



Year 2

United Kingdom



End Point Assessment

I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

I can explain what a physical and human feature is.

I can name and sort the physical and human features of countries within the UK

I know the UK is an Island and name the 3 seas that surround it - English Channel, North Sea, Irish Sea.

I know typical cultural characteristics of each country: flag, national symbol, food, music, language.

Skills

Locate the world's countries, using maps to focus on Europe

Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

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 to recognise landmarks and basic human and physical features.

Vocabulary

England	England is a country that is part of the United Kingdom and has London as its capital city.
Country	A country is an area of land that has its own government and borders, like England or Scotland.
Capital City	A capital city is the main city of a country where the government is located, like London for England.
Island	An area of land surrounded by water
Population	How many people live in one particular place. This could be the population of a city, a town, a country or the whole world.
Scotland	Scotland is a country in the United Kingdom, known for its capital city, Edinburgh.
Wales	Wales is a country in the United Kingdom with Cardiff as its capital city.
Northern Ireland	Northern Ireland is a country in the United Kingdom with Belfast as its capital city.
Union Jack	The Union Jack is the national flag of the United Kingdom.

United Kingdom	Union Jack	Maps	Aerial photographs
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Year 2

Let's Explore London



End Point Assessment	
I can confidently state that London is the capital of England and the UK, and locate it on both a world map and a map of the UK.	
I can recognize major landmarks like Big Ben, the Tower of London, Buckingham Palace, etc., and provide simple descriptions or facts about each.	
I can identify and describe various geographical features of London, such as the River Thames, parks, and hills	
I can describe the characteristics of each season in London and suggest activities or events suitable for each season.	
I can plan a detailed trip itinerary that includes how I will travel, what I will wear, which landmarks I will visit, and other relevant details.	
Skills	
I can 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	
I can 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	
I can use a map to locate London landmarks and navigate between them using compass points and directional language	
I can 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	

Vocabulary	
Capital City	A city where the government of a country or region is located. London is the capital city of England and the UK.
Geographical (Physical) Features	Natural parts of the Earth's surface, such as rivers, hills, lakes, forests, and parks. In London, the River Thames is a key geographical feature.
Landmark	A recognizable natural or man-made feature that helps people identify a location. Examples in London include Big Ben and the Tower of London.
Map	A visual representation of an area that shows physical features, landmarks, and other important locations. Children use maps to locate London and its landmarks.
Navigate	To find the way to get to a place, especially using a map. Children learn to navigate between landmarks in London using a map.

United Kingdom	Maps	Compass	Capital City
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Year 2

Land Ahoy! Australia



End Point Assessment

I can explain where Australia is located on a world map.

I can understand that Australian states and territories experience different weather.

I can describe the weather in different areas in Australia.

I can name some famous physical features in Australia.

I understand Australia has unique animals only found in Australia and name few of them.

I can create a Venn diagram comparing the daily life of an Australian Aboriginal child and a city child.

Skills

I can read and use maps to explain directions

I can 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

Vocabulary

Continent	Large geographical regions (group of countries): Asia, Africa, Europe, North America, South America, Australasia, Antarctica
Aboriginal	Aboriginal people are the first people who lived in Australia and have a rich, ancient culture
Australia	Australia is a big country and continent known for its unique animals and landscapes.
Australasia	The continent that Australia is in.
Equator	A line notionally drawn on the earth
Physical feature	Natural things that would be here even if there were no people around.
Human feature	Things made or built by people
Oceans	An ocean is a huge body of salty water that covers most of the Earth.
Southern Hemisphere	The part of the earth that lies south of the equator.
Canberra	Canberra is the capital city of Australia where important government buildings are.

Continents

Southern Hemisphere

Australia

Geographical features

Year 2
 Contrasting non-European locality:
 Sydney and London



End Point Assessment	
I can locate Sydney and London on a world map and identify them as the capitals of Australia and the United Kingdom, respectively.	
I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
I can describe key differences and similarities between Sydney and London in terms of size, population, and landmarks.	
I can compare the weather and climate in Sydney and London, explaining how they differ throughout the year.	
I can identify and describe some cultural traditions and events unique to Sydney and London.	
I can discuss what daily life is like for children in Sydney and London, including differences in schooling, activities, and family life.	
I can ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'	
I can identify shops, services, local industries, transport links, tourist attractions	
Skills	
I can use a range of maps and globes (including picture maps) at different scales. ♣ Know that maps give information about places in the world (where/what?). ♣ Recognise simple features on maps e.g. buildings, roads and fields.	
I recognise landmarks and basic human features on aerial photos	
I can use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.	
I can investigate through observation and description.	

Vocabulary	
Capital City	The city where a country's government is based.
Continent	A very large area of land that includes many countries; for example, Europe, Asia, or Australia.
Landmark	An important building, monument, or place that is well-known and often visited by people.
Climate	The usual weather conditions in a place over a long period.
Tradition	A custom or belief that is passed down through generations and is often practiced regularly.
Pacific Ocean	The largest and deepest ocean lying between Asia and Australia.
Europe	The continent that we live in.
Coastal	An area of land close to the sea

Virtual fieldwork	Place Knowledge	Human and Physical Geography
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Year 2

Local Walk: Is there enough parking in Knutsford?



End Point Assessment

I can name some places in our local area where people might need parking: local school, shops, parks, community centres, and residential areas.

I can explain why it is important to have enough parking spaces in our local area

I can name different types of parking I have seen in our local area: Street parking, car parks, designated parking spots for people with disabilities, and bike racks.

I can identify key human features, including buildings and facilities, and understand the use of land in their locality.

Skills

Use simple fieldwork and observational skills to study the geography of their local area, including the collection and presentation of data.

I can count the number of parking spaces available in different parts of the local area and record my findings in a table.

I can mark the locations where I found parking spaces during our walk.

Vocabulary

Parking Space	A designated area where a vehicle can be parked.
Fieldwork	Practical work conducted by students outside the classroom to collect data and observe real-world settings.
Congestion	Overcrowding; in this context, it refers to too many vehicles in an area, causing traffic jams and difficulty finding parking.
Residential Area	A part of the local area where people live, including houses and apartments.
Car Park	A designated area or building where multiple cars can be parked
Observation	The act of carefully watching and recording what you see in order to gather information about the local area.

Local Area	Fieldwork	Data	Traffic
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