

Primary Geography Programme of Study Statement	Coverage of Statement in Rising Stars Geography	Progression of Statement in Rising Stars Geography
<b>Locational Knowledge</b>		
Name and locate the world's seven continents and five oceans.	<b>Year 1 Unit 2: People and their Communities</b>	<b>End of Year 1, expected:</b> Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.
	<b>Year 1 Unit 3: Animals and their Habitats</b>	<b>End of Year 2, expected:</b> Can identify and name the relevant continents.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<b>Year 2 Unit 3: Our Wonderful World</b>	
	<b>Year 1 Unit 2: People and their Communities</b>	<b>End of Year 1, expected:</b> Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.
	<b>Year 1 Unit 3: Animals and their Habitats</b>	<b>End of Year 2, expected:</b> Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.
<b>Year 2 Unit 1: Seasons</b>		
<b>Year 2 Unit 2: Journeys – Food</b>		
<b>Place knowledge</b>		
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.	<b>Year 1 Unit 2: People and their Communities</b>	<b>End of Year 1, expected:</b> Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.
	<b>Year 1 Unit 3: Animals and their Habitats</b>	
	<b>Year 2 Unit 1: Seasons</b>	
	<b>Year 2 Unit 2: Journeys – Food</b>	<b>End of Year 2, expected:</b> Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.
<b>Year 2 Unit 3: Our Wonderful World</b>		
<b>Human and physical geography</b>		
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.	<b>Year 1 Unit 2: People and their Communities</b>	<b>End of Year 1, expected:</b> Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.
	<b>Year 1 Unit 3: Animals and their Habitats</b>	
<b>Year 2 Unit 1: Seasons</b>	<b>End of Year 2, expected:</b> Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind).	

## Geographical vocabulary

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.	<b>Year 1 Unit 2: People and their Communities</b> <b>Year 1 Unit 3: Animals and their Habitats</b> <b>Year 2 Unit 1: Seasons</b>	<b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Can describe the physical and human geography of a distant place. Can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.
	<b>Year 2 Unit 3: Our Wonderful World</b>	<b>End of Year 2, expected:</b> Can identify multiple weather types. Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). Write sentences about different weather types using good vocabulary. Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.
Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.	<b>Year 1 Unit 1: Our Local Area</b> <b>Year 2 Unit 3: Our Wonderful World</b>	<b>End of Year 1, expected:</b> Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.
		<b>End of Year 2, expected:</b> Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.

## 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.	<b>Year 1 Unit 2: People and their Communities</b> <b>Year 1 Unit 3: Animals and their Habitats</b>	<b>End of Year 1, expected:</b> Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit.
	<b>Year 2 Unit 1: Seasons</b> <b>Year 2 Unit 2: Journeys – Food</b> <b>Year 2 Unit 3: Our Wonderful World</b>	<b>End of Year 2, expected:</b> Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).