

Year 1 Skills & Knowledge Progression

Subject: Geography

Geographical skills and fieldwork (GSF) Locational Knowledge (LK) Human and Physical Geography (HPG)

	Half Term 1	Half Term 2
Autumn	<p>Make simple maps and plans e.g. pictorial place in a story or a plan of their new classroom.</p> <p>Begin to describe seasonal weather changes (HPG) - this will be revisited each term as the seasons change.</p> <p><a href="https://www.rgs.org/schools/teaching-resources/weather-experiments/">https://www.rgs.org/schools/teaching-resources/weather-experiments/</a></p> <p>TT: Make simple maps and plans e.g. pictorial place in a story. Describe seasonal weather changes.</p>	<p>Use simple observational skills to study the geography of the school and its grounds (GSF). Using locational and directional language (near/far/left/right), describe the location of features and routes, for example; how to walk from the classroom to Forest school or the car park. (GSF)</p> <p>Use this (scroll to Fieldwork)</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zcdqxnbyear/zjqqp3">https://www.bbc.co.uk/bitesize/subjects/zcdqxnbyear/zjqqp3</a> and this <a href="https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/#">https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/#</a></p> <p>TT: Use simple observational skills to study the geography of the school and its grounds (Fieldwork)</p> <p>Use locational and directional language (near and far; left and right) to describe the location of features and routes.</p>
	<p>What can make this personal to Dovers Green?</p> <p>Make links with literacy using Talk for Writing story maps.</p> <p>Studying their class tree.</p>	<p>What can make this personal to Dovers Green?</p> <p>Use of the extensive school grounds for fieldwork.</p> <p>Focus - Explore a variety of maps through talking, drawing and observation (see individual subject file).</p>
Spring	<p>Using maps of the local area (large scale or pictorial) link their homes with other places in their local community. (SMSC no 3, BV - Individual liberty) Understand how these places are linked to other places e.g. via roads and trains.</p> <p>Revisit locational and directional language - near/far/left/right.</p> <p><a href="https://www.rgs.org/schools/teaching-resources/map-skills/">https://www.rgs.org/schools/teaching-resources/map-skills/</a></p> <p>Priority - Explore their local environment through fieldwork</p> <p><a href="https://www.youtube.com/watch?v=DbGVoPBgiKM">https://www.youtube.com/watch?v=DbGVoPBgiKM</a> Map my neighbourhood.</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place? (see SMSC no 2) Suggest a coastal location near-by such as Brighton. Use basic Geographical language to describe this location.</p> <p>Continue to describe seasonal weather changes (HPG).</p> <p>TT: Ask simple geographical questions e.g. What is it like to live in this place? Describe seasonal weather changes.</p>

	<p>TT: Use simple maps of the local area e.g. large scale, pictorial etc. Understand how some places are linked to other places e.g. roads, trains</p>	
	<p style="text-align: center;">What can make this personal to Dovers Green? Enquiry led fieldwork in our local area (Woodhatch shops/Penguin Park) <b>(SMSC no 1)</b></p>	
Summer	<p>Continue to describe seasonal weather changes (HPG). Plan and prepare for our school trip by asking simple geographical questions e.g How will we get to Leeds castle? Which route could we take? What will we pass on the way? <b>(SMSC no 2)</b> <b>Focus - Compare locations by asking questions.</b> TT: Ask simple geographical questions e.g. What is it like to live in this place? Describe seasonal weather changes.</p>	<p>Valuing our school environment. Study the school grounds and vote for ways to improve how eco-friendly we are. <b>(BV -Democracy)</b>  End of year assessment ?</p>
	<p style="text-align: center;">What can make this personal to Dovers Green? Annual year group trip to Leeds castle. <b>(SMSC no 1, BV - Respect and Tolerance)</b> Environmental Explorer Week</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>
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## British Values

**Democracy;** encourage respect for democracy by making decisions together or voting for ways to improve the school environment.

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

**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

**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.