

Geography Skills and Progression - Year 2 2026-2027

Subject Leader: Mrs Lonsdale

YEAR 2			
This document shows how the Year 2 geography curriculum is carefully planned to develop children's geographical knowledge, skills and understanding. It outlines how learning is sequenced within each unit, identifying the key knowledge, skills and vocabulary children will develop, the National Curriculum objectives covered, and the outcomes children are working towards. The document highlights how each unit builds on children's prior learning from Year 1 while preparing them for future geographical learning. Through carefully planned sequences of lessons, children develop their ability to explore and compare places, use geographical vocabulary, apply geographical skills and understand the world around them.			
	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Enquiry Questions	Would you prefer to live in a hot and cold place?	Why is our world wonderful?	What is it like to live by the coast?
National Curriculum	Locational knowledge Name and locate the world's seven continents and five oceans 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	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 NA Human and Physical Knowledge 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	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 NA Human and Physical Knowledge 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

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	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 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		Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geography 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		Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geography 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 Vocabulary	continent country map locate land sea ocean	weather savannah vegetation grasslands rainforest tropical polar	aerial photograph capital city continent country data collection fieldwork human feature	map north physical feature ocean OS map river sample	arch aquarium bay capital city city cliff coast	locate mudflat ocean physical feature pictogram pier sand dunes

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	globe arid climate compass desert ice sheet location map pack ice	Equator human feature physical feature urban rural temperate mild rain gauge thermometer	key lake land landmark locate location	sea scale symbol tally chart vegetation	coastline country data collection fieldwork island harbour human feature location	sea stack tally chart tourist town village
How do children's previous experiences support their learning in this unit?	What is the weather like in the UK? (Year 1) Children have been taught to... Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season. What is it like to live in Shanghai? (Year 1) Children have been taught to... Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language.	Would you prefer to live in a hot or cold place? (Year 2) Children have been taught to... Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	Why is our world wonderful? (Year 2) Children have been taught to... Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.			

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	Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.		
Key Knowledge	Locational knowledge To be able to name the seven continents of the world. Place knowledge To know some similarities and differences between their local area and a contrasting non European country. Human and physical geography To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.	Locational Knowledge To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located. Place Knowledge NA Human and Physical Knowledge To know some key physical features of the UK.	Locational Knowledge To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. Place Knowledge NA Human and Physical Knowledge To know some key physical features of the UK. To know some key human features of the UK. Geography skills and fieldwork To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose

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	To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. Geography skills and fieldwork To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.	To know some key human features of the UK. Geography skills and fieldwork To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly.	To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.
Key Skills	Locational knowledge Locating all the world's seven continents on a world map. Place knowledge Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. Human and physical knowledge Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map.	Locational Knowledge Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. Place Knowledge NA Human and Physical Knowledge NA Geography skills and fieldwork Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK.	Locational Knowledge Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area . Place Knowledge NA Human and Physical Knowledge NA Geography skills and fieldwork Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using a map to follow a prepared route.

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	Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Geography skills and fieldwork Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Recognising there are different ways to answer a question.	Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk.	Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.
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		Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Classifying the features they notice into human and physical with teacher support. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	
Sequence of lessons	Lesson 1: Where are the continents? Lesson 2: Where are the coldest places on earth? Lesson 3: Where is the equator? Lesson 4: What is life like in a hot place? Lesson 5: Do we live in a hot or cold place? Lesson 6: Would you prefer to live in a hot or cold place?	Lesson 1: What are some of the UK's amazing features and landmarks? Lesson 2: Where are some of the world's most amazing places? Lesson 3: Where are our oceans? Lesson 4: What is amazing about our local area? Lesson 5: Why are natural habitats special? Lesson 6: How can we look after natural habitats?	Lesson 1: Where are the seas and oceans surrounding the UK? Lesson 2: What is the coast? Lesson 3: What are the features of the Jurassic Coast? Lesson 4: How do people use Weymouth? Lesson 5: How do people use our local coast? Data collection Lesson 6: how do people use our local coast? Findings
Key outcomes	- Name and locate the seven continents on a world map. - Locate the North and the South Poles on a world map. - Locate the Equator on a world map. - Describe some similarities and differences between the UK and Kenya. - Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.	- Identify and locate characteristics of the UK on a map. - Identify human and physical features. - Locate human and physical features on a world map. - Explain the difference between oceans and seas. - Name and locate the five oceans on a world map. - Use an aerial photograph to draw a simple sketch map.	- Name and locate the seas and oceans surrounding the UK in an atlas. - Label these on a map of the UK. - Describe the location of the seas and oceans surrounding the UK using compass points. - Define what the coast is. - Locate coasts in the UK. - Name some of the physical features of coasts. - Explain the location of UK coasts using the four compass directions. - Name features of coasts and label these on a photograph.

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	- Recognise the features of hot and cold places. - Locate some countries with hot or cold climates on a world map.	- Collect data by sketching findings on a map and completing a tally chart. - Present their findings in a bar chart.	- Identify human features in a coastal town. - Describe how people use the coast. - Follow a prepared route on a map. - Identify human features on the local coast. - Record data using a tally chart. - Represent data in a pictogram. - Describe how the local coast has been used.
How does this unit prepare children for future learning?	Who lives in Antarctica? (Year 3) Children will learn to... Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica.	Why do people live near volcanoes? (Year 3) Children will learn to... Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground.	Are all settlements the same? (Year 3) Children will learn to... Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.

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	Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	
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