



Year Two Geography Progression Steps

Year 2	Developing	Expected Standard	Exceeding	Geographical Language
Locational Knowledge	<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 confidently name and locate the United Kingdom and its countries. 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, locate and identify characteristics of 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 and its surrounding seas. 	<ul style="list-style-type: none"> Seven Continents (Africa, Asia, Antarctica, Europe, North America, South America and Australia). Five Oceans (Pacific, Atlantic, Indian, Southern and Arctic). United Kingdom / London Scotland / Edinburgh Wales / Cardiff Ireland / Belfast
Place Knowledge	<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 	<ul style="list-style-type: none"> Atlas, map, globe
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, including: city, town, village, factory, farm, house, office and shop. 	<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 	<p>Key physical features Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather</p> <p>Key human features City, town, village, factory, farm, house, office, shop</p>

<p>Geographical Skills and Fieldwork</p>	<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: United Kingdom and its countries, as well as the countries, continents and oceans studied. • Pupils can use simple compass directions (north, south, east and west) and locational language (e.g. near, far) to describe the location of features and routes on a map. • Pupils can recognise landmarks • Pupils can devise a simple map and are beginning to use and construct basic symbols in a key. • Pupils use simple grid references. 	<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 	<p>Locational language (incl. Compass directions) North, south, east, west, near, far, left and right.</p>
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