

Year 2	Below	Just below	Inline
Locational Knowledge The UK and local area The world and continents	<ul style="list-style-type: none"> Pupils can name and locate four of the seven continents of the world. Pupils can name and locate three of the five oceans of the world. Pupils can name and locate the four countries of the United Kingdom. Pupils can name three of the four capital cities of the United Kingdom 	<ul style="list-style-type: none"> Pupils can name and locate five of the seven continents of the world. Pupils can name and locate four of the five oceans of the world. Pupils can name and locate the four countries of the United Kingdom. Pupils can name the four capital cities of the United Kingdom. 	<ul style="list-style-type: none"> Pupils can name and locate the seven continents of the world. Pupils can name and locate the five oceans of the world. Pupils can name and locate the four countries of the United Kingdom. Pupils can name the four capital cities of the United Kingdom.
Place Knowledge Understanding places and connections	<ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography. Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography. 	<ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography. Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography. 	<ul style="list-style-type: none"> Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography. Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography.
Human and Physical Geography	<ul style="list-style-type: none"> Pupils can identify seasonal patterns. Pupils can locate a small number of hot and cold areas of the world in relation to the Equator and North and South Poles. Pupils can use basic geographical vocabulary to refer to human features. Pupils can use basic geographical vocabulary to refer to physical features. 	<ul style="list-style-type: none"> Pupils can identify seasonal patterns and are beginning to identify daily weather patterns. Pupils are becoming more confident locating hot and cold areas of the world in relation to the Equator and North and South Poles. Pupils can use a range of basic geographical vocabulary to refer to human features. Pupils can use a range of basic geographical vocabulary to refer to physical features. 	<ul style="list-style-type: none"> Pupils can identify seasonal and daily weather patterns. Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles. Pupils can use a wide range of basic geographical vocabulary to refer to human features. Pupils can use a wide range of basic geographical vocabulary to refer to physical features.
Geographical Skills and Fieldwork Field work and investigation Map and atlas work	<ul style="list-style-type: none"> Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently. Pupils can use simple compass directions with increasing accuracy. Pupils can recognise landmarks. Pupils can devise a simple map. 	<ul style="list-style-type: none"> Pupils can use maps, atlases and globes with increasing confidence to identify studied regions. Pupils can use simple compass directions. Pupils can recognise landmarks. Pupils can devise a simple map and are beginning to include a key. 	<ul style="list-style-type: none"> Pupils can use maps, atlases and globes confidently to identify studied regions. Pupils can use simple compass directions confidently Pupils can recognise landmarks. Pupils can devise a simple map with basic symbols in a key.

Year 2	Greater depth
<p>Locational Knowledge The UK and local area The world and continents</p>	<ul style="list-style-type: none"> • Pupils can name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a range of maps. (E.g. Research food that originates from different parts of the UK and create a map showing where regional foods come from. Design a menu for a 'Great British Picnic' using these foods.) • Pupils know the local area and its physical and human geography. (E.g. Investigate how other people view the local area, e.g. tourism websites. Create a vocabulary list of the human and physical features of the local area and how people can use and change these. Describe these features and locate them on a map using images or drawings.) • Pupils know the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)
<p>Place Knowledge Understanding places and connections</p>	<ul style="list-style-type: none"> • Pupils can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics. Draw this together by annotating an image or map of the local area.) • Pupils can confidently describe the physical and human geography of a distant place. They can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so. (E.g. Complete a travel document. Act as a travel agent in a role-play, explaining confidently why people may wish to visit a range of places, including an understanding of the physical and human characteristics of the places.)
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> • Pupils can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. Pupils can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles. (E.g. Imagine you live in one of the capital cities of the UK. Use a webcam or a weather forecast for that place to observe today's weather in order to answer questions from peers about the weather in a role-play activity. Include comparisons to the weather in your area in the role play.) • Pupils can recognise different natural environments and describe them using a range of key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal and demonstrate creativity and initiative. It should label aspects of the environment including the landscape, food, weather and impact of people.) • Pupils can identify different human environments, such as the local area and contrasting settlements such as a village and a city. • Pupils can describe their features and some activities that occur there using a range of key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video, identifying two differences and two similarities to the area in which you live. Talk with confidence about which city you would prefer to live in, and why.)
<p>Geographical Skills and Fieldwork Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> • Pupils can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. • Pupils can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location.) • Pupils can describe a journey on a map of the local area locating features and landmarks seen on the journey. (E.g. After a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick.) • Pupils can use aerial photos to identify a range of physical and human features of a locality. • Pupils can draw a map with a key of places showing landmarks. (E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.) • Pupils can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and identify patterns. • Pupils can accurately locate features of the school grounds on a base map. (E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)