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|  | **Year 1** | **Year 2** |
| **Locational Knowledge** | *Objectives (children will learn to…)* | |
| name and locate the world’s **seven continents** and **five oceans** |  | Understand where Kenya is in the world.  Name and locate the continents and oceans of the world.  Understand how a journey line can be made around the world.  Locate the continent we live in and describe some of the key features. |
| name, locate and identify characteristics of the **four countries and capital cities** of the **United Kingdom** and its **surrounding seas** | Name the countries of the UK.  Locate the UK using a map.  Understand a journey line.  Identify key features of the countries of the UK.  Understand what an ‘aerial view’ shows and observe aerial photographs.  Name capital cities of the UK.  Explain what London is like using key words. |  |
| develop knowledge of the location of significant places | Understand where they live in the local area. |  |
| **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** | Understand the difference between a ‘town’ and the ‘countryside’.  Use key words about the town and countryside.  Compare two capital cities: Brasilia and London. | Understand what life is like for people living in Kenya.  Understand what Maasai culture is like.  Compare their life to a child’s life from Kenya. |
| understand sense of place in relation to home and school | Locate our school in our local area. |  |
| **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 |  | Understand the location of hot and cold countries around the world. |
| *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 |  | Understand what a national park is.  Understand some of the main animals which live in Kenya.  Observe aerial photographs. |
| key **human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop |  | Observe photographs of Kenya and England, and ask questions to find out more.  Observe aerial photographs. |
| **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 |  | Locate Kenya on a world map.  Name and locate the continents and oceans of the world.  Understand he key features of the continents of the world.  Know what a journey line is.  Understand the location of hot and cold countries around the world.  Locate the continent we live in and describe some of the key features. |
| 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 | Understand the route they take to school.  Name the four points of a simple compass. | Use simple compass directions to describe places on a map (in the context of national park/ safari maps) |
| 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** | Draw a simple map.  Begin to recognise map symbols. | Draw a simple map (in the context of Africa – Kenya).  Observe aerial photographs. |
| 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. | Understand what their classroom looks like.  Look at aerial photographs.  Observe the school environment. |  |