language to describe</p>	<p>Using a world map, globe and atlas to locate all the world's seven continents and five oceans</p> <p>Recognising human features and physical features on aerial photographs and plan perspectives.</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>	<p>Locate features using the 8 points of a compass.</p> <p>Accurately use 4-figure grid references to locate features on a map.</p> <p>Locate the Equator, Tropics and hemispheres on a globe.</p> <p>To describe the difference between latitude and longitude.</p>	<p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</p>

			<p>features on a map in relation to other features.</p> <p>Begin to use the compass points (N, S, E, W) to describe location of features on a map.</p> <p>Use directional language to describe the location of objects in the classroom and playground.</p> <p>Recognise basic human and physical features on aerial photographs</p> <p>Draw freehand maps using simple pictures or symbols</p>	<p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p>		
Observational skills	Knowledge	Know that you can learn about your environment by looking, watching and observing.	Know the different ways you can learn about the wider world through books, films, media, pictures.	To know that there are different ways to make observations such as collecting data through tally charts or surveys	To know the main geographical features of Hambleton	To know the most appropriate way to make an observation to compare or draw conclusions.
	Skills	<p>Ask questions about the world around them.</p> <p>Comment on features they see in their school and school grounds.</p>	Ask questions about the wider world from watching videos, looking at pictures and reading	<p>Recognise there are different ways to answer a question.</p> <p>Asking and answering simple questions about human and physical features near the school.</p>	Observing, recording, and naming geographical features in their local environments.	<p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p>

		Asking and answering simple questions about the features of their school area.				
Evaluation skills	Knowledge	To know that different places have different features e.g. home / school; inside / outside	To know that there are differences and similarities between places e.g. cold / hot; seaside / mountain / forest; city / countryside	To know that you can find an answer to a question through observation or data collection	To know that you have to choose an appropriate method to answer a key question.	To know which enquiry method would be appropriate to answer a specific question e.g. survey, data collection, interviews
	Skills	To be able to talk about what is the same and what is different.	To be able to compare two different places talking about similarities and differences.	Collecting quantitative data through a small survey to answer an enquiry question.	<p>Designing a questionnaire / interviews to collect quantitative fieldwork data.</p> <p>Taking digital photos and labelling or captioning them.</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data.</p>	<p>Develop own enquiry questions</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Selecting appropriate methods for data collection.</p> <p>Beginning to use standard field sampling techniques appropriately</p>
Communication skills	Knowledge	To know where they live.	<p>To know the purpose of drawing maps.</p> <p>To know that you can describe a place using drawings, words or photographs.</p>	To know that you can explain what you know about places in different ways i.e. the road is busy – we counted the cars	To know that you can research an area to find and present results.	To know the most appropriate way to present findings e.g. a poster, chart or written report.

	Skills	<p>To be able to draw a picture of a familiar place.</p> <p>To be able to describe a familiar place.</p>	<p>Drawing some of the features they notice in their school on a sketch map.</p> <p>Express their feelings about a specific place and explaining why they like/dislike some of its features.</p>	<p>Taking photographs or make recordings.</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p>	<p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Analysing and presenting quantitative data in charts and graphs.</p>	<p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Deciding how to present data when communicating geographical information.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p>
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Substantive Concepts		Early Years	Y1	Y2	Y3/4	Y5/6
Locational Knowledge	Knowledge		<p>To know that a continent is a group of countries.</p> <p>To know an ocean is a large body of water.</p> <p>To know that the world is spherical and has two poles.</p>	<p>To know the UK is made up of four countries and their names.</p> <p>To know the four capital cities of the UK.</p> <p>To know there are four bodies of water surrounding the UK and be able to name them</p> <p>To know the names of the seven continents and five oceans of the world.</p>	<p>World's different climate zones (equatorial, tropical, hot desert, temperate and polar).</p> <p>The World's biomes</p> <p>Countries near the Equator have less seasonal change than those near the poles.</p> <p>The Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>The Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle</p> <p>Know the name of some of the counties in the UK (local to Hambleton).</p> <p>Know the name of some of the cities in the UK (local to Hambleton).</p>	<p>Mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>Know the names of some of the world's most significant mountain ranges.</p> <p>Know the names of some of the world's most significant rivers.</p>

	Skills		<p>Locating two of the world's seven continents on a world map.</p> <p>Locating two of the world's oceans (Atlantic Ocean and the Pacific Ocean) on a world map.</p> <p>To be able to point to the North and South poles and the equator on a globe.</p>	<p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p> <p>Confidently locating the four countries and naming the capital cities of the four countries of the UK on a map.</p> <p>Showing on a map of the UK where they live in relation to their capital city.</p> <p>Locating the surrounding seas and oceans of the UK on a map.</p>	<p>Locating some countries in Europe and North and South America using maps</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p>	<p>Locating the world's most significant mountain ranges on a map and identifying any patterns.</p> <p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p>Locating some of the world's most significant rivers and identifying any patterns</p> <p>Locating some major cities of the countries studied.</p> <p>Locating key physical features in countries studied.</p> <p>Locating some key human features in countries studied</p>

						<p>including significant environmental regions.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features</p>
Place Knowledge	Knowledge	To know that life in other countries is different.	To know some similarities and differences between their local area and India.	To know some similarities and differences between their local area and Kenya.	To know five different European countries.	<p>To know positive and negative effects of living near a volcano.</p> <p>To know the negative effects an earthquake can have on a community.</p>
	Skills	To talk about other people's lives.	<p>Describing what physical features may occur in a hot place in comparison to a cold place including icebergs / glaciers / desert.</p> <p>Naming some key similarities and differences between the UK and India.</p>	Naming some key similarities and differences between the UK and Kenya.	<p>To be able to locate five European countries on a map.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p> <p>Describing and beginning to explain similarities and differences between two regions studied.</p>	<p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Describing and beginning to explain similarities and differences between two regions studied.</p> <p>Describing how people who live in a contrasting physical area may have different lives to people in the UK.</p>
Human Knowledge	Knowledge		To know that human features means any feature of an area that was made or built by humans.	<p>To know some key human features of the UK.</p> <p>To know that human features change over time</p>	Know which factors are considered before people build settlements.	Know that fair trading is the process of ensuring workers and paid a fair price, have safe working conditions and are treated with respect and equality.

						<p>Know some positive impacts of humans on the environment. Know some negative impacts of humans on the environment.</p> <p>Know migration is movement of people from one country to another.</p> <p>Know that the global population has grown significantly since the 1950s.</p>
	Skills		<p>To be able to compare different kinds of houses in the UK. To be able to talk about which features are human and which are physical</p>	<p>To talk about how human features change over time.</p>	<p>Describe and understand the key aspects of the world's six biomes.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p>	<p>Understanding some of the causes of climate change.</p> <p>Describing 'push' and 'pull' factors that people may consider when migrating.</p>
Physical Knowledge	Knowledge		<p>To know the four seasons of the UK.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that the Equator is an imaginary line</p>	<p>To know some key physical features of the UK such as forest, wood, cliff, mountain, sea, land, beach.</p> <p>To know that coasts (and other physical features) change over time.</p>	<p>Know where rainforests are located globally.</p> <p>Know why rainforests are important globally.</p> <p>Know the threats to the rainforest on both a local and global scales.</p> <p>Know why coasts are important and the significance of coastal</p>	<p>Know the different types of mountains and volcanoes and how they are formed.</p> <p>Know that an earthquake is an intense shaking of the ground.</p> <p>Know that a natural resource is something that people can use which comes from the natural environment.</p>

			<p>around the middle of the Earth.</p> <p>To know that the Equator is much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p>		<p>erosion and how coasts change over time.</p>	<p>Know the courses and key features of a river.</p> <p>Know the water cycle is the processes and stores which moves water around the Earth and be able to name these.</p> <p>Know the main types of land use.</p> <p>Know why oceans are important.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples</p>
	Skills		<p>Describe how the weather changes with each season in the UK.</p> <p>Describe the daily weather patterns in their locality.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	<p>To recognise human and physical features in their locality.</p> <p>Name key features of an environment – forest, wood, cliff, mountain, sea, land, beach.</p> <p>Describing the key physical features of a coast using subject specific vocabulary.</p>	<p>Mapping and labelling the six biomes on a world map.</p> <p>Describing an understanding types of settlement and land use.</p> <p>Label different features of a coast such as headland, spit, bay, cliff, stack and stump.</p>	<p>Understanding some of the causes of climate change.</p> <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p>
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