



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working **together** to be the **best** that we can be.*

## **Knowledge Milestones: Geography – Y2**

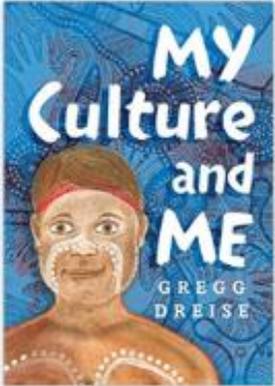
## Year 2 – Key Milestones

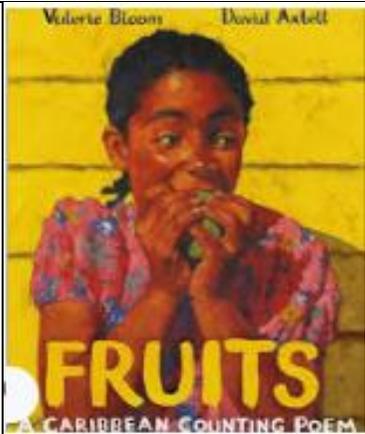
<b>Topics Cycle A</b>	Autumn 2 Pirate Voyage/Explorers	Spring 2 Australia	Summer 2 Seaside
<b>Cycle B</b>	Autumn 2 Arctic Adventure	Spring 2 Farming	Summer 2 Fairtrade

<b><u>Cycle A</u></b>	<b><u>Autumn 2 Pirate Voyagers/Explorers</u></b>
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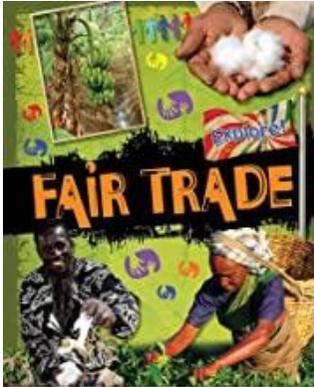
<u>Knowledge specific milestones</u>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can find the UK and the 4 seas surrounding it – North Sea, English Channel, Irish Sea and Atlantic.</li> <li>• I can name some key features of the countries of the UK.</li> <li>• I can make comparisons between features of different places. Eg. the Caribbean and the UK. •</li> <li>• I can describe similarities and differences between the UK and the Caribbean.</li> </ul> <p><b>Meeting (emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain that England, Scotland, Wales and Northern Ireland make up the United Kingdom and name their capitals – London, Edinburgh, Cardiff, Belfast.</li> <li>• I can find the UK and the 4 seas surrounding it – North Sea, English Channel, Irish Sea and Atlantic and I can explain what direction they are in (N,E, S, W)</li> <li>• I can identify similarities and differences between the countries of the UK and identify national flags and emblems.</li> <li>• I can explain similarities and differences between the UK and the Caribbean and can give reasoned explanations.</li> <li>• I can identify a range of human and physical features in aerial photographs.</li> <li>• I can use a variety of maps to locate places and landmarks independently.</li> <li>• I can use world maps and globes to locate and name a range of continents and countries.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can use a world map, atlas or globe to locate the continents &amp; oceans relative to the Equator/ North &amp; South Poles. I can use a range of maps and satellite images to locate and identify the 4 countries and capital cities of the UK and surrounding seas.</li> </ul>
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<u>Cultural diversity/gender equality</u>	<p>Ibn Battuta- Muslim explorer</p> <p>Travelling Man: The Journey of Ibn Battuta by James Rumford</p>	
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Cycle A	Spring 2: Australia	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can find Australia and the 3 seas surrounding it – Southern Ocean, Indian Ocean and the Pacific Ocean.</li> <li>I can name some of the key physical features and landscapes of Australia. Uluru, Great Barrier Reef, Sydney Harbour Bridge, Fraser Island.</li> <li>I can make comparisons between features of Australia and the UK.</li> <li>I can describe similarities and differences between the UK and Australia, looking at the wildlife of both.</li> </ul> <p><b>Meeting (all the emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can identify similarities and differences between the different weather and climate in the Australian territories.</li> <li>I can explain similarities and differences between the UK and Australia and can give reasoned explanations.</li> <li>I can identify a range of human and physical features in aerial photographs.</li> <li>I can use a variety of maps to locate places and landmarks independently.</li> </ul> <p><b>Exceeding (all the above milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. I can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>Indigenous cultures - My Culture and Me is a heartfelt and stirring story of cherishing and sustaining Indigenous cultures.</p> <p>Cathy Freeman – Olympic Gold Medal Runner</p>	

Cycle A	Summer 2: Seaside	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can use key words to describe a seaside location. E.g. beach, coast and Ocean.</li> <li>I can locate Whitby on a map and begin to locate some other seaside resorts e.g. Filey and Scarborough</li> <li>I can explain that seaside resorts can be found in the UK and worldwide and give examples like Bondi Beach in Australia and Crane Beach in the Caribbean.</li> <li>I can begin to classify key features of places into 'natural' and 'man-made' e.g. sea, beach, houses, boats, lighthouse and pier.</li> <li>I can describe a UK seaside resort (Whitby in Yorkshire) in detail using a range of information.</li> </ul> <p><b>Meeting (all emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can begin to name a number of seaside resorts of the UK using a map.</li> <li>I can describe and classify a wider range of human and physical features from the seaside. e.g. sea, beach, houses, boats, lighthouse, beach hut, rock pools, pebbles, seashells and pier.</li> <li>I can locate a range of seaside resorts (UK and Worldwide) and describe their location. I can describe in more detail how seaside resorts have changed over time and make comparisons between features of different beaches we have looked at this.</li> </ul> <p><b>Exceeding (all the above milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can identify different human environments, such as the <b>local seaside area</b> &amp; contrasting <b>settlements</b> such as a village &amp; a city. I can describe their features &amp; some activities that occur there using a range of key vocabulary.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p><b>Valerie Bloom – A Caribbean counting poem</b></p>	

<p><b>Cycle B</b></p>	<p><b>Autumn 2: Arctic adventure</b></p>	
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can find the Arctic Circle on a map and some of the 8 countries within it, naming them.</li> <li>I can describe the difference between summer and winter in the Arctic using the words season and weather.</li> <li>I can identify some of the physical features found in the Arctic</li> <li>I can name at least 3 animals that live in the Arctic, Polar Bear, Reindeer and the Arctic Fox.</li> <li>I can compare the temperature in the UK to the temperature in an Arctic town.</li> </ul> <p><b>Meeting ( all emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can find the Arctic Circle on a map and name all of the 8 countries within it.</li> <li>I can identify similarities and differences between a town in the Arctic and a town in the UK.</li> <li>I can identify a range of human and physical features in aerial photographs.</li> <li>I can use at least 2 different maps to locate places and landmarks independently, exploring different Arctic cities and the countries they are found in.</li> </ul> <p><b>Exceeding (all the above milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can use a world map, atlas or globe to locate the continents &amp; oceans relative to the Equator/ North &amp; South Poles.</li> <li>I can use a range of maps and satellite images to locate and identify different arctic cities and the countries they are found in.</li> </ul>	
<p><u>Cultural diversity/gender equality</u></p>	<p>Anne Bancroft- Female explorer first woman to reach the North pole by foot &amp; sled (1986)</p>	

<b>Cycle B</b>	<b>Spring 2: Farming</b>	
<u>Knowledge specific milestones</u>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can explain some of the different types of farms, namely arable, livestock and dairy.</li> <li>• I can identify some of the key features of a farm, using the correct language – pig sty, hen house, crops, pasture and explain their function.</li> <li>• I can describe where places are in relation to each other and explain the meaning of several keys and symbols on a map of a farm.</li> <li>• I can explain what happens on a farm during the 4 different seasons.</li> </ul> <p><b>Meeting (all emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain in detail what happens on each type of farm and consider why farms are so important.</li> <li>• I know the difference between a rural and urban location and can explain it.</li> <li>• I can explain in more detail the affect the seasons have on the animal and crop activities.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I know the local area and its physical and human geography.</li> </ul>	
<u>Cultural diversity/gender equality</u>	Fair trade – Fair trade Explore by Jillian Powell	

<b><u>Cycle A</u></b>	<b><u>Summer 2: Seaside</u></b>	
<u>Knowledge specific milestones</u>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can explain what Fair Trade is and name a number of Fairtrade products.</li> <li>I can locate locate different countries that produce Fair Trade products and find them on a world map. E.g. Bananas, Chocolate and tea.</li> <li>I can explain how to support Fair Trade.</li> </ul> <p><b>Meeting (Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explain what a Fair Trade organisation is and how they help Farmers and workers.</li> <li>I can locate different countries that produce Fair Trade products (bananas, chocolate and tea) and explain why they grow well there.</li> </ul> <p><b>Exceeding (all previous milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can create my own project to support Fair Trading.</li> </ul>	
<u>Cultural diversity/gender equality</u>	<p>Safia Minney is a British social entrepreneur and author. She is the founder of People Tree and a pioneering sustainable and Fair Trade fashion expert.</p>	