



Hill Avenue Academy

Physical Education Progression of Skills & Knowledge Overview

Physical Education Progression of Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Object Control	Pupils can catch a ball without dropping it. Can bounce, roll and throw a ball.	Catch a large ball with 2 hands. Bounce, throw, and roll toward a target. Start to kick ball.	Children can catch small ball with 1 hand. Can bounce, roll, throw and kick toward a target.	Consistently and competently catch a small ball. Strike a ball with hand with little accuracy. Can bounce, roll, throw and kick toward a target.	As above and catch a large ball on the move. Some accuracy when striking a ball.	Can consistently catch a large ball whilst moving in different directions. Can strike a ball with racket/bat with little accuracy.	Can catch large ball consistently in game situations. Can kick or throw to team mate with accuracy and consistently. Strike ball toward a target.
Locomotion	Pupils can run, jump, hop skip and climb in straight lines.	Pupils can jump and move in different directions.	Hop in a straight line. Jump and run in different directions.	Children can hop, jump, run in different direction and begin to skip.	Children can run, jump, hop and skip.	Children show confidence when moving in different direction when jumping, hopping and skipping.	Children confidently move freely in different directions.
Stability Progression	Children show ability to stretch. Move on two feet.	Can perform a balance in one space, can bend and stretch	Pupils can work as pair to hold a balance. Can twist, rotate and confidently bend and stretch.	Pupils can work as pair to hold a balance. Can twist, rotate and confidently bend and stretch.	Attempt full range squat and lunge and press ups with guidance. Can roll, stop and twist. Can hold a creative bilateral balance. Hold a unilateral balance	Perform bodyweight exercises without guidance. Perform a roll confidently & consistently. Can competently plan and hold a creative unilateral balance. Land a jump	Body weight exercises performed confidently and consistently. Pupils work together to hold a creative balance. Land a jump from a height safely.
Knowledge and Understanding	Understand that different people are good at different things.	Children can describe what happens to their bodies when they exercise. Describe their movements. Work in group settings	As above. Say why physical activity is important. Understand the movements they are performing.	Can describe benefits of physical activity to their health. Describe movements they are working on, can listen and contribute to class setting	Begin to explain the benefits of physical activity. Explain their movements in individual and team settings. Occasionally contribute ideas and listen to others.	Describe and understand how PA benefits holistic health. Evaluate movements and recognise where they are being successful. Can contribute ideas and respect others viewpoints.	Pupils explain why physical activity is essential to their holistic health and future life. Analyse actions identifying strengths and areas of improvement. Can share and respect ideas in competitive and non-competitive situations,
Health	Know how to wash their hands. Know how long they should brush their teeth. Know what exercise is.	Know what good and bad foods are. Know why they should brush their teeth.	Know what happens to body during exercise. Know which food groups certain foods belong in.	Understand what a balanced diet looks like.	Create their own balanced plate and know what food groups are. Understand the benefits of technology.	Understand the importance of sleep, confident in explaining why good hygiene is important.	Confident in explaining why exercise is important for healthy life style and link exercises with certain sports.



Geography Progression of Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge, Human and Physical Geography	Find places on a variety of simple maps of different scales e.g. maps of my classroom, school and local area, maps of the UK and Europe Locate our locality in the UK and can describe what it is like.	Find places on a variety of maps of different scales e.g. maps of local area, maps of the UK, Europe and the World, Globes and on-line digital maps. Name and locate the world's seven continents and the five major oceans	Use atlases, globes, maps and plans at different scales to locate some of the world's countries, focusing on Europe (including the location of Russia) and North and South America. Identify the position and understand the significance of the	Use atlases, globes, maps and plans at different scales to confidently locate the world's countries, focusing on Europe, North and South America Identify the position and understand the significance of the equator, Northern and	Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Locate the main countries in Europe	Name and locate key topological features around the world and understand how these features have changed over time. Name and locate geographical regions of the UK, describe their land-use patterns and understand how some



	<p>Name and locate the four countries and capital cities of the United Kingdom.</p> <p>Identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Talk about physical features e.g. rivers, hills, volcanoes and human features e.g. roads, shops, buildings and towns in different places</p> <p>Describe some similarities and differences between places in the UK when talking about physical and human features</p> <p>Talk about the weather in the UK and Europe and identify hot and cold places in different countries</p>	<p>Describe physical and human features of different places across the UK, Europe and the World</p> <p>Begin to understand how and why physical and human features are distinctive to different places around the world</p> <p>Begin to 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.</p> <p>Understand and can say how people can affect their environment</p>	<p>equator, Northern and Southern hemispheres</p> <p>Name and locate counties and cities of the United Kingdom, identifying some human and physical characteristics.</p> <p>Describe the physical and human features of different localities within the UK and can explain why some of the features are where they are.</p> <p>Explain how the characteristics of a place affect the lives and activities of the people who live there</p> <p>Describe geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p>	<p>Southern hemisphere, Tropics of Cancer and Capricorn.</p> <p>Analyse evidence from a range of age appropriate sources, can draw conclusions and am beginning compare and contrast places on a widening scale across the UK, Europe and the World</p> <p>Locate similar environmental regions across the world e.g. desert, rainforest, temperate regions.</p> <p>Describe the physical and human features of different localities studied and can explain why some of the features are where they are.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions, identifying some human and physical characteristics.</p> <p>Begin to identify and describe key topographical features (including hills, mountains, coasts and rivers) of locations in the UK, Europe and the World.</p>	<p>and North and South America and name and locate their main cities.</p> <p>Explain some of the reasons why some towns and cities in Europe and North and South America are located where they are</p> <p>Identify the position and significance of latitude, longitude, the Arctic and Antarctic Circle.</p> <p>Understand and can describe some aspects of physical geography e.g. climatic zones, biomes and vegetation belts.</p> <p>Understand and can describe some aspects of human geography e.g. types of settlements and land-use, economic activity linked to trade</p> <p>Understand how people can both improve and damage their environment</p> <p>Explain my views and others' views about an environmental change</p>	<p>of these aspects have changed over time.</p> <p>Compare and contrast regions in the UK with regions across the world with significant similarities and differences and am beginning some of the reasons for these similarities and differences.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand and can describe key aspects of physical geography e.g. formation of volcanoes</p> <p>Understand and can describe some aspects of human geography e.g. settlements and the distribution of the world natural resources.</p> <p>Describe how physical and human processes can change the features of a place and how these can affect the lives and activities of the people living there.</p>
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Geography Progression of Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and Map Work	Use simple maps, atlases and the globe to identify the United Kingdom and its countries. Use a simple compass and directional language	Use globes, maps and plans to locate places, physical and human features across the UK, Europe and the World Follow directions using simple compass	Use globes, maps, atlases and digital mapping to locate places, physical and human features across the UK, Europe and North and South America.	Use globes, large scale maps atlases and digital mapping to locate countries and describe their distinctive physical and human features.	Use a range of atlases, globes, maps and plans at different scales to locate physical and human features in both the UK and the wider world.	Use a range of atlases, globes, maps and plans at different scales to locate physical and human features in across the wider world, including countries not in



	<p>to describe the location of places and give simple routes</p> <p>Use simple maps, books, pictures and stories, and my own observations, to ask and answer simple questions about Geography.</p> <p>Begin to use simple geographical language to describe the scale and distance between places</p> <p>Draw simple maps and plans of places I know using simple symbols to show physical and human features</p>	<p>and directional language to find and describe the location of places.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw maps and plans to show physical and human features in different places.</p> <p>Carry out simple geographical tasks and find information using first hand observations and a range resources that are given.</p> <p>Begin to show spatial awareness by matching places on different maps e.g. the UK on small and larger scale maps.</p>	<p>Use the eight points of a compass and directional language to find and describe the location of places.</p> <p>Give the position of landmarks, physical and human features using 2-figure grid references on a map.</p> <p>Use basic symbols and a key when drawing maps and plans to show key features of places</p> <p>Begin to use observations, sketch maps, plans, graphs and digital technologies to record physical and human features of places</p>	<p>Confidently use the eight points of a compass and directional language to find and describe the location of places.</p> <p>Give the position of landmarks, physical and human features using 4-figure grid references and key on a map (including Ordnance Survey maps)</p> <p>Follow a route on a large scale map</p> <p>Draw a sketch map from a high view point</p> <p>Draw plans and maps to scale to show the human and physical features of places in the UK and locations across the world</p> <p>Use easy to read instruments e.g. a rain gauge to gather information to carryout geographical investigations</p>	<p>Compare and contrast places on a widening scale across the UK, Europe and the World.</p> <p>Draw maps and plans with increasing accuracy to scale includes a key</p> <p>Use a key to make deductions about the landscape, physical and human features of a place.</p> <p>Draw plans and maps with increasing accuracy to show physical and human features in both the UK and the wider world.</p> <p>Present geographical observations as field sketches that show my understanding of patterns, movement or change.</p>	<p>Europe, North and South America.</p> <p>Use field work to observe, measure and record physical and human features in the local area</p> <p>Give the position of landmarks, physical and human features using 6-figure grid references and longitudes and latitudes on a map</p> <p>Annotate sketches to describe and explain geographical processes and patterns e.g. the water cycle.</p> <p>Use a database to present, interrogate and amend geographical information gathered and stored</p> <p>Use a range of measuring instruments to carryout geographical investigations.</p>
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