

Geography Skills Progression

		Year 2	
NC POS	Knowledge	Skills	Vocabulary
<p>Locational and Place knowledge</p> <p>Geographical skills & Fieldwork</p>	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Use simple fieldwork and observational skills to study the geography of the school's surrounding environment – fieldwork in the local area/close proximity to the school e.g. road, parks, housing, shops.</p> <p>Study the key human and physical features.</p> <p>Compare with a school & surrounding environment in non-European country (Mexico)</p>	<p>Use maps and globes to locate the UK.</p> <p>Be able to identify the 4 countries and label the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>world</p> <p>United Kingdom</p> <p>globe</p> <p>country</p> <p>capital</p> <p>ocean</p> <p>sea</p> <p>7 continents</p> <p>compass points</p> <p>local area</p> <p>environment</p> <p>map</p> <p>route</p> <p>compare</p> <p>similarities</p> <p>differences</p> <p>school</p> <p>house</p> <p>shop</p> <p>building</p> <p>village</p> <p>town</p> <p>city</p>
<p>Human and Physical Geography</p>	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p>	<p>Use both maps and globes, identify the coldest places in the world – the Polar regions.</p> <p>Make predictions about where the hottest places in the world are.</p> <p>Children to identify the Equator and locate the places on the Equator which are the hottest.</p> <p>Use basic geographical vocab to refer to key physical features.</p> <p>Use basic geographical vocab to refer to key human features.</p>	<p>physical features</p> <p>human features</p> <p>Equator</p> <p>North Pole</p> <p>South Pole</p> <p>seasons</p> <p>weather</p> <p>climate</p> <p>ocean</p> <p>desert</p> <p>ice</p> <p>vegetation</p>

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