



Geography Curriculum Progression Links

| | <u>Year 1</u> | | | <u>Year 2</u> | | |
|---|-----------------|------------------|------------------|--|-----------------|------------|
| Objective | Where do I live | The four seasons | Around the world | Where do I live / Let's explore London | My world and me | Map skills |
| 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 | | | | | | |
| 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 | | | | | | |
| 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 | | | | | | |
| use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | | | |
| 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 | | | | | | |

