**Y2 Geography Whole School Progression of Knowledge and Skills**

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| **YEAR TWO** | | | |
| **Context** | **Continents, Oceans and our home countries.** | **Hot and cold places** | **Zambia** |
| **Vocabulary/Significant Knowledge** | Map, village, town, city, county, country, continent, world, land, location, ocean, North, South, East, West, physical, human, features, | Weather, hot, cold, world, Equator, temperature, Arctic, Antarctica, North Pole, South Pole, hot desert, rainforest, ice berg, sand dunes, nomad, rain, river, adapt, environment, habitat. | Zambia, features, physical, human,  Building, map, office, route, street  Symbol, crop, farm, flood, market  Waterfall, wildlife, eastern,  Northern, southern, western. |
| **Enquiry Questions** | Where in the world am I?  Where are the worlds continents?  Where are the worlds oceans?  How can I show the continents and oceans on a map?  What are the main features of each continent?  What is special about each continent?  Which continent is my home country in? | Where are the world hot and cold places?  What is it like in the worlds hot and cold places?  Where can I find out about a hot or cold place? (Antarctica)  How do animals adapt to hot and cold places?  What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place?  How can I describe what it is like in a hot or cold place? | What are the human and physical features like in Zambia?  Where is Mugurameno and what would you like to learn about it?  Do we use rivers near us in the same way as the Mugurameno people?  Do we eat the same food as the Mugurameno villagers?  How do the people protect themselves and their homes from wild animals?  What is daily life like in the village? |
| **Locational**  **Knowledge** | * Name, locate the world’s seven continents and five oceans. | * Locate hot and cold areas of the world in relation to the equator. * Locate the Equator and North and South Poles on a map or globe. | * Name and locate a local town and understand how some places are linked to other places e.g. roads, trains. * Locate the Equator and North and South Poles on a map or globe. |
| **Place Knowledge** |  | * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non European country. | * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non European country. |
| **Human And Physical Skills** | * Identify, observe and describe human and physical features:   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. | * 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. * Identify, observe and describe human and physical features:   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. | * Identify, observe and describe human and physical features:   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. |
| **Geographical Skills and Fieldwork** | * Ask simple geographical questions e.g. What is it like to live in this place? * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. * 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. | * Ask simple geographical questions e.g. What is it like to live in this place? * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. * 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. * 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. | * Ask simple geographical questions e.g. What is it like to live in this place? * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. * Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. * 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. * 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. |