





### **Geography KS1 National Curriculum**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

#### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



### Geography Implementation

Geography is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>Year 2 Geography Implementation – Key Concepts</b>
<p><b>The Key Concepts of History at Whinstone are:</b></p> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and physical geography</li> <li>• Geographical skills and enquiry</li> </ul>

<b>In Year 2 the Key Concepts of Geography are taught through the following sequence of topics::</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A comparison of Ingleby Barwick with a village in Africa		Continents & Oceans. UK & map skills		UK coastal places (seasides)	

<b>Topic Specific Vocabulary</b>
<p>Use basic geographical vocabulary to refer to:</p> <p>*key physical features, including: <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></p> <p>*key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop.</b></p>



## Whinstone Primary School Year 2 Geography



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of Geography at Whinstone.

Locational knowledge	Place Knowledge	Human & Physical geography	Geographical skills & enquiry
<p>Name and locate the 7 continents and 5 oceans on a world map/ globe.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from/ have been.</p> <p>Name and locate some seaside towns in the United Kingdom.</p>	<p>Understand the geographical similarities and differences through studying a human and physical geography of a small area of the UK (our local area) and of a small area in a contrasting non-European country (Australia – James Cook/ Kenya – Safari)</p> <p>Understand the geographical similarities and differences of a coastal town to non-coastal towns.</p>	<p>Identify human and physical features of the two localities studied above.</p> <p>Identify the location of hot and cold countries in the world, in relation to the Equator and the North and South poles.</p> <p>Identify human and physical features of coastal towns.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding area. (e.g. note-taking, videoing, data collections, sketches.)</p> <p>Fieldwork to develop knowledge and understanding of local area in close proximity to the school (e.g. roads, park, rivers, shops.)</p> <p>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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>



## Whinstone Primary School Year 2 Geography



### Geography Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
<b>Locational Knowledge</b>	I can name and locate the 7 continents and 5 oceans on a world map/ globe.
<b>Locational Knowledge</b>	I can understand that a world map shows all the countries in the world. I can identify the UK and the countries where members of the class come from/ have been.
<b>Locational Knowledge</b>	I can locate and name some seashores in the UK.
<b>Place Knowledge</b>	I can give some similarities and differences between my local area and a contrasting area.
<b>Place Knowledge</b>	I understand the similarities and differences between seaside towns and other towns.
<b>Human and Physical Geography</b>	I can identify human and physical features of the two areas studied above.
<b>Human and Physical Geography</b>	I can identify the location of hot and cold countries in the world, in relation to the Equator and the North and South pole
<b>Human and Physical Geography</b>	I can give some human features and physical features of a seaside.
<b>Geographical skills &amp; enquiry</b>	I can use simple fieldwork and observational skills to study the geography of my school and its grounds.
<b>Geographical skills &amp; enquiry</b>	I can identify key human and physical features of my school and its surrounding area. (e.g. note-taking, videoing, data collections, sketches.)
<b>Geographical skills &amp; enquiry</b>	I can use fieldwork to develop knowledge and understanding of my local area in close proximity to the school (e.g. roads, park, rivers, shops.)
<b>Geographical skills &amp; enquiry</b>	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.
<b>Geographical skills &amp; enquiry</b>	I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
<b>Geographical skills &amp; enquiry</b>	I can devise a simple map; and use and construct basic symbols in a key.