

Geography Curriculum Map & Skills Progression



Year 2 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
London Long Ago	Water, wings and whoosh	LIFE!
<p><u>Place knowledge</u> 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. [Mapping of Skelmersdale and local topographical features such as River Tawd. Comparison to capital city and its comparable topographical features such as River Thames – linked from Year 1 Curriculum]</p> <p><u>Human and physical geography (vocab)</u> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans. [recap seas surrounding the British Isles from Year 1 Curriculum]</p> <p><u>Human and physical geography (vocab)</u> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p><u>Place knowledge</u> 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. [Linked to a study of North Africa's topographical features]</p> <p><u>Geographical Skills & Fieldwork</u> 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. [Linked to a comparison of North Africa's physical features vs UK]</p>

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<p><u>Geographical Skills & Fieldwork</u> 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><u>Human and physical geography (vocab)</u> Use basic geographical vocabulary to refer to key human features, including: <u>city</u>, <u>town</u>, <u>village</u>, <u>factory</u>, <u>farm</u>, <u>house</u>, <u>office</u>, <u>port</u>, <u>harbour</u> and <u>shop</u></p>	<p><u>Human and physical geography (vocab)</u> Use basic geographical vocabulary to refer to key human features, including: <u>city</u>, <u>town</u>, <u>village</u>, <u>factory</u>, <u>farm</u>, <u>house</u>, <u>office</u>, <u>port</u>, <u>harbour</u> and <u>shop</u></p>	<p><u>Human and physical geography (vocab)</u> Use basic geographical vocabulary to refer to key physical features, including: <u>beach</u>, <u>cliff</u>, <u>coast</u>, <u>forest</u>, <u>hill</u>, <u>mountain</u>, <u>sea</u>, <u>ocean</u>, <u>river</u>, <u>soil</u>, <u>valley</u>, <u>vegetation</u>, <u>season</u> and <u>weather</u></p> <p><u>Human and physical geography</u> <u>Identify seasonal and daily weather patterns in the United Kingdom</u> and the location of hot and cold areas of the world <u>in relation to the Equator</u> and the North and South Poles. [Linked to a comparison of North Africa's weather patterns vs UK]</p>
<p>Year 2 Key Skills</p>		
<p><u>Fieldwork skills</u> Use cameras and audio equipment to record <u>geographical features</u>, <u>changes</u>, <u>differences</u> e.g. <u>weather</u>, <u>seasons</u>, <u>vegetation</u>, <u>buildings</u> etc.</p> <p><u>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key</u></p>	<p><u>Mapping skills</u> Locate land and sea on maps.</p> <p>Use a range of maps and globes (including picture maps) at different scales.</p> <p><u>Enquiry & Investigation skills</u> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment.</p>	<p><u>Fieldwork skills</u> Use cameras and audio equipment to record <u>geographical features</u>, <u>changes</u>, <u>differences</u> e.g. <u>weather</u>, <u>seasons</u>, <u>vegetation</u>, <u>buildings</u> etc.</p> <p><u>Enquiry & Investigation skills</u> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment.</p>

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<p><u>human and physical features of its surrounding environment.</u></p> <p><u>Enquiry & Investigation skills</u> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment.</p> <p><u>Mapping skills</u> Know which direction is North on an OS map.</p> <p>Use a range of maps and globes (including picture maps) at different scales.</p> <p>Recognise landmarks and basic human features on aerial photos.</p> <p>Find a given OS symbol on a map with support Begin to realise why maps need a key.</p> <p>Use large scale maps and aerial photos of the school and local area.</p>	<p>Investigate through observation and description.</p> <p><u>Communication skills</u> Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Run simple searches within specific geographic software.</p> <p>Describe and add simple labels to a digital map and electronic images.</p>	<p>Investigate through observation and description.</p> <p>Recognise differences between their own and others' lives.</p> <p><u>Communication skills</u> Notice and describe patterns.</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p> <p>Run simple searches within specific geographic software.</p> <p>Describe and add simple labels to a digital map and electronic images.</p>
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<p>Communication</p> <p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.)</p>					
Year 2 Curriculum Enrichment Opportunities					
<p>Year 2 will conduct a local Park study, linking into key human and physical vocabulary and compass/ directional language.</p>			<p>Year 2 will conduct a physical geography study at The Beacon Country Park, linking to aerial photography and drawing maps of our local area.</p>		
Year 2 Vocabulary					
Field	Subway	Northern hemisphere	North America	Landscape	Temperature
Path	Road	Southern hemisphere	South America	Weather	Windy
Building	Bridge	Indian Ocean	Europe	Transport links	Sunny
Route	Roundabout	Pacific Ocean	Asia	Shops	Snowing
Map	Car park	Southern Ocean	Oceania	Town/ Village/ City	Rain
Aerial	Residential commercial		Atlantic Ocean	Tourist attraction	Breeze
			Arctic Ocean	Storm	Hail
				Forecast	Season