

Humanities Progression of Skills and Knowledge

	Violet	Indigo	Blue	Green	Yellow	Orange	Red
Locational Knowledge	<p>Pupils should be given opportunity to/ taught to:</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Locate and name the continents on a World Map. Locate the main countries of Europe Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Norfolk.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p>
Place Knowledge	<p>Pupils should be given opportunity to/ taught to:</p> <p>Examine at similarities, differences, patterns and change.</p> <p>Explore similarities and differences in relation to places, objects, materials and living things. Understand close and far away.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Norfolk and of a small area in a contrasting non-European country. This can include</p> <ul style="list-style-type: none"> • Names and locations of places within the county • Physical features, such as rivers, coastline, cliffs • Location of different towns and village • Different uses of land in the locality 	<p>Pupils should be given opportunity to/ taught to:</p> <p>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 concentrating on islands and sea sides</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.</p>

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Human & Physical Geography	<p>Pupils should be given opportunity to/ taught to:</p> <p>Observe detailed features of objects in their environment</p> <p>Describe the different types of building in different areas</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including: forest, hill, mountain, soil, valley, vegetation,. -key human features, including: city, town, village, factory, farm, house, office. 	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use vocabulary of size to classify – hamlet, town, city</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Describe and understand key aspects of:</p> <p>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Understand why people chose to live in onstratsing areas.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy.</p> <p>Understand how human activities can cause changes to the environment.</p> <p>Evaluate the varying viewpoints on causes of climate change.</p>
Geographical Skills & Field work	<p>Pupils should be given opportunity to/ taught to:</p> <p>Explore maps, and globes in discussion or role play.</p> <p>Make observations about their surroundings and use simple vocabulary to describe their surroundings</p> <p>Explore books about places.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>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.</p> <p>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.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs, digital technology.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries and describe features studied.</p> <p>Use 6 figure grid references with teaching of latitude and longitude.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

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Chronological understanding	<p>Pupils should be given opportunity to/ taught to:</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Recognise similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Listen to stories about the past.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different periods of time.</p> <p>Match objects to people from different ages.</p> <p>Recognise the different between past and present in their own lives.</p> <p>Recount stories from their past.</p> <p>Identify old and new from pictures</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Sequence artefacts from closer periods of time.</p> <p>Describe memories of key events in their lives.</p> <p>Recognise differences between ways of life at different times.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Place period of time studied on a time line.</p> <p>Sequence several events or artefacts</p> <p>Use dates and terms related to the topic and that passing of time.</p> <p>Find out about everyday lives of people in times studied and compare with our life today.</p> <p>Understand that events from the past affect people's lives today.</p> <p>Give reasons for main events and changes</p> <p>Begin to understand why some people in History acted as they did and give reasons.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Place events from a period studied on a time line.</p> <p>Make comparisons between present and the past.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events in a period of time studied.</p> <p>Describe how somethings from the past affect today.</p> <p>Describe and make links between events and changes,</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Know and sequence key events related to the topic/theme being studied.</p> <p>Make comparisons between different times in the past.</p> <p>Compare an aspect of life with the same aspect in another time.</p> <p>Explore causes and results of events and the impact on people.</p> <p>Describe the main changes in a period of history from several perceptions</p> <p>Begin to identify causal factors in change.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Place event studies in topic or theme on a time line, alongside events from other topics.</p> <p>Find out the beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Know key dates, characters and events of time studied.</p> <p>Suggest causes and results of events and the impact on people.</p> <p>Speculate how presents events and actions might be seen and judged in future.</p>
Historical enquiry	<p>Pupils should be given opportunity to/ taught to:</p> <p>Ask simple questions about the past.</p> <p>Identify potential sources of information about the past.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Find answers to simple questions about the past from sources of information.</p> <p>Use stories as sources for answering questions about the past</p> <p>Observe and handle artefacts and use this to ask and answer questions.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations.</p> <p>Use a range of simple sources to devise historical questions</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use a range of sources to find out about a period of time.</p> <p>Observe small details in artefacts and pictures.</p> <p>Select and record information relevant to the period of time studied.</p> <p>Understand that events from the past are represented and interpreted I different ways and that sources can confirm or contradict.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Use evidence to build up a picture of a past event.</p> <p>Ask a variety of questions</p> <p>Give reasons for change through analysing evidence</p> <p>Support own point of view using evidence</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Identify differences between different versions of the past and give a balanced view of interpretations of the past using different points of view.</p> <p>Make conclusions with evidence as to the most likely versions of events.</p>	<p>Pupils should be given opportunity to/ taught to:</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Understand the role and opinion of propaganda.</p> <p>Devise historically valid questions about change cause similarity and difference.</p>