

**Yearly Skills & Knowledge Progression**  
**Subject: Geography**  
**Year group: Year 1**

	Half Term 1	Half Term 2
<b>Autumn</b>	<p>Make simple maps and plans e.g. pictorial place in a story.  Describe seasonal weather changes. (Class tree?)</p>	<p>Use simple observational skills to study the geography of the school and its grounds (Fieldwork)  Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p>
	<p style="color: green;">What can make this personal to Dovers Green?</p> <p>Make links with literacy using Talk for Writing story maps.</p>	<p style="color: green;">What can make this personal to Dovers Green?</p> <p>Use of the extensive school grounds for fieldwork.  <span style="color: green;">Focus - Explore maps through talking, drawing and observation.</span></p>
<b>Spring</b>	<p>Link their homes with other places in their local community.  <span style="background-color: yellow;">(SMSC no 3, BV - Individual liberty)</span></p> <p>Use simple maps of the local area e.g. large scale, pictorial etc. Revisit Using locational and directional language.  <a href="https://www.rgs.org/schools/teaching-resources/map-skills/">https://www.rgs.org/schools/teaching-resources/map-skills/</a></p>	<p>Understand how some places are linked to other places e.g. roads, trains  Describe seasonal weather changes. (Class tree?)  <a href="https://www.rgs.org/schools/teaching-resources/weather-experiments/">https://www.rgs.org/schools/teaching-resources/weather-experiments/</a>  <span style="color: green;">Priority - Explore their local environment through fieldwork.</span></p>
	<p style="color: green;">What can make this personal to Dovers Green?</p> <p>Enquiry led fieldwork in our local area (Woodhatch shops/Penguin Park)  <span style="background-color: yellow;">(SMSC no 1)</span></p>	

Summer	<p>Ask simple geographical questions e.g. What is it like to live in this place? (SMSC no 2)</p> <p>Name, describe and compare familiar places.</p> <p>Focus - Compare locations by asking questions.</p>	<p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment (BV - Democracy)</p> <p>Describe seasonal weather changes. (Class tree?)</p>
	<p>What can make this personal to Dovers Green?</p> <p>Annual year group trip to a castle. (SMSC no 1, BV - Respect and Tolerance)</p> <p>Green Week - how to look after our environment.</p>	

### The development of SMSC and the promotion of British Values within Geography

<b>SMSC</b>	<ol style="list-style-type: none"> <li>1. Fieldwork, trips and relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development as they become more aware of the world around them, differences and similarities about culture, race and ways of living.</li> <li>2. Learning about the world around us promotes pupils spiritual development as they learn about real people in real places. This starts with knowledge of themselves, before progressing to knowledge of others near-by and then far away.</li> <li>3. Enable students to develop their self-knowledge, self-esteem and self-confidence through building on their local knowledge about where they live taught in EYFS.</li> </ol>
<b>British Values</b>	<p><b>Democracy;</b> encourage respect for democracy by making decisions together or voting for ways to improve the school environment.</p> <p><b>Rule of Law;</b> enable students to distinguish right from wrong as we enjoy the great outdoors respectfully.</p> <p><b>Respect and Tolerance;</b> encourage students to accept responsibility for their behaviour and be aware of their impact on others, for example, taking our rubbish home after a school trip</p> <p><b>Individual Liberty;</b> Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning.</p>

