

Yearly Skills & Knowledge Progression
Subject: Geography
Year group: Year 2

	Half Term 1	Half Term 2
Autumn	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name, locate and identify characteristics of the seas surrounding the United Kingdom. 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. (BV - Individual Liberty)</p> <p style="color: green;">Priority - Use maps to teach locational knowledge and the names of seas.</p>	<p>Name and locate the world's seven continents and five oceans. 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
	<p style="color: green;">What can make this personal to Dovers Green?</p> <p>Fieldwork trip using maps to a place of interest in our local area, such as a shop, park or church. (SMSC no 1,2 & 3)</p>	
Spring	<p>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. https://www.rgs.org/schools/teaching-resources/map-skills/</p> <p style="color: green;">Priority - Fieldwork in local environment, recognising human and physical features.</p>	<p>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. (BV- Democracy) https://www.rgs.org/schools/teaching-resources/weather-and-climate-poster/</p> <p>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. (SMSC no 2BV - respect and tolerance)</p>

	<p style="text-align: center;"><i>What can make this personal to Dovers Green?</i></p> <p style="text-align: center;">Enquiry led fieldwork in the school grounds including Forest School or our local area/fields. (SMSC no 1,2 & 3)</p>	
Summer	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p>	<p>Revisit, consolidate and assess.</p> <p><i>Priority - Use and understand Geographical vocabulary.</i></p>
	<p style="text-align: center;"><i>What can make this personal to Dovers Green?</i></p> <p style="text-align: center;">Trip to London - our capital city. (SMSC no 1,2 & 3 BV - Rule of Law)</p> <p style="text-align: center;">Geographical links within Green week (June) - local environmental issues. (BV -Respect and Tolerance)</p>	

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

SMSC	<ol style="list-style-type: none"> 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. 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. 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.
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British Values

Democracy; encourage respect for democracy by making decisions together about how to record the weather or by considering how to collect data.

Rule of Law; enable students to distinguish right from wrong as we enjoy the great outdoors and public transport respectfully.

Respect and Tolerance; encourage students to notice their local environment in and around school. What do they notice, how could they improve it?

Individual Liberty; 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 or knowledge of other countries in the world.