

Year 2 - Progression of Knowledge and Skills Geography

Term	Knowledge	Skills
Autumn Would you prefer to live in a hot or cold place?	- To be able to name the seven continent of the world - To know some similarities and differences between their local area and a contrasting non-European country - To know that the equator is an imaginary line around the Earth - To know that the Equator is much closer to the sun than the poles - To know that the North and South pole are the northernmost and southernmost points on Earth - To know that different parts of the world experience different weather conditions and these are caused by location - To know that a globe is a spherical model of the Earth - To begin to recognise world maps as a flattened globe	- Locating all the world's seven continents on a world map - Describe and begin to explain some key similarities and differences between their local area and a small area of a contrasting non-European country - Describe what physical features may occur in a hot place in comparison to a cold place - Locate some hot and cold areas of the world on a world map - Locate the Equator and North/South pole on a world map - Locate hot and cold area of the world - Use a world map, globe and atlas to locate all the world's continents - Use locational language and the compass points to describe the location of features - Recognise human and physical features on aerial photographs and plan perspectives - Recognise there are different ways to answer a question - Ask and answer simple questions about human and physical features of the area surrounding school grounds

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Spring Why is our world wonderful?	- To be able to name the seven continent of the world - To be able to name the five oceans of the world - To name some characteristics of the four capital cities of the UK - To know the four capitals of the UK - To know that a capital city is the city where a country's government is located - To know some key physical features of the UK - To know some key human features of the UK - To begin to recognise world maps as a flattened globe - To know that maps need a title and purpose - To know that maps need a key to explain what the symbols and colours represent - To know that a tally chart is a way of collecting data quickly	- Locating all the world's seven continents on a world map - Locating the world's five oceans on a world map - Showing on a map the oceans nearest the continent they live in - Confidently locate the capital cities of the four countries of the UK on a map - Identify characteristics of the four capital cities of the UK - Showing on a map the city, town or village where they live in relation to their capital - Recognise why maps need a title - Use an atlas to locate the four capital cities of the UK - Use a world map, globe and atlas to locate all the world's continents - Use a world map, globe and atlas to locate the world's oceans - Use locational language and compass points to describe the location of features - Use locational language and compass points to describe the route on a map - Recognise landmarks of a city studied on aerial photographs and plan perspectives - Recognise human and physical features on aerial photographs and plan perspectives

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Spring Why is our world wonderful?		• Draw a map and using class agreed symbols make a simple key • Draw simple sketch maps of the playground, school grounds using symbols to represent human and physical features • Find given OS symbol on a map with support • Begin to draw objects to scale • Using aerial photographs draw a simple sketch map using basic symbols for a key • Recognise there are different ways to answer a question • Ask and answer simple questions about human and physical features of the area surrounding school grounds • Discuss features they see in the area surrounding school • Classify features they notice into human and physical • Present data in simple tally charts or pictograms • Ask and answer simple questions about data

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Summer What is it like to live by the coast?	• To know that a sea is a body of water that is smaller than an ocean • To know that there are four bodies of water surrounding the UK and name them • To know that coasts change over time • To know that a sea is a body of water that is smaller than an ocean • To know some key features of the UK • To begin to recognise world maps as a flattened globe • To know that maps need a title and purpose • To know that a tally chart is a way of collecting data quickly • To know that a pictogram is a chart that uses pictures to show data	• Locating the world's five oceans on a world map • Showing on a map the oceans nearest the continent they live in • Locating the surrounding seas and oceans of the UK on a map of this area • Describe the key physical features of a coast using specific vocabulary • Describe and understand the differences between a city, town and village • Describe the key human features of a coastal town using specific vocabulary • Recognise why maps need a title • Use an atlas to locate the four capital cities of the UK • Use a world map, globe and atlas to locate all the world's continents • Use a world map, globe and atlas to locate the world's oceans • Use locational language and compass points to describe the location of features • Use locational language and compass points to describe the route on a map • Use a map to follow a prepared route • Recognise human and physical features on aerial photographs and plan perspectives

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Summer What is it like to live by the coast?		• Draw a map and using class agreed symbols make a simple key • Draw simple sketch maps of the playground, school grounds using symbols to represent human and physical features • Find given OS symbol on a map with support • Begin to draw objects to scale • Using aerial photographs draw a simple sketch map using basic symbols for a key • Recognise there are different ways to answer a question • Ask and answer simple questions about human and physical features of the area surrounding school grounds • Discuss features they see in the area surrounding school • Classify features they notice into human and physical • Present data in simple tally charts or pictograms • Ask and answer simple questions about data • Collect quantitative data through a small survey • Take digital photographs of the local area