

## **IVIS Geography Skills Progression**

	Milestone 1 (EYFS)			Milestone 2 (YR 1)	Milestone 3 (YR 2)
	By 3 years old	End of nursery	End of reception	End of year 1	End of year 2
Locational knowledge	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Explore the nursery setting and different areas of the school.</p>	Know that there are different places in the world.	Name and locate different parts of their local community.	<p>Name and locate the four countries making up the British Isles, with their capital cities. Name the surrounding seas of the United Kingdom.</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom.</p> <p>Name the 7 continents and talk about some well-known places in a continent.</p>	<p>Locate and name the continents on a World Map and a world globe.</p> <p>Locate and locate the five oceans on a world map and a world globe.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Talk about some well-known features of a continent.</p>
Place knowledge	Talk about the different areas of the classroom and school.	Talk about the differences in countries they have experienced or seen in photos.	<p>Compare and contrast characters from stories from different places.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>To recognise similarities and differences of geographical features in my own immediate environment.</p> <p>To talk about people and places within my local environment.</p> <p>To compare Iver with a contrasting place in the UK.</p> <p>To talk about people and places beyond my local environment.</p> <p>To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>To compare a local City/town in England with a contrasting city/ town in a different country.</p> <p>To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>To compare people and places beyond my local environment.</p> <p>To compare the key features of a city, town, village, coastal or rural area.</p>
Human and physical geography	Use some basic vocabulary to talk about the human and physical world e.g. house, tree.	Use a wider range of vocabulary to talk about the world.	Compare and contrast settings from stories from different places.	To compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. Compare and Contrast 2 places.	To ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?

				<p>To talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>To identify land use around the school.</p> <p>To use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p>	<p>To talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>To compare and contrast the human and physical features of a British locality with a non European locality, including land use differences. Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</p>
Geographical skills and fieldwork	Explore positional language through movement.	Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	<p>Draw information from a simple map.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.</p> <p>To use aerial images to recognise landmarks and basic physical features.</p> <p>To use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>To use a simple key to recognise physical or human features on a map.</p> <p>To create a simple map of my local environment.</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To learn and use the four points of a compass to describe the location of features on a map.</p> <p>To use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>To use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>To devise a simple map, and use and construct basic symbols in a key.</p> <p>To use simple grid references. (A1, B1)</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area.</p>