

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

	Half Term 1	Half Term 2
Autumn	<ul style="list-style-type: none"> • Talk about members of their immediate family and community (SMSC no 3, BV Individual Liberty) • Draw information from a simple map • Talk about their environment, where they live, school etc (SMSC no 2) 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Explore and respond to different natural phenomena in their setting (discuss Autumn leading into winter) • Explore the natural world around them (FS and outdoor areas) Priority - Talk about their lives and their environment (look at local maps and make our own.)
	<p>What can make this personal to Dovers Green?</p> <p>Photograph children outside their front door during Home Visits as discussion prompts in school. Make use of the school grounds, in particular, Forest School and if appropriate, the fields behind the school.</p>	
Spring	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live (SMSC no 1) • Recognise some similarities and differences between life in this country and life in other countries. <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps (ELG) (BV - democracy) 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) • Explore and respond to different natural phenomena in their setting (discuss Spring leading into Summer) • Understand the effect of changing seasons on the natural world around them. Priority - Explore their environment, what is similar/different today?
	<p>What can make this personal to Dovers Green?</p> <p>Visit the vegetable patch. Plant seeds to grow flowers. Introduce them to Boomer our Reading Dog.</p>	

Summer	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) 	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena on trips. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) <p style="color: green;">Priority-Prepare children for their outing to the farm. Use maps to plan how we will get there using key vocabulary.</p>
	<p style="color: green;">What can make this personal to Dovers Green?</p> <p>Annual trip to a local farm (SMSC 1& 2 and British Values)</p> <p>Chicks hatching in school.</p> <p>Care for minibeasts in the classroom such as ants, worms and caterpillars.</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. 3. Enable students to develop their self-knowledge, self-esteem and self-confidence through developing their local knowledge about where they live
British Values	<p>Democracy; encourage respect for democracy by making decisions together or voting for the text that we read to develop our understanding of lives in different countries.</p> <p>Rule of Law; enable students to distinguish right from wrong as we enjoy the great outdoors respectfully.</p> <p>Respect and Tolerance; 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>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 and learning.</p>