



# Singleton Church of England Primary School

## Progression of knowledge

### Geography - Y2



	Year 2 – Unit 1 Seasons	Year 2 – Unit 2 Journeys - Food	Year 2 – Unit 3 Our wonderful world
<b>SUBSTANTIVE CONCEPTS</b> Substantive concepts are concepts that children will come across repeatedly throughout their education in geography	The Local Area The UK The World Place Knowledge <b>Weather and Climate</b> Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK <b>The World</b> <b>Place Knowledge</b> Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK <b>The World</b> Place Knowledge <b>Weather and Climate</b> Other Physical Features Settlements and Land Use Economics, Trade and resources
<b>KEY VOCABULARY</b>	Hot, cold, equator, earth, temperature, forecast	Biome, climate, climate zone, continent, equator, tropical, deciduous, monsoon	Physical element, human element, mountain, river, desert, ancient
<b>GEOGRAPHICAL SKILLS</b>	Mapping, <b>fieldwork</b> , <b>enquiry and investigation</b> , <b>communication</b> , use of ICT/technology	Mapping, <b>fieldwork</b> , enquiry and investigation, <b>communication</b> , use of ICT/technology	<b>Mapping</b> , fieldwork, <b>enquiry and investigation</b> , <b>communication</b> , use of ICT/technology
<b>SUBSTANTIVE KNOWLEDGE</b> Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<ul style="list-style-type: none"> <li>Knows the four seasons and the correct order; and can identify seasonal and daily weather patterns in the UK.</li> <li>Knows basic weather symbols, and can identify multiple weather types. Can name their local area and they live in the UK and can name the capitals of the UK;</li> <li>Knows that weather can be different in different parts of the UK.</li> <li>Knows basic, subject-specific vocabulary relating to physical geography (weather).</li> <li>Knows and can write sentences about different weather types using good vocabulary.</li> <li>Knows and can give basic reasons why the UK has the weather it does (e.g. wind)</li> <li>Knows that not all countries have the same weather patterns and can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to use a compass and give directions using locational and directional language</li> <li>Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Knows the UK is an island and know that weather can be different in different parts of the UK.</li> <li>Knows what a natural environment is and can describe it using key vocabulary</li> <li>and can recognise different natural environments and describe them using a range of key vocabulary.</li> <li>Knows a range of basic geographical vocabulary to refer to key human features.</li> <li>Knows what a human environment is, such as the local area or a UK city,</li> <li>Knows some features of a human environment and can describe using some key vocabulary.</li> <li>Knows and can identify a range of human environments, such as the local area and contrasting settlements.</li> <li>Knows the difference between a human and a natural environment</li> </ul>	<ul style="list-style-type: none"> <li>Knows and can name, locate and identify characteristics of the seven continents and oceans use world maps, atlases and globes</li> <li>Knows the geographical similarities and differences when studying both human and physical geography</li> <li>identify the locations of hot and cold areas around the world</li> <li>Knows how to use basic vocabulary to refer to physical and human features</li> <li>Develop knowledge about the world.</li> </ul>
<b>MAKING CONNECTIONS</b> <b>Key knowledge</b>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Knows the UK is an island</li> <li>Knows the name of the place where I live and where I go to school and have some awareness of weather patterns in the UK</li> <li>Knows the four seasons</li> <li>Knows that some places have different weather and can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Knows some basic weather symbols and can write simple sentences about different weather types</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Knows how to use compass directions (North, South, East and West) and locational and directional language</li> <li>(e.g. near and far; left and right) to describe the location of features and routes on a map</li> <li>Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Knows the UK is an island</li> <li>the name of the place where I live and where I go to school</li> <li>Knows what a human environment is</li> <li>Knows what a natural environment is</li> <li>Knows some key words to describe a human environment</li> <li>Knows some key words to describe a natural environment</li> <li>Knows some human features in my local environment</li> <li>Knows some natural features in my local environment</li> </ul> <b>Year 3</b> <ul style="list-style-type: none"> <li>Knows the different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Knows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. and have some awareness of weather patterns in the UK and understand geographical similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries.</li> <li>Knows the names and can locate the world's seven continents and five oceans.</li> <li>Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Knows the UK is an island</li> <li>Knows how to locate some major cities, oceans and continents on a UK and world maps/ globes and have a basic knowledge of what animals eat and the dangers (human or physical) animals might encounter.</li> </ul> <b>Year 3</b> <ul style="list-style-type: none"> <li>Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.</li> </ul>

**DISCIPLINARY KNOWLEDGE/ GEOGRAPHICAL SKILLS**

Disciplinary concepts are concepts used in the study of Geography. They form the basis of many questions' Geographers ask about the past.

Disciplinary knowledge includes all the skills that children will need to develop over time in their Geography lessons. They are skills that enable us to critically analyse the world around us.

**Key Assessments – Highlighted are the focus but other points will be worked on across the units**

**Mapping**

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Follow a route on a map starting with a picture map of the school.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Know which direction is North on an OS map.
- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Look down on objects and make a plan e.g. of the classroom or playground.

**Fieldwork**

- 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.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

**Enquiry and Investigation**

- 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?'
  - Investigate through observation and description.
- Recognise differences between their own and others' lives.

**Communication**

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.
- Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)
- Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.

Use maps and other images to talk about everyday life e.g. where we live, journey to school e

**Use of ICT/Technology**

- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use programmable toys or sprites to move around a course/screen following simple directional instructions.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

**Mapping**

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Follow a route on a map starting with a picture map of the school.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Know which direction is North on an OS map.
- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Look down on objects and make a plan e.g. of the classroom or playground.

**Fieldwork**

- 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.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

**Enquiry and Investigation**

- 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?'
  - Investigate through observation and description.
- Recognise differences between their own and others' lives.

**Communication**

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.
- Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)
- Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.

Use maps and other images to talk about everyday life e.g. where we live, journey to school e

**Use of ICT/Technology**

- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use programmable toys or sprites to move around a course/screen following simple directional instructions.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.

**Mapping**

- Use a range of maps and globes (including picture maps) at different scales.
- Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
- Locate land and sea on maps.
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Follow a route on a map starting with a picture map of the school.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Know which direction is North on an OS map.
- Draw a simple map e.g. of a garden, route map, place in a story.
- Use and construct basic symbols in a map key.
- Know that symbols mean something on maps.
- Find a given OS symbol on a map with support
- Begin to realise why maps need a key.
- Look down on objects and make a plan e.g. of the classroom or playground.

**Fieldwork**

- 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.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

**Enquiry and Investigation**

- 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?'
  - Investigate through observation and description.
- Recognise differences between their own and others' lives.

**Communication**

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.
- Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)
- Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.

Use maps and other images to talk about everyday life e.g. where we live, journey to school e

**Use of ICT/Technology**

- Use simple electronic globes/maps.
- Do simple searches within specific geographic software.
- Use a postcode to find a place on a digital map.
- Add simple labels to a digital map.
- Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
- Use programmable toys or sprites to move around a course/screen following simple directional instructions.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
- Describe and label electronic images produced.