



# Singleton Church of England Primary School

## Curriculum Coverage, assessment and Progression - Rising Stars

### Geography - Curriculum Coverage, assessment and Progression - Rising Stars

#### Key Stage 1

##### KS1 Purpose of Study

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

##### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

##### KS1 Programmes of Study

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:

##### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

##### 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

- 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

Unit	Key - Geography Programme of Study Statement covered	Coverage of Statement in Rising Stars Geography (BOLD where key assessment focus takes place)	Progression of Statement in Rising Stars Geography	KLIPS Coverage
<b>Year 1 – Unit 1 Our Local Area</b>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework</p> <p>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.</p> <p>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p>	<ul style="list-style-type: none"> <li>• Year 1 Unit 1: Our Local Area</li> <li>• Year 2 Unit 3: Our Wonderful World</li> </ul>	<p><b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.</p> <p><b>End of Year 2, expected:</b> Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>– key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>▪ Use a range of maps and globes (including picture maps) at different scales.</li> <li>▪ Use vocabulary such as bigger/smaller, near/far.</li> <li>▪ Know that maps give information about places in the world (where/what?).</li> <li>▪ Locate land and sea on maps.</li> <li>▪ Use large scale maps and aerial photos of the school and local area.</li> <li>▪ Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>▪ Follow a route on a map starting with a picture map of the school.</li> <li>▪ Recognise that maps need titles.</li> <li>▪ Recognise landmarks and basic human features on aerial photos.</li> <li>▪ Know which direction is North on an OS map.</li> <li>▪ Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>▪ Use and construct basic symbols in a map key.</li> </ul>
<b>Year 1 – Unit 1 Our Local Area</b>	<p>Use simple compass directions (north, south, east and west) and</p>	<p><b>Year 1 Unit 1: Our Local Area</b></p>	<p><b>End of Year 1, expected:</b> Know about the local area and can name and locate key</p>	<ul style="list-style-type: none"> <li>▪ Use and construct basic symbols in a map key.</li> </ul>

	<p>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>Year 1 Unit 3: Animals and their Habitats Year 2 Unit 2: Journeys – Food"</p>	<p>landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate language when talking about maps and locations. Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p><b>End of Year 2, expected:</b> Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p>	<ul style="list-style-type: none"> <li>■ Know that symbols mean something on maps.</li> <li>■ Find a given OS symbol on a map with support</li> <li>■ Begin to realise why maps need a key.</li> <li>■ Look down on objects and make a plan e.g. of the classroom or playground.</li> <li>■ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>■ Use simple compass directions (NSEW).</li> <li>■ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> <li>■ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>
<p><b>Year 1 – Unit 1 Our Local Area</b></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 environment.</p>	<p><b>Year 1 Unit 1: Our Local Area</b> Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food"</p>	<p><b>End of Year 1, expected:</b> Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p><b>End of Year 2, expected:</b> Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p>	<ul style="list-style-type: none"> <li>■ Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’</li> <li>■ Investigate through observation and description.</li> <li>■ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>■ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>■ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> <li>■ Use simple electronic globes/maps.</li> <li>■ Do simple searches within specific geographic software.</li> <li>■ Use a postcode to find a place on a digital map.</li> <li>■ Add simple labels to a digital map.</li> <li>■ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>■ Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> </ul>

				<ul style="list-style-type: none"> <li>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</li> <li>Describe and label electronic images produced.</li> </ul>
<b>Year 1 – Unit 2 People and their Communities</b>	<p>Name and locate the world’s seven continents and five oceans.</p> <p><b>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</li> </ul> <p>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</p>	<p><b>Year 1 Unit 2: People and their Communities</b></p> <p>Year 1 Unit 3: Animals and their Habitats</p> <p>Year 2 Unit 3: Our Wonderful World</p>	<p><b>End of Year 1, expected:</b></p> <p>End of Year 1, expected: Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p><b>End of Year 2, expected:</b></p> <p><b>Can identify and name the relevant continents.</b> Can give some valid reasons why one aspect of a person’s life or event is of particular importance in making them/it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</p>	<ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Small area of the United Kingdom.</li> <li>Small area in a contrasting non-European country.</li> <li>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.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller, near/far.</li> <li>Know that maps give information about places in the world (where/what?).</li> <li>Locate land and sea on maps.</li> </ul>
<b>Year 1 – Unit 2 People and their Communities s</b>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>"Year 1 Unit 2: People and their Communities</b></p> <p>Year 1 Unit 3: Animals and their Habitats</p> <p>Year 2 Unit 1: Seasons</p> <p>Year 2 Unit 2: Journeys – Food"</p>	<p><b>End of Year 1, expected:</b></p> <p>Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</p> <p><b>End of Year 2, expected:</b></p> <p>Can identify and name the relevant continents.</p>	<ul style="list-style-type: none"> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’</li> <li>Investigate through observation and description.</li> <li>Recognise differences between their own and others’ lives.</li> </ul>
<b>Year 1 – Unit 2 People and their Communities</b>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</p>	<p><b>Year 1 Unit 2: People and their Communities</b></p> <p>Year 1 Unit 3: Animals and their Habitats</p> <p>Year 2 Unit 1: Seasons</p>	<p><b>End of Year 1, expected:</b></p> <p>Can describe in some detail the local area and distant locations’ features using images to support answers.</p>	<ul style="list-style-type: none"> <li>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> </ul>

	area in a contrasting non-European country.	Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World"	Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capitalises. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter. <b>End of Year 2, expected:</b> Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.	<ul style="list-style-type: none"> <li>▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> <li>▪ Use simple electronic globes/maps.</li> <li>▪ Do simple searches within specific geographic software.</li> <li>▪</li> </ul>
<b>Year 1 – Unit 2 People and their Communities</b>	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.	<b>Year 1 Unit 2: People and their Communities</b> Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons"	<b>End of Year 1, expected:</b> Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.  <b>End of Year 2, expected:</b> Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).	
<b>Year 1 – Unit 2 People and their Communities</b>	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.	<b>Year 1 Unit 2: People and their Communities</b> Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 3: Our Wonderful World	<b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it	

			<p>using geographical vocabulary. They can relate this to the animals studied in the unit.</p> <p><b>End of Year 2, expected:</b>          Can identify multiple weather types.          Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).          Write sentences about different weather types using good vocabulary.          Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.          Can identify and name some of the wonders (of the world).          Can give reasons for choices.          Correctly use most of the key vocabulary given in the unit.</p>	
<p><b>Year 1 – Unit 2 People and their Communities</b></p>	<p>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.</p>	<p><b>Year 1 Unit 2: People and their Communities</b>          Year 1 Unit 3: Animals and their Habitats          Year 2 Unit 1: Seasons          Year 2 Unit 2: Journeys – Food          Year 2 Unit 3: Our Wonderful World</p>	<p><b>End of Year 1, expected:</b>          Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.          Can use a wall map or atlas to locate and identify countries taught in the unit.</p> <p><b>End of Year 2, expected:</b>          Can locate the UK and name the countries of the UK.          Can use an atlas to name and locate on a map the four countries and capital cities of the UK.          Can use atlas, map or globe to locate some wonders (of the world).</p>	
<p><b>Year 1 – Unit 3 Animals and their habitats</b></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><b>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</b></p>	<p>Year 1 Unit 1: Our Local Area  <b>Year 1 Unit 3: Animals and their Habitats</b>          Year 2 Unit 2: Journeys – Food"</p>	<p><b>End of Year 1, expected:</b>          Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).          Can use appropriate language when talking about maps and locations.          Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>	<ul style="list-style-type: none"> <li>■ Name and locate the world’s seven continents and five oceans.</li> <li>■ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>■ Small area in a contrasting non-European country.</li> <li>■ 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.</li> <li>■ Use basic geographical vocabulary to refer to:</li> </ul>

	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key human and physical features.</li> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries.</li> <li>• 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.</li> </ul>		<p><b>End of Year 2, expected:</b> Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p>	<p>key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> <li>■ Use a range of maps and globes (including picture maps) at different scales.</li> <li>■ Use vocabulary such as bigger/smaller, near/far.</li> <li>■ Know that maps give information about places in the world (where/what?).</li> <li>■ Locate land and sea on maps.</li> <li>■ Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>■ Recognise that maps need titles.</li> <li>■ Recognise landmarks and basic human features on aerial photos.</li> <li>■ Know which direction is North on an OS map</li> <li>■ Know that symbols mean something on maps.</li> <li>■ Begin to realise why maps need a key.</li> <li>■ record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</li> <li>■ Use simple compass directions (NSEW).</li> <li>■ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>
<p><b>Year 1 – Unit 3 Animals and their habitats</b></p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>Year 1 Unit 2: People and their Communities <b>Year 1 Unit 3: Animals and their Habitats</b> Year 2 Unit 3: Our Wonderful World</p>	<p><b>End of Year 1, expected:</b> End of Year 1, expected: Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p><b>End of Year 2, expected:</b> <b>Can identify and name the relevant continents.</b> Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another."</p>	<ul style="list-style-type: none"> <li>■ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>■ Investigate through observation and description.</li> <li>■ Recognise differences between their own and others' lives.</li> <li>■ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. <ul style="list-style-type: none"> <li>■ Use maps and other images to talk about everyday life</li> <li>■ Use simple electronic globes/maps.</li> <li>■ Do simple searches within specific geographic software.</li> <li>■ Add simple labels to a digital map.</li> <li>■ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul> </li> <li>■ Describe and label electronic images produced.</li> </ul>
<p><b>Year 1 – Unit 3 Animals and their habitats</b></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>"Year 1 Unit 2: People and their Communities</b> Year 1 Unit 3: Animals and their Habitats</p>	<p><b>End of Year 1, expected:</b> Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</p>	

		Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food"	<b>End of Year 2, expected:</b> Can identify and name the relevant continents.
<b>Year 1 – Unit 3 Animals and their habitats</b>	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.	<b>Year 1 Unit 2: People and their Communities</b> Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World"	<b>End of Year 1, expected:</b> Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter. <b>End of Year 2, expected:</b> Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.
<b>Year 1 – Unit 3 Animals and their habitats</b>	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.	Year 1 Unit 2: People and their Communities <b>Year 1 Unit 3: Animals and their Habitats</b> Year 2 Unit 1: Seasons"	<b>End of Year 1, expected:</b> Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns. <b>End of Year 2, expected:</b> Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).
<b>Year 1 – Unit 3 Animals and their habitats</b>	Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river,	Year 1 Unit 2: People and their Communities <b>Year 1 Unit 3: Animals and their Habitats</b>	<b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).

	soil, valley, vegetation, season and weather.	Year 2 Unit 1: Seasons Year 2 Unit 3: Our Wonderful World	<p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p> <p><b>End of Year 2, expected:</b> Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Write sentences about different weather types using good vocabulary. Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.</p>	
<b>Year 1 – Unit 3 Animals and their habitats</b>	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.	Year 1 Unit 2: People and their Communities <b>Year 1 Unit 3: Animals and their Habitats</b> Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food Year 2 Unit 3: Our Wonderful World	<p><b>End of Year 1, expected:</b> Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit.</p> <p><b>End of Year 2, expected:</b> Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).</p>	
<b>Year 2 Unit 1 Seasons</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  <b>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</b>	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats <b>Year 2 Unit 1: Seasons</b> Year 2 Unit 2: Journeys – Food	<p><b>End of Year 1, expected:</b> Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</p> <p><b>End of Year 2, expected:</b> Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p>	<ul style="list-style-type: none"> <li>▪ Name and locate the world’s seven continents and five oceans</li> <li>▪ Small area of the United Kingdom.</li> <li>▪ Small area in a contrasting non-European country.</li> <li>▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold</li> </ul>

	<ul style="list-style-type: none"> <li>• Knows the four seasons and the correct order; can identify seasonal and daily weather patterns in the UK.</li> <li>• Uses and understands basic weather symbols, and can identify multiple weather types.</li> <li>• Demonstrates locational awareness and can name their local area, that they live in the UK and can name the capitals of the UK; they know that weather can be different in different parts of the UK.</li> <li>• Demonstrates that they understand basic, subject-specific vocabulary relating to physical geography (weather). Can write sentences about different weather types using good vocabulary.</li> <li>• Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons</li> <li>• Starts to give reasons why the UK has the weather it does (e.g. wind)</li> </ul>			<p>areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> <li>▪ Use basic geographical vocabulary to refer to:</li> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ Use a range of maps and globes (including picture maps) at different scales.</li> <li>▪ Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>▪ Recognise landmarks and basic human features on aerial photos.</li> <li>▪ Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>▪ Use and construct basic symbols in a map key.</li> <li>▪ Know that symbols mean something on maps.</li> <li>▪ Begin to realise why maps need a key.</li> <li>▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.</li> <li>▪ Use simple compass directions (NSEW).</li> <li>▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> <li>▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>▪ Investigate through observation and description.</li> <li>▪ Recognise differences between their own and others' lives.</li> </ul>
<p><b>Year 2 Unit 1 Seasons</b></p>	<p>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.</p>	<p>Year 1 Unit 2: People and their Communities  Year 1 Unit 3: Animals and their Habitats  <b>Year 2 Unit 1: Seasons</b>  Year 2 Unit 2: Journeys – Food  Year 2 Unit 3: Our Wonderful World"</p>	<p><b>End of Year 1, expected:</b>  Can describe in some detail the local area and distant locations' features using images to support answers.  Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.  Know that people do jobs and that where they live (e.g. coastline) might affect this.  Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p>	

			<p><b>End of Year 2, expected:</b>  Can demonstrate locational awareness, name their local area, and that they live in the UK.  Know that weather can be different in different parts of the UK.  Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p>	<ul style="list-style-type: none"> <li>▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>▪ Notice and describe patterns.</li> <li>▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li> </ul>
<b>Year 2 Unit 1 Seasons</b>	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.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats <b>Year 2 Unit 1: Seasons</b>	<p><b>End of Year 1, expected:</b>  Show limited awareness of weather differences.  Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.  Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area.  Identify seasonal weather patterns.</p> <p><b>End of Year 2, expected:</b>  Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.  Know that weather can be different in different parts of the UK.  Start to give reasons why the UK has the weather it does (e.g. wind). "</p>	<ul style="list-style-type: none"> <li>▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> <li>▪ Use simple electronic globes/maps.</li> <li>▪ Do simple searches within specific geographic software.</li> <li>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</li> </ul>
<b>Year 2 Unit 1 Seasons</b>	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.	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats <b>Year 2 Unit 1: Seasons</b> Year 2 Unit 3: Our Wonderful World	<p><b>End of Year 1, expected:</b>  Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).  Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.  Can describe the physical and human geography of a distant place.  Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p> <p><b>End of Year 2, expected:</b>  Can identify multiple weather types.  Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</p>	

			<p>Write sentences about different weather types using good vocabulary.</p> <p>Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Can identify and name some of the wonders (of the world).</p> <p>Can give reasons for choices.</p> <p>Correctly use most of the key vocabulary given in the unit.</p>
<b>Year 2 Unit 1 Seasons</b>	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.	<p>Year 1 Unit 2: People and their Communities</p> <p>Year 1 Unit 3: Animals and their Habitats</p> <p><b>Year 2 Unit 1: Seasons</b></p> <p>Year 2 Unit 2: Journeys – Food</p> <p>Year 2 Unit 3: Our Wonderful World</p>	<p><b>End of Year 1, expected:</b></p> <p>Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.</p> <p>Can use a wall map or atlas to locate and identify countries taught in the unit.</p> <p><b>End of Year 2, expected:</b></p> <p>Can locate the UK and name the countries of the UK.</p> <p>Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Can use atlas, map or globe to locate some wonders (of the world).</p>
<b>Year 2 Unit 1 Seasons</b>	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>Year 1 Unit 1: Our Local Area</p> <p><b>Year 2 Unit 1: Seasons</b></p>	<p><b>End of Year 1, expected:</b></p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p> <p><b>End of Year 2, expected:</b></p> <p>Can use and understand basic weather symbols.</p> <p>Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> <p>Correctly use most of the key vocabulary given in the unit.</p>
<b>Year 2 Unit 1 Seasons</b>	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.	<p>Year 1 Unit 1: Our Local Area</p> <p><b>Year 2 Unit 1: Seasons</b></p> <p>Year 2 Unit 2: Journeys – Food</p>	<p><b>End of Year 1, expected:</b></p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>

			<p><b>End of Year 2, expected:</b> Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p>	
<p><b>Year 2 Unit 2 Journeys – Food</b></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</b></p> <p>Geographical Knowledge</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>Develop knowledge of the human and physical geography of a small area (local area) of the UK.</li> </ul> <p>Geographical Understanding</p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features.</li> <li>Talk about a natural environment, naming its features using some key vocabulary.</li> <li>Recognise a natural environment and describe it using key vocabulary.</li> <li>Recognise different natural environments and describe them using a range of key vocabulary.</li> <li>Use basic geographical vocabulary to refer to key human features.</li> </ul>	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons <b>Year 2 Unit 2: Journeys – Food</b></p>	<p><b>End of Year 1, expected:</b> Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</p> <p><b>End of Year 2, expected:</b> Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</p>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Small area of the United Kingdom.</li> <li>Small area in a contrasting non-European country.</li> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller, near/far.</li> <li>Know that maps give information about places in the world (where/what?).</li> <li>Locate land and sea on maps.</li> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>Follow a route on a map starting with a picture map of the school.</li> <li>Recognise landmarks and basic human features on aerial photos.</li> <li>Know which direction is North on an OS map.</li> <li>Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>Use and construct basic symbols in a map key.</li> <li>Know that symbols mean something on maps.</li> <li>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>Use simple compass directions (NSEW).</li> <li>Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>Investigate through observation and description.</li> <li>Recognise differences between their own and others' lives.</li> <li>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</li> <li>• Identify a range of human environments, such as the local area and contrasting settlements.</li> <li>• Identify different human environments, such as the local area and contrasting settlements.</li> </ul> <p>Geographical Skills and Enquiry</p> <ul style="list-style-type: none"> <li>• Use photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>			<ul style="list-style-type: none"> <li>▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> <li>▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> <li>▪ Use simple electronic globes/maps.</li> <li>▪ Do simple searches within specific geographic software.</li> <li>▪ Use a postcode to find a place on a digital map.</li> <li>▪ Add simple labels to a digital map.</li> <li>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> <li>▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</li> <li>▪ Describe and label electronic images produced.</li> </ul>
<p><b>Year 2 Unit 2 Journeys – Food</b></p>	<p>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.</p>	<p>Year 1 Unit 2: People and their Communities  Year 1 Unit 3: Animals and their Habitats  Year 2 Unit 1: Seasons  <b>Year 2 Unit 2: Journeys – Food</b>  Year 2 Unit 3: Our Wonderful World</p>	<p><b>End of Year 1, expected:</b>  Can describe in some detail the local area and distant locations’ features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p> <p><b>End of Year 2, expected:</b>  Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p>	
<p><b>Year 2 Unit 2 Journeys – Food</b></p>	<p>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.</p>	<p>Year 1 Unit 2: People and their Communities  Year 1 Unit 3: Animals and their Habitats  Year 2 Unit 1: Seasons  <b>Year 2 Unit 2: Journeys – Food</b></p>	<p><b>End of Year 1, expected:</b>  Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit.</p>	

		Year 2 Unit 3: Our Wonderful World	<p><b>End of Year 2, expected:</b>  Can locate the UK and name the countries of the UK.  Can use an atlas to name and locate on a map the four countries and capital cities of the UK.  Can use atlas, map or globe to locate some wonders (of the world).</p>	
<b>Year 2 Unit 2 Journeys – Food</b>	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.	Year 1 Unit 1: Our Local Area Year 1 Unit 3: Animals and their Habitats <b>Year 2 Unit 2: Journeys – Food</b>	<p><b>End of Year 1, expected:</b>  Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).  Can use appropriate language when talking about maps and locations.  Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p><b>End of Year 2, expected:</b>  Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</p>	
<b>Year 2 Unit 2 Journeys – Food</b>	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.	Year 1 Unit 1: Our Local Area Year 2 Unit 1: Seasons <b>Year 2 Unit 2: Journeys – Food</b>	<p><b>End of Year 1, expected:</b>  Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p><b>End of Year 2, expected:</b>  Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p>	
<b>Year 2 Unit 3 Our Wonderful World</b>	<p>Name and locate the world’s seven continents and five oceans.</p> <p>Key areas assessed in the Rising Stars Progression Framework Geographical Knowledge</p>	Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats <b>Year 2 Unit 3: Our Wonderful World</b>	<p><b>End of Year 1, expected:</b>  Can locate some major cities, oceans and continents on a UK and world map.  Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p><b>End of Year 2, expected:</b>  Can identify and name the relevant continents.</p>	<ul style="list-style-type: none"> <li>▪ Name and locate the world’s seven continents and five oceans.</li> <li>▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>▪ Small area of the United Kingdom.</li> <li>▪ Small area in a contrasting non-European country.</li> </ul>

	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p>Geographical Understanding</p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human and physical features.</li> </ul> <p>Geographical Skills and Enquiry</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment.</li> </ul>			<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller, near/far.</li> <li>Know that maps give information about places in the world (where/what?).</li> <li>Locate land and sea on maps.</li> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>Recognise that maps need titles.</li> <li>Recognise landmarks and basic human features on aerial photos.</li> <li>Use and construct basic symbols in a map key.</li> <li>Know that symbols mean something on maps.</li> <li>Find a given OS symbol on a map with support</li> <li>Begin to realise why maps need a key.</li> <li>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>Investigate through observation and description.</li> <li>Recognise differences between their own and others' lives.</li> <li>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>Notice and describe patterns.</li> <li>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li> <li>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> </ul>
<p><b>Year 2 Unit 3</b> <b>Our Wonderful World</b></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</p>	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food</p>	<p><b>End of Year 1, expected:</b> Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g.</p>	

	area in a contrasting non-European country.	<b>Year 2 Unit 3: Our Wonderful World</b>	<p>coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</p> <p><b>End of Year 2, expected:</b> Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</p>	<ul style="list-style-type: none"> <li>▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> <li>▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> <li>▪ Use simple electronic globes/maps.</li> <li>▪ Do simple searches within specific geographic software.</li> <li>▪ Add simple labels to a digital map.</li> <li>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> <li>▪ Describe and label electronic images produced.</li> </ul>
<b>Year 2 Unit 3 Our Wonderful World</b>	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.	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons <b>Year 2 Unit 3: Our Wonderful World</b></p>	<p><b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p> <p><b>End of Year 2, expected:</b> Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Write sentences about different weather types using good vocabulary. Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.</p>	
<b>Year 2 Unit 3 Our Wonderful World</b>	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<p>Year 1 Unit 1: Our Local Area <b>Year 2 Unit 3: Our Wonderful World</b></p>	<p><b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p>	

			<p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.</p> <p><b>End of Year 2, expected:</b> Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.</p>	
<p><b>Year 2 Unit 3 Our Wonderful World</b></p>	<p>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.</p>	<p>Year 1 Unit 2: People and their Communities Year 1 Unit 3: Animals and their Habitats Year 2 Unit 1: Seasons Year 2 Unit 2: Journeys – Food <b>Year 2 Unit 3: Our Wonderful World</b></p>	<p><b>End of Year 1, expected:</b> Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit.</p> <p><b>End of Year 2, expected:</b> Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).</p>	