

	Head	Hands
Our School	<ul style="list-style-type: none"> <li>• Can they tell someone their address and school address?</li> <li>• Can they describe their locality using words and pictures? [1]</li> <li>• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? [2]</li> <li>• Can they describe some places which are not near the school? [1]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they say what they like about a locality?</li> <li>2. Can they sort things into groups based on criteria?</li> <li>3. Can they answer some questions using simple maps and an atlas?</li> <li>4. Can they think of a few relevant questions to ask about a locality?</li> <li>5. Can they answer questions about the weather?</li> <li>6. Can they keep a weather chart?</li> </ol>
The United Kingdom	<ul style="list-style-type: none"> <li>• Can they identify the four countries making up the United Kingdom? [3]</li> <li>• Can they name some of the main towns and cities in the United Kingdom? [3]</li> <li>• Can they name the major cities of England, Wales, Scotland and Ireland? [3]</li> </ul>	
Hot and Cold Places	<ul style="list-style-type: none"> <li>• Can they explain the main features of a hot and cold place? [2]</li> <li>• Can they tell something about the people who live in hot and cold places? [4]</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place? [2]</li> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?[3]</li> <li>• Can they explain how the weather changes with each season? [6]</li> </ul>	
Heart		
<ul style="list-style-type: none"> <li>• Do they show an age-appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

Geography - Year Two

	Head	Hands
Coasts and Continents	<ul style="list-style-type: none"> <li>• Can they name all of the oceans and continents in the world? [5]</li> <li>• Can they explain the difference between a country and a continent?</li> <li>• Can they find the world's continents and oceans within an atlas? [5]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they label a diagram or photograph using some geographical words?</li> <li>2. Can they find out about a locality by using different sources of evidence?</li> <li>3. Can they find out about a locality by asking some relevant questions to someone else?</li> <li>4. Can they accurately plot NSEW on a map?</li> <li>5. Can they use a globe/atlas and different maps to identify countries/continents and oceans?</li> </ol>
Lets go to...	<ul style="list-style-type: none"> <li>• Can they describe a place outside Europe using geographical words? [1]</li> <li>• Can they explain how the jobs/lifestyle may be different in different parts of the world? [2]</li> <li>• Can they find similarities and differences from a non-European place to their own locality? [3]</li> </ul>	
Mapping Skills	<ul style="list-style-type: none"> <li>• Can they find where on a map they live in the UK? [5]</li> <li>• Can they understand and use basic symbols to create a map of their locality? [3/4]</li> <li>• Can they describe some physical features of their own locality? [1/2]</li> </ul>	
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Settlements	<ul style="list-style-type: none"> <li>• Can they describe the main features of a village? [2]</li> <li>• Can they describe the main physical differences between cities and villages? [1]</li> <li>• Can they explain why people may choose to live in a village rather than a city?[5]</li> </ul>	<ol style="list-style-type: none"> <li>1. Do they use correct geographical words to describe a place and the events that happen there?</li> <li>2. Can they identify key human and physical features of a locality, by using a map i.e. church and mountains?</li> <li>3. Can they study the land-use patterns of an area the United Kingdom linked to the area they are studying and say how these have changed over time?</li> <li>4. Can they identify the position and significance of the equator and northern and southern hemisphere?</li> <li>5. Can they identify the human features of the key places that they study?</li> </ol>
Deserts	<ul style="list-style-type: none"> <li>• Can they map land use with their own criteria? [3]</li> <li>• Can they name the largest desert in the world? [4]</li> <li>• Can they explain how deserts are different to other landscapes within the world? [5]</li> <li>• Can they identify what constitutes as a desert? [1]</li> </ul>	
Rainforests	<ul style="list-style-type: none"> <li>• Can they locate some Rainforests within the world? [4]</li> <li>• Can they explain what a rainforest is? [1]</li> <li>• Can they understand how human actions are impacting rainforests? [5]</li> <li>• Can they explain the habitat of a rainforest? [1]</li> </ul>	
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What's it like in....	<ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city? [1]</li> <li>• Can they explain why people are attracted to live in cities? [4/6]</li> <li>• Can they name up to six cities in the UK and locate them on a map? [2]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they carry out a survey to discover features of cities and villages?</li> <li>2. Can they find the same place on a globe and in an atlas?</li> <li>3. Can they label the same features on an aerial photograph as on a map?</li> <li>4. Can they plan a journey to a place in England?</li> <li>5. Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> <li>6. Can they create sketch maps when carrying out a field study?</li> <li>7. Can they compare and contrast their locality to a locality in a different terrain?</li> </ol>
Rivers	<ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how the water cycle works? [5]</li> <li>• Can they explain why water is such a valuable commodity?</li> <li>• Can they explain why people are attracted to live by rivers? [1/6]</li> <li>• Can they name and locate many of the world's major rivers on maps? [3]</li> </ul>	
Mountains	<ul style="list-style-type: none"> <li>• Can they name and locate many of the world's most famous mountain regions on maps? [2 - atlas]</li> <li>• Can they name a number of countries in the Northern Hemisphere? [2 - globe]</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mountains would be different from their own? [7]</li> </ul>	
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Mapping Skills	<ul style="list-style-type: none"> <li>• Can they recognise key symbols used on ordnance survey maps? [2]</li> <li>• Can they accurately use a 4 figure grid reference? [3]</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they collect information about a place and use it in a report?</li> <li>2. Can they gather information from a range of maps (OS, landuse, climate)?</li> <li>3. Can they identify the 4 figure grid references?</li> <li>4. Can they find possible answers to their own geographical questions?</li> <li>5. Can they make detailed sketches and plans; improving their accuracy later?</li> <li>6. Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ol>
Enough for everyone	<ul style="list-style-type: none"> <li>• Can they find different views about an environmental issue? What is their view? [1/4]</li> <li>• Can they explain how to overcome different environmental issues? [4]</li> <li>• Can they explain terms such as fair trade and sustainability? [1]</li> </ul>	
The Americas	<ul style="list-style-type: none"> <li>• Can they locate the USA and Canada on a world map and atlas?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas? [2]</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features? [5]</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features? [1]</li> </ul>	
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Eastern Europe	<ul style="list-style-type: none"> <li>• Can they name and locate some well-known European countries? [1]</li> <li>• Can they name and locate the capital cities of neighbouring European countries? [2]</li> <li>• Do they know the countries that make up the European Union? [3]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they confidently explain scale and use maps with a range of scales?</li> <li>2. Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</li> <li>3. Can they choose the best way to collect information needed and present findings?</li> <li>4. Can they make careful measurements and use the data?</li> <li>5. Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>6. Can they make suggestions for the future based on their understanding?</li> </ol>
Extreme Earth	<ul style="list-style-type: none"> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created? [3]</li> <li>• Can they locate and name some of the world's most famous volcanoes? [2]</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> <li>• Can they describe how volcanoes have an impact on people's lives? [3]</li> </ul>	
Our Changing World	<ul style="list-style-type: none"> <li>• Can they suggest different ways that a locality could be changed and improved? [6]</li> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they give an extended description of the human features of different places around the world? [3]</li> <li>• Can they describe how some places are similar and others are different in relation to their human and physical features? [5]</li> </ul>	
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