

## Year 2 Progression Geography curriculum

| General Geography skills | <b>Milestone 1</b>                                                                                                                                                                                                                                                                                                                                                                                        | <b>Milestone 2</b>                                                                                                                                                                                                                                                                                                                                                                                        | <b>Milestone 3</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Milestone 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Milestone 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Milestone 6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Milestone 7</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Milestone 8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                          | <p>Shows awareness of different environments (indoors, outdoors, water, grass, sand).</p> <p>Explores places through sensory experiences.</p> <p>Responds to simple positional language such as "in", "on", and "under".</p> <p>Recognises familiar places such as home, classroom, or garden.</p> <p>Notices changes in weather (rain, sun, wind) with support.</p> <p>Notices different colours and</p> | <p>Identifies familiar places in their daily routine.</p> <p>Uses simple location words such as "here", "there", "up", and "down".</p> <p>Notices and responds to different weather conditions.</p> <p>Explores natural materials such as leaves, soil, stones, and water.</p> <p>Begins to recognise photographs of familiar places.</p> <p>Matches object to place e.g. swing to park, car to road.</p> | <p>Talks about places they know and visits they have made.</p> <p>Identifies simple features of environments (trees, roads, buildings, parks).</p> <p>Recognises basic differences between environments (e.g., town and countryside).</p> <p>Uses simple directional language with support.</p> <p>Sorts objects or images according to environmental features.</p> <p>Understands that pictures can represent real places.</p> | <p>Describes key features of familiar places.</p> <p>Identifies simple human and physical features in the local environment.</p> <p>Understands that weather changes over time.</p> <p>Follows simple routes and directions.</p> <p>Identifies basic map symbols.</p> <p>Understands that maps represent real places.</p> <p>Recognises an atlas as a book of maps.</p> <p>Uses a simple atlas with support.</p> <p>Identifies countries and</p> | <p>Names and describes human features (houses, roads, shops) and physical features (rivers, hills, beaches).</p> <p>Identifies similarities and differences between two places.</p> <p>Uses basic geographical vocabulary to describe locations and environments.</p> <p>Observes and records simple weather patterns.</p> <p>Uses a simple key on a map.</p> <p>Uses contents and index pages of an atlas.</p> <p>Locates countries, continents and oceans.</p> | <p>Uses simple maps, aerial photographs, and globes to locate places.</p> <p>Identifies countries within the UK and their capital cities.</p> <p>Describes features of local and contrasting environments.</p> <p>Uses compass directions (north, south, east, west) with support.</p> <p>Collects and presents simple geographical information.</p> <p>Finds major cities in an atlas.</p> <p>Compares places using atlas information.</p> <p>Uses a key to interpret symbols and use the key to find locate</p> | <p>Uses maps, atlases, and digital mapping to locate places and features.</p> <p>Describes how physical and human features affect a place.</p> <p>Uses four-figure grid references with support.</p> <p>Compares geographical features of different regions.</p> <p>Begins to explain how environments change over time.</p> <p>Conducts simple fieldwork and records findings.</p> <p>Uses atlases independently to locate countries,</p> | <p>Uses maps, atlases, globes, and digital mapping confidently to locate countries, regions, and key physical features.</p> <p>Uses four-figure grid references and the eight points of a compass accurately.</p> <p>Explains similarities and differences between places using geographical vocabulary.</p> <p>Describes and explains the interaction between human and physical geography.</p> <p>Collects, analyses, and presents fieldwork data using appropriate methods.</p> <p>Explains how geographical processes (such as rivers, weather, settlement, and land use) shape environments.</p> |

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|  | <p>shapes on the globe.</p> <p>Explores a globe through touch and observation.</p> | <p>Participates in simple sorting activities.</p> <p>Places objects into groups.</p> <p>Contributes to adult-made picture charts.</p> <p>Points to land and water on a globe when supported.</p> | <p>Follows simple picture routes.</p> <p>Uses symbols in play.</p> <p>Adds stickers or marks to simple charts.</p> <p>Contributes information to class charts.</p> <p>Understands that a globe is a model of the Earth.</p> | <p>oceans from pictures/maps</p> <p>Collects data in a simple table.</p> <p>Uses tally marks with support.</p> <p>Interprets simple charts.</p> <p>Answers questions from recorded information.</p> <p>Finds their own country on a globe with support.</p> <p>Recognises that countries are different areas on the globe.</p> | <p>Uses atlas symbols and keys.</p> <p>Collects geographical data independently.</p> <p>Creates tally charts.</p> <p>Completes a simple bar chart using a template.</p> <p>Finds different countries on a globe.</p> | <p>features on a map.</p> <p>Interprets information from charts and tables.</p> <p>Creates a simple bar chart independently</p> <p>Identifies some continents and oceans on a globe.</p> | <p>regions and major physical features</p> <p>Compares information from different atlas maps.</p> <p>Designs simple data collection sheets.</p> <p>Selects appropriate ways to record information.</p> <p>Create a simple line graph.</p> <p>Uses the globe to identify which continent different countries are located.</p> | <p>Draws conclusions from geographical evidence and observations.</p> <p>Uses maps at different scales.</p> <p>Uses four-figure grid references.</p> <p>Uses compass directions confidently, including intermediate points (NE, NW, SE, SW).</p> <p>Measures simple distances on maps using scale.</p> <p>Uses thematic maps (e.g., climate, population, land use).</p> <p>Decides on best way to collect information and how to best present this on a relevant graph/chart.</p> <p>Uses the globe to discuss location, distance and</p> |
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|            |                                      |                                      |                                   |                                                      |                                                  |                                         |                                                         | global connections<br>between places.                            |
| Vocabulary | home,<br>outside, rain,<br>sun, tree | park, road,<br>water, cloud,<br>near | map, school,<br>town, river, hill | village, city,<br>weather,<br>season,<br>environment | country,<br>continent,<br>ocean, coast,<br>globe | compass,<br>north, south,<br>east, west | climate,<br>urban, rural,<br>tourism, grid<br>reference | latitude, longitude,<br>erosion,<br>sustainability,<br>migration |

## Year 2 Progression Geography curriculum

| Weather and Climate | Milestone 1                                                                                                                        | Milestone 2                                                                                                      | Milestone 3                                                                                                                                                                                 | Milestone 4                                                                                                                        | Milestone 5                                                                                                             | Milestone 6                                                                                          | Milestone 7                                                                                   | Milestone 8                                                                                                                                |
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|                     | Matches objects/pictures to weather symbols - umbrella to rain, gloves to snow, sun hat to sunny, coat to cold.                    | Observe the weather and begin to name record it using symbols, drawings, or simple words.                        | Observe and record weather conditions over time using simple tools –collecting and measuring rainwater and use a thermometer to complete a simple weather chart using symbols with support. | Understand through gestures, signs, symbols or words of different weather types, including extreme weather – floods and heatwaves. | Know that countries near to the equator are hotter and those further away are colder.                                   | Compare weather patterns in UK with those in India –in terms of Monsoon season.                      | Compare temperature in the UK, Africa and Antarctica on the same day and record onto a graph. | Collects and analyses weather data including average temperature and rainfall from the previous month for UK, India, Africa and Australia. |
|                     | Can identify leaves, clouds and trees outside.                                                                                     | Chooses the correct weather symbol for each day from a selection– sunny, rainy, hot, cold, snowy, windy , stormy | To know that water makes objects wet and that wind makes objects move.                                                                                                                      | To know how to stay safe in floods and heatwaves.                                                                                  | To locate the North and South pole and know that they are cold and as places get nearer to the equator they get hotter. | Knows which conditions are needed for crops and plants to grow.                                      | Knows the difference between the terms weather and climate                                    | Knows why countries on the Equator experience an almost constant length of day (sunrise to sunset)                                         |
|                     | Recognises that a tree is still a tree with no leaves.                                                                             | Identifies obvious differences between summer and winter – hot and cold and can sort summer and winter pictures. | Identifies that the Sun creates light and warmth                                                                                                                                            | Understand that the weather can be different in different places in the country at the same time. (Weather Map BBC)                | Locates and names a hot and cold country – Africa and Antarctica                                                        | Knows which months fall in each season                                                               | Compares the climate by looking at December in Australia and the UK.                          | Describes the correlation between the position of a country to which months different seasons fall                                         |
|                     | Describes temperature in terms of hot and cold                                                                                     | Sorts clothes into what they would wear in different seasons summer and winter                                   | Describes how different weather might affect them/what they wear for summer and winter and in between.                                                                                      | Can read the number off a digital thermometer °C and associate with the                                                            | Can read metric units of temperature °C using a scaled thermometer.                                                     | Measures temperature using a thermometer with accuracy.                                              | Identifies all different forms of precipitation                                               | Describes the correlation between the movement of the Earth on its axis around the Sun to                                                  |
|                     | Chooses a symbol to describe the current weather.                                                                                  | Describes how much rainwater is collected on                                                                     |                                                                                                                                                                                             |                                                                                                                                    |                                                                                                                         | Can make a reasonable estimation of the current temperature.                                         |                                                                                               |                                                                                                                                            |
|                     | Identifies something they might see outside in winter – snow, ice and no leaves on trees and in summer – flowers, leaves on trees. |                                                                                                                  | Names the seasons.                                                                                                                                                                          |                                                                                                                                    | Compare temperature using a thermometer in different places and                                                         | Explains what could happen to plants and animals if there is too much/not enough of a weather type – |                                                                                               |                                                                                                                                            |
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\*refer to insight also to assess on Science for weather.

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|            | Names different types of weather using words symbols or signs for rain, windy, sunny, snowy. | different days – none, some or a lot.<br><br>Knows what a thermometer measures in simple terms – hot and cold. | Lists the things they see in autumn.<br><br>Identify more complex weather symbols – cloudy, foggy, stormy. | temperature of the room.<br><br>Knows what they would see in different seasons- leaves falling in autumn and flowers growing in spring.<br><br>Know that it can be sunny or rainy at any time of year.<br><br>Names and sequences the seasons of the year | at different times of the day.<br><br>Describes seasonal changes<br><br>Knows the difference between extreme and non-extreme weather.<br><br>Know how floods and heatwave can affect people. | too much sun and not enough rain.<br><br>Knows that the Sun rises earlier and sets later in the Summer than in the Winter. |                                                                 | how the Seasons are formed                           |
| Core Vocab | Rain, snow, sun, hot, cold, wind, leaves, clouds, trees, weather                             | sunny, rainy, snowy, windy, stormy, blow, strong, summer, winter,                                              | sunlight, warm, cool, autumn, spring, seasons, changing, cloudy, foggy, stormy<br><br>measure              | Flood, heatwave, temperature, extreme, safety, danger                                                                                                                                                                                                     | Forecast, Celsius, equator, Africa, Antarctica, globe, North pole, South pole, closer, further,                                                                                              | Climate, weather patterns, monsoon, drought, sunrise, sunset, Earth tilt.                                                  | Climate zone, north hemisphere, south hemisphere, precipitation | Analyse, Climate change, average, seasonal variation |