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| **Happiness Responsibility Friendship Respect Courage** |
| **GEOGRAPHY - Year 2** |

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| **Year 2** | | **Would you prefer to live in a hot or cold place?** | **Why is our world wonderful?** | **What is it like to live by the coast?** |
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| Skills:  Locating all the world’s seven continents on a world map. | **Locational knowledge** | ✔ | ✔ |  |
| Locating the world’s five oceans on a world map. |  | ✔ | ✔ |
| Showing on a map the oceans nearest the continent they live in. |  | ✔ | ✔ |
| Locating the surrounding seas and oceans of the UK on a map of this area . |  |  | ✔ |
| Confidently locating the capital cities of the four countries of the UK on a map of this area. |  | ✔ |  |
| Identifying characteristics (both human and physical) of the four capital cities of the UK. |  | ✔ |  |
| Showing on a map the city, town or village where they live in relation to their capital city. |  | ✔ |  |
| Knowledge:  To be able to name the seven continents of the world. | ✔ | ✔ |  |
| To be able to name the five oceans of the world. |  | ✔ |  |
| To know that a sea is a body of water that is smaller than an ocean. |  |  | ✔ |
| To know that there are four bodies of water surrounding the UK and to be able to name them. |  |  | ✔ |
| To name some characteristics of the four capital cities of the UK. |  | ✔ |  |
| To know the four capital cities of the  UK. |  | ✔ |  |
| To know that a capital city is the city where a country’s government is located. |  | ✔ |  |

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| **Year 2** | | **Would you prefer to live in a hot or cold place?** | **Why is our world wonderful?** | **What is it like to live by the coast?** |
| Skills:  Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. | **Place knowledge** | ✔ |  |  |
| Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. | ✔ |  |  |
| Describing what physical features |  |  |  |
| may occur in a hot place in comparison to a cold place. |  | ✔ |  |  |
| Knowledge:  To know some similarities and differences between their local area and a contrasting non European country. | ✔ |  |  |
| Locating some hot and cold areas of the world on a world map. | **Human and physical geography** | ✔ |  |  |
| Locating the Equator and North and South Poles on a world map. | ✔ |  |  |
| Locating hot and cold areas of the world in relation to the Equator and the North and South poles. | ✔ |  |  |
| Describing the key physical features of a coast using subject specific vocabulary. |  |  | ✔ |
| Describing and understanding the differences between a city, town and village. |  |  | ✔ |
| Describing the key human features of a coastal town using subject specific vocabulary. |  |  | ✔ |

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| **Year 2** | | **Would you prefer to live in a hot or cold place?** | **Why is our world wonderful?** | **What is it like to live by the coast?** |
| Knowledge:  To know that the Equator is an imaginary line around the middle of the Earth. | **Human and physical geography** | ✔ |  |  |
| To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. | ✔ |  |  |
| To know that the North Pole is the  northernmost point of the Earth and the South Pole is the southernmost point of the Earth. | ✔ |  |  |
| To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. | ✔ |  |  |
| To know that coasts (and other physical features) change over time. |  |  | ✔ |
| To know some key physical features of the UK. |  | ✔ |  |
| To know that a sea is a body of water that is smaller than an ocean. |  |  | ✔ |
| To know that human features change over time. |  |  |  |
| To know some key human features of the UK. |  | ✔ | ✔ |

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| **Year 2** | | **Would you prefer to live in a hot or cold place?** | **Why is our world wonderful?** | **What is it like to live by the coast?** |
| Skills:  Recognising why maps need a title. | **Geographical skills and fieldwork** |  | ✔ | ✔ |
| Using an atlas to locate the four capital cities of the UK. |  | ✔ | ✔ |
| Using a world map, globe and atlas to locate all the world’s seven continents on a world map. | ✔ | ✔ | ✔ |
| Using a world map, globe and atlas to locate the world’s five oceans. |  | ✔ | ✔ |
| Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. | ✔ | ✔ | ✔ |
| Using locational language and the compass points (N, S, E, W) to describe the route on a map. |  | ✔ | ✔ |
| Using a map to follow a prepared route. |  |  | ✔ |
| Recognising landmarks of a city studied on aerial photographs and plan perspectives. |  | ✔ |  |

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| **Year 2** | | **Would you prefer to live in a hot or cold place?** | **Why is our world wonderful?** | **What is it like to live by the coast?** |
| Skills:  Recognising human features on aerial photographs and plan perspectives. | **Geographical skills and fieldwork** | ✔ | ✔ | ✔ |
| Recognising physical features on aerial photographs and plan perspectives. | ✔ | ✔ | ✔ |
| Drawing a map and using class agreed symbols to make a simple key. |  | ✔ | ✔ |
| Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. |  | ✔ | ✔ |
| Finding a given OS symbol on a map with support. |  | ✔ | ✔ |
| Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). |  | ✔ | ✔ |
| Using an aerial photograph to draw a simple sketch map using basic symbols for a key. |  | ✔ | ✔ |

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| **Year 2** | | **Would you prefer to live in a hot or cold place?** | **Why is our world wonderful?** | **What is it like to live by the coast?** |
| Skills:  Recognising there are different ways to answer a question. |  | ✔ | ✔ | ✔ |
| Discussing the features they see in the area surrounding their school when on a walk. | **Geographical skills and fieldwork** |  | ✔ | ✔ |
| Asking and answering simple questions about human and physical features of the area surrounding their school grounds. | ✔ | ✔ | ✔ |
| Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. |  |  | ✔ |
| Classifying the features they notice into human and physical with teacher support. |  | ✔ | ✔ |
| Taking digital photographs of |  |  |  |
| geographical features in the locality. |  |  |  | ✔ |
| Making digital audio recordings when interviewing someone. |  |  | ✔ |
| Presenting data in simple tally charts or pictograms and commenting on what the data shows. |  | ✔ | ✔ |
| Asking and answering simple questions about data. |  | ✔ | ✔ |

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| **Year 2** | | **Would you prefer to live in a hot or cold place?** | **Why is our world wonderful?** | **What is it like to live by the coast?** |
| Knowledge:  To know that a globe is a spherical model of the Earth. | **Geographical skills and fieldwork** | ✔ |  |  |
| To begin to recognise world maps as a flattened globe. | ✔ | ✔ | ✔ |
| To know that maps need a title and purpose. |  | ✔ | ✔ |
| To know that maps need a key to explain what the symbols and colours represent. |  | ✔ |  |
| To know that a tally chart is a way of collecting data quickly. |  | ✔ | ✔ |
| To know that a pictogram is a chart that uses pictures to show data. |  |  | ✔ |