

**Yearly Knowledge and Skills Progression**  
**Subject: Geography**      **We follow the KAPOW Curriculum for Geography**  
**Year 2**

We have identified 3 BIG IDEAS that run through our geography curriculum. These are evident threads that run through the year group

- 1. Space and Place** **2. Scale** **3. Environment and Sustainability**

**Kapow Units Across the Year**  
**(Must be taught in order throughout the year)**

Children revisit the concept of place by studying another non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and, as in Year 1, compare this to their locality. 'Why is our world wonderful?', the second unit in Year 2 gives pupils the chance to look at features in the UK and explore further physical and human features in the wider world. The third unit builds on geographical skills learnt in Key stage 1 so far and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary

**Autumn Term**

**Spring Term**

**Summer Term**

**Would you prefer to live in a hot or cold place?**



**6 sessions**

Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.

**Lesson 5 involves fieldwork**

**Why is our world wonderful?**



**7 sessions**

**(including Year 2 sustainability lesson)**

Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.

**Lesson 5 involves fieldwork**

**What is it like to live by the coast?**



**6 sessions**

Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.

**Lesson 5 involves fieldwork**

## Autumn Term

Would you prefer to live in a hot or cold place?



### Suggested prior learning



What is the weather like in the UK?

### Key Knowledge gained:

#### Locational knowledge

- To be able to name the seven continents of the world.

#### Place Knowledge

- To know some similarities and differences between their local area and a contrasting non European country (Kenya).

#### Human and physical geography

- To know that the Equator is an imaginary line around the middle of the Earth.
- 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 a globe is a spherical model of the Earth.
- To begin to recognise world maps as a flattened globe.

### Key Geographical Skills developed:

- Locating all the world's seven continents on a world map: in an atlas or on a globe.
- Describing and beginning to explain some key similarities and 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.
- Locating some hot and cold areas of the world on a world map.
- 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.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising human and physical features on aerial photographs and plan perspectives.

### Key Fieldwork skills developed:

- Asking and answering basic 'naming', 'describing', 'thinking about it' and 'reasoning' questions about human and physical features of the area surrounding their school grounds.
- Recognising there are different ways to answer a question.

### Key vocabulary to be grasped:

map	globe	physical feature	human feature	compass
land	ocean	sea	country	continent
weather	climate	temperate	tropical	Equator
polar	savannah	desert	rainforest	mild
rain gauge	thermometer	temperature	urban	rural

**\*Naming** – Most basic level of questioning about concrete, observable things in the immediate environment  
e.g. What is that?

**Describing** – Questions that ask for more detail about something or about something the child cannot see.  
E.g. How are these different? What's happened? Where is it? What size is it? How far away is . . . ? Etc.

**Thinking about it:** Children use their past experience/ knowledge/ inference to understand concepts/ look at objects in a variety of ways. e.g. How are these the same? What happened to all of these? What is a . . . ?

**Reasoning:** The most complex level of questioning, involving reasoning, justifying answers, and formulating logical solutions to problems. E.g. Why can't you use \_\_\_ to \_\_\_? Why can't we . . . ? What causes that to happen? Why is \_\_\_ made of \_\_\_? How can we tell that . . . ? (Based on Blanks 4 Levels of Questioning)

**Other vocabulary:**

*ice sheet      grasslands      arid*  
*pack ice      locate      vegetation*

**Fieldwork vocabulary:** rain gauge    thermometer    temperature

**Fieldwork sessions (Lesson 5):**

Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences.

**Local links/ enrichment:**

- Fieldwork in the school grounds

**Unit Outcomes**

**Pupils who are secure will be able to:**

- Name and locate the seven continents on a world map.
- Locate the North and the South Poles on a world map.
- Locate the Equator on a world map.
- Describe some similarities and differences between the UK and Kenya.
- Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.
- Recognise the features of hot and cold places.
- Locate some countries with hot or cold climates on a world map.

## Spring Term

### Why is our world wonderful?



#### Suggested prior learning



Would you prefer to live in a hot or cold place?

#### Key Knowledge gained:

##### Locational 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 the four capital cities of the UK.
- To name some characteristics of the four capital cities of the UK.
- To know that a capital city is the city where a country's government is located.

##### Human and physical geography

- To know some key human and physical features of the UK.

##### Geographical skills and fieldwork

- To begin to recognise world maps as a flattened globe.

##### To know:

- That maps need a title and purpose.
- That maps need a key to explain what the symbols and colours represent.
- That a tally chart is a way of collecting data quickly.

#### Key Geographical Skills developed:

- Locating the world's seven continents and five oceans on a world map: using a globe or atlas.
- Showing on a map the oceans nearest the continent they live in.
- 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.
- Describing the key physical features in a local river area using basic geographical vocabulary.
- Recognising why maps need a title.
- Using an atlas to locate the four capital cities of the UK.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map or to describe a route.
- Recognising landmarks of a city studied on aerial photographs and plan perspectives.
- Recognising human and physical features on aerial photographs and plan perspectives.

#### Key fieldwork skills developed:

- 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.

- Discussing the features they see in the area surrounding their school using appropriate geographical vocabulary with accuracy.
- Classifying the features they notice into human and physical with teacher support.
- Asking and answering basic 'naming', 'describing', 'thinking about it' and 'reasoning' questions about human and physical features of the area surrounding their school grounds.
- Presenting data in simple tally charts or pictograms and commenting on what the data shows.
- Asking and answering basic 'naming', 'describing', 'thinking about it' and 'reasoning' questions about data

**Key vocabulary to be grasped:**

<i>aerial photograph</i>	<i>human feature</i>	<i>physical feature</i>	<i>north</i>	<i>scale</i>
<i>continent</i>	<i>country</i>	<i>capital city</i>	<i>landmark</i>	
<i>map</i>	<i>key</i>	<i>symbol</i>	<i>locate</i>	<i>location</i>
<i>sea</i>	<i>ocean</i>	<i>lake</i>	<i>river</i>	<i>land</i>
<i>data collection</i>	<i>fieldwork</i>	<i>tally chart</i>	<i>sample</i>	

**Other vocabulary:**

vegetation OS map

**Fieldwork vocabulary:**

- data collection
- fieldwork
- tally chart
- sample

**Fieldwork sessions (Lesson 5):**

Considering what is unique about the natural environments in their locality and using fieldwork to investigate and present this.

**Local links/ enrichment:**

- Fieldwork in the woodland on our school grounds

**Sustainability Lesson:**

- To identify how travel choices can help protect the environment.

**Key Vocabulary:**

air environment fumes transport action plan pictogram

**Other vocabulary:**

cycle exercise travel

### **Unit Outcomes**

**Pupils who are secure will be able to:**

- **Identify and locate characteristics of the UK on a map.**
- **Identify human and physical features.**
- **Locate human and physical features on a world map.**
- **Explain the difference between oceans and seas.**
- **Name and locate the five oceans on a world map.**
- **Use an aerial photograph to draw a simple sketch map.**
- **Collect data by sketching findings on a map and completing a tally chart.**
- **Present their findings in a bar chart.**

## Summer Term

### What is it like to live by the coast?



#### Suggested prior learning



Why is our world wonderful?

#### Key Knowledge gained:

##### Locational knowledge

- To know that there are four bodies of water surrounding the UK and to be able to name them.

##### Human and physical geography

###### To know:

- That a sea is a body of water that is smaller than an ocean.
- That coasts (and other physical features) change over time.
- Some key human and physical features of the UK.

##### Geographical skills and fieldwork

###### To know:

- That maps need a title and purpose.
- That maps need a key to explain what the symbols and colours represent.
- That a tally chart is a way of collecting data quickly.
- That a pictogram is a chart that uses pictures to show data.

#### Key Geographical Skills developed:

- Showing on a map the oceans nearest the continent they live in.
- Locating the surrounding seas 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.
- Describing the key human and physical features of a coast and how it changes over time using subject-specific vocabulary.
- Describing and understanding the differences between a city, town and village.
- Recognising why maps need a title.
- Using an atlas to locate the four capital cities of the UK.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map or to describe a route.
- Using a map to follow a prepared route.
- Recognising human and physical features on aerial photographs and plan perspectives.

#### Key fieldwork skills developed:

- Collecting quantitative data through a small survey of the local area/school to answer an enquiry question
- Presenting data in simple tally charts or pictograms and commenting on what the data shows.
- Asking and answering basic 'naming', 'describing', 'thinking about it' and 'reasoning' questions about human and physical features of the area surrounding their school grounds.
- Asking and answering basic 'naming', 'describing', 'thinking about it' and 'reasoning' questions about data

**Key vocabulary to be grasped:**

<i>country</i>	<i>city</i>	<i>capital city</i>	<i>town</i>	<i>village</i>
<i>coast*</i>	<i>coastline*</i>	<i>sea</i>	<i>ocean</i>	<i>island</i>
<i>cliff</i>	<i>arch</i>	<i>bay</i>	<i>stack</i>	<i>harbour</i>
<i>human feature</i>	<i>physical feature</i>	<i>locate</i>	<i>location</i>	<i>pier</i>
<i>fieldwork</i>	<i>tally chart</i>	<i>pictogram</i>	<i>data collection</i>	<i>mudflat</i>

\*To note for students: the difference between **the coast (the land along the sea or ocean)** and **the coastline (the boundary where the land meets the water)**.

**Other vocabulary:**

aquarium    tourist    sand dunes

**Fieldwork vocabulary:** fieldwork    tally chart    pictogram    data collection

**Fieldwork sessions (Lesson 5):**

Investigating how people use the local **town\*** by completing a tally chart.

\*Note: we will be visiting Reigate, not a seaside town, and will compare what attracts people to Reigate and how it differs to what attracts people to Weymouth (lesson 4) looking at how the human/ physical features of an area may affect this.

**Local links/ enrichment:**

- Trip into Reigate: following a planned route on a map of the local area and recognising human and physical features that may attract visitors into Reigate

**Unit Outcomes**

Pupils who are secure will be able to:

- Name and locate the seas and oceans surrounding the UK in an atlas.
- Label these on a map of the UK.
- Describe the location of the seas and oceans surrounding the UK using compass points.
- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features on the local coast.
- Identify human features in our local town of Reigate.
- Describe how people use the coast and how this compares to how we use our local town of Reigate.
- Follow a prepared route on a map.
- Record data using a tally chart.
- Represent data in a pictogram.
- Describe how our local town of Reigate has been used.

**British Values/SMSC**

- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.

**End points – by the end of Year 2 pupils should be able to:**

- I can name and locate the world's seven continents and five oceans on a world map or globe
- I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- I understand what is the same and different about the human and physical features of a small area of the United Kingdom (Reigate), and a small area in a contrasting non-European country (Kenya)
- I can identify seasonal and daily weather patterns in the United Kingdom
- 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 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans that I have learnt about in Year 1 and 2 (England, Scotland, Wales, Northern Island, Kenya, China, Europe, Asia, Africa)
- 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