

Year 2 Geography Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: Fieldwork and local environmental study</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and the grounds and the key human and physical features of its surrounding environment. • Use simple compass directions 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 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>Spring 1 and 2: Countries and capitals</p> <ul style="list-style-type: none"> • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). • Describe and understand key aspects of human geography including types of settlement and land use. 		
<p>Summer 1 and 2: Geographical differences (comparing the UK and Non-EU country)</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. • Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. 		

- 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.

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Key Stage 1 Geographical skills	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> • Ask their own Geographical questions such as: “Where is it?” “What’s it like?” 		
<ul style="list-style-type: none"> • Make appropriate observations about why things happen. 		
<ul style="list-style-type: none"> • Make simple comparisons between features of different places. 		
<ul style="list-style-type: none"> • Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. Use North, South, East, West. 		
<ul style="list-style-type: none"> • Draw a map of a real or imaginary place. EG: Add detail to a sketch map from an aerial photograph. 		

<ul style="list-style-type: none"> • Begin to understand the need for a Key on a map. Use class agreed symbols to create a simple Key. 		
<ul style="list-style-type: none"> • Follow a route on a map and use an Infant Atlas to locate places. 		
<ul style="list-style-type: none"> • Begin to spatially match places. EG: Identify the UK on a small and larger scale map. 		
Style of map		
<ul style="list-style-type: none"> • Teacher drawn base maps • Large scale OS maps • Infant Atlas • Use aerial photographs to recognise landmarks 		