

Stanley Grove Primary and Nursery Progression Grid

**Progression of Skills, Knowledge and Vocabulary in Geography
From EYFS to Year 6**

Geographical Enquiry

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Pose carefully framed open-ended questions, such as <i>"How can we...?"</i> or <i>"What would happen if...?"</i>.</p> <p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p>Children make distinctions in their observations.</p> <p><i>Children describe some actions, which people in their own community do, that help to maintain the area they live in.</i></p>	<p>Teacher led geographical enquiries where children respond to teacher questioning.</p> <p>Children begin to experiment in investigating their surroundings (local visits)</p> <p>Children can make remarks about their surroundings, in school and in the local area.</p> <p>Children consolidate describing and understanding actions of those in the local community.</p>	<p>Children are being encouraged to ask geographical questions about their surroundings.</p> <p>Children are being encouraged to investigate their surroundings.</p> <p>Children can make relevant remarks about their surroundings and can begin to explain their reasons.</p> <p>Children are beginning to make simple geographical comparisons between places and features.</p>	<p>Children are beginning to ask geographical questions independently.</p> <p>Children are investigating places of varying scale (Maps of UK and Europe)</p> <p>Children are beginning to record evidence.</p> <p>Children are beginning to make comparisons and contrasts between two areas (Wakefield and Scarborough). Children are encouraged to make conclusions.</p>	<p>Children ask and respond to geographical questions independently, and begin to apply own ideas.</p> <p>Children are investigating places of varying scale (Maps of UK and Europe) with growing confidence. Begin to use satellite images and aerial photography.</p> <p>Children are beginning to investigate using more than one scale. With support, children begin to collect and record evidence.</p> <p>Children are beginning to analyse and draw conclusions between locations, images and maps with some support.</p>	<p>Children begin to take a more independent approach to questioning in Geography.</p> <p>Children begin to use primary and secondary sources of evidence in an investigative form.</p> <p>Children begin to investigate areas with growing knowledge and understanding of larger scales and can make comparisons between large and small areas.</p> <p>Children are beginning to collect evidence without support and can analyse evidence and draw geographical conclusions from land-use and data with growing confidence.</p>	<p>Children apply a more independent approach to questioning in Geography.</p> <p>Children to use primary and secondary sources of evidence in an investigative form.</p> <p>Children can investigate areas with growing knowledge and understanding of larger scales and can make comparisons between large and small areas.</p> <p>Children to collect evidence without support and can analyse evidence and draw geographical conclusions from land-use and data independently.</p>

	<p>Evidencing use of information books and picture books used as sources of information.</p>	<p>Children are using non-fiction books, maps/atlases and the internet for sources of information.</p>	<p>Children are growing in confidence at using non-fiction books independently.</p> <p>Children are encouraged to use atlases, photographs and pictures, and internet as sources of information with support.</p>	<p>Children can use non-fiction books with minimal support.</p> <p>Children are encouraged to use atlases, photographs and pictures, and internet as sources of information with growing independence.</p>	<p>Children can use non-fiction books with minimal support.</p> <p>Children are encouraged to use atlases, photographs and pictures, and internet as sources of information independently.</p>	<p>Children can use non-fiction books with confidence.</p> <p>Children are encouraged to use atlases, photographs and pictures, and internet as sources of information independently.</p>
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Stanley Grove Primary and Nursery Progression Grid

Progression of skills, knowledge and vocabulary in Geography

Locational and Place Knowledge

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Help children to find out about the environment by examining photographs and simple maps and visiting local places.</p>	<p>To begin to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>To identify Stanley Grove School on a map and identify a nearby river and canal.</p>	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom with growing confidence. To identify a non-European country on a map.</p> <p>To identify Wakefield on a map with support.</p> <p>To name and locate the world's seven continents and five oceans and to identify the equator.</p>	<p>To begin to locate the world's countries, using maps to focus on Europe. To locate an area of Europe for study: Greece.</p> <p>To identify Wakefield on a map and to understand the relative size of Wakefield, in comparison with a coastal region (Scarborough) To locate other areas in Yorkshire (Scarborough) To identify key rivers in the local area: Calder and Aire.</p> <p>To begin to identify the position and significance of the Equator, the Tropics of Cancer and</p>	<p>Locate the world's countries, using maps to focus on Europe with growing confidence.</p> <p>To begin to use atlases and globes of the world. To understand the relative size of a European city (Rome), in comparison with another area in Italy. To name and locate some counties and cities within the UK (inc Wakefield)</p> <p>To Identify the position and significance of the Equator, the Tropics of Cancer and Capricorn,</p>	<p>Locate the world's countries, using maps to focus on North America</p> <p>To use atlases and globes of the world with growing confidence. To study the location of North America, including ecoregions of California. To name and locate some counties and cities (inc Wakefield) within the UK with growing confidence. In depth study of Wakefield's key topographical features, land-use patterns; and understand how some of these aspects have changed over time (focus on mining)</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics</p>	<p>Locate the world's countries, using maps to focus on South America</p> <p>To confidently use atlases and globes of the world. To study the location of South America, including Climate zones, biomes, vegetation belts and locations of forests. To name and locate counties and cities within the UK with growing confidence. To study changes in landscape from stone age to now. Use local Wakefield maps of stone to Bronze Age settlements</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p>

			Capricorn, the Arctic and Antarctic Circle.	the Arctic and Antarctic Circle with growing confidence.	of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian	Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
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Locational and Place Knowledge Suggested Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Use appropriate words, e.g. town village road path house flat Temple mosque Bridge Tunnel Roundabout Map House Bungalow Church School	Local Stanley United Kingdom England Scotland Ireland Wales Globe	Local Stanley Wakefield Location England Scotland Equator Northern Ireland Wales North South East West North Pole South Pole Irish Sea North Sea Edinburgh London Belfast Dublin Cardiff English Channel	Local Stanley Wakefield Scarborough North East South East North West South West Polar Equator Tropical Longitude Northern Hemisphere Southern Hemisphere	Local Stanley Wakefield Scale Hemisphere Tropical Polar Arctic Antarctic Northern Hemisphere Southern Hemisphere Equator Tropic of Cancer Tropic of Capricorn	Local Stanley Wakefield Polar Arctic Antarctic Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn North American place names. E.g. California Ecoregions Latitude Longitude, Prime/Greenwich Meridian Continent Sub-Continent	Local Stanley Wakefield Polar Arctic Antarctic Equator Continent Sub-Continent Tropic of Cancer Tropic of Capricorn Northern Hemisphere Southern Hemisphere South American place names. E.g. Amazon, River Nile Ecoregions Latitude Longitude, Prime/Greenwich Meridian Minutes [Location] Climate zones Biomes Vegetation belts

Progression of skills, knowledge and vocabulary in Geography

Human Geography Areas of Study

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>Help children to find out about the environment by talking to people and visiting local places.</p> <p>Encourage the use of words that help children to express opinions, e.g. <i>'busy'</i>, <i>'quiet'</i> and <i>'pollution'</i>.</p>	<p>To understand the difference between a river and a canal (with a focused study on Stanley)</p>	<p>To contrast human Geography features of Stanley with an area of St Lucia.</p>	<p>To study Scarborough in comparison to our local area, including the impact of tourism on an area and the building of new hotels</p> <p>To compare Wakefield's population to that of other countries within the UK.</p>	<p>To study types of settlement, land use and economic activity within Europe (focus on Rome)</p>	<p>To study types of settlement, land use and economic activity within North America (focus on California)</p> <p>To understand deforestation's impact on the environment and settlements.</p>	<p>Study and make comparisons between climate zones, biomes and vegetation belts of a region within a continent of Europe and South America.</p> <p>Study types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in one of the regions of Guyana and Italy.</p>

Human Geography Suggested Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Job Roles: Teacher Caretaker Firefighter, Etc. Zebra Crossing Traffic Lights	Transport Wide Narrow Plan Travel Bungalow Junction Town Village Farm Harbour Larger Smaller	City Town Village Factory Farm House Office Port Harbour Shop Landscape Environment Address	Settlement Economy Community Landscape Port Harbour Factory Office Transport Industry Environment	Intensive Farming Mixed Farming Organic Farming Import Export Productivity Native/ Indigenous Natural Sustainable Fairtrade Man-Made Materials Settlement Urban/ Rural	Transportation Products Industrial Features Population Development Settlement Industry Tourist Excursion Export Import Urban Rural Land Use	Migrate Indigenous Sustainability Renewable Questionnaire/Survey Population Conservation Charles Waterton/ Waterton Park Pollution Export Import Urban Rural Subterranean Congestion Archaeologist

Progression of skills, knowledge and vocabulary in Geography

Physical Geography Areas of Study

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>Help children to find out about the environment by talking to people and visiting local places.</p>	<p>To begin to locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Study the UK weather in terms of seasonal changes and in terms of daily patterns in the UK (focusing on where we live).</p> <p>Set up a weather station to observe and record daily weather findings at our school. To begin to use appropriate instruments, including rain gauge, weather vane and weather board.</p>	<p>To consolidate identifying daily weather patterns in the United Kingdom and the location of hot and cold areas of the World in relation to the Equator and North and South Poles.</p> <p>Compare weather patterns in our local area a Non-European area using the Met Office website (focus area St Lucia)</p> <p>To consolidate using appropriate instruments, including rain gauge, weather vane and weather board.</p>	<p>To focus a teacher-led enquiry on topical geographical issues in the region of Scarborough (including the collapse of a hotel from erosion) and to learn about the water cycle.</p>	<p>To focus enquiry on Italy, studying climate zones, mountains and volcanoes within Italy (focus area: Rome)</p>	<p>To create an in depth enquiry on North America with a focus on earthquakes, biomes and deforestation (focus area: California)</p>	<p>To create an in depth enquiry on South America with a focus on climate zones, biomes and vegetation belts (focus area: Amazon Rainforest)</p>

Physical Geography Suggested Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Left	Barges/Narrowboats	Coal	Weathering	Important	Climate/ Weather	Biomes
Right	Lock	Canal	Valley	Locations, e.g.	Natural Disaster	Vegetation Belts.
Forwards	Gates	Tom Pudding	Cliff	Mount Vesuvius	Flood Plain	Climate/ Weather
Backwards	Towpath	Explore	Erosion	Climate Zones	Surface	Natural Disaster
Under	Navigators (Navvies)	Transport	Sedimentary	Mountain	Sea Level	Flood Plain
Over	Floats	Disaster	Soil	Valley	Natural Landscape	Surface
Above	Coal	Invention	Igneous	Contour	Arid	Sea Level
Bridge	Freight	Mine/mining	Peat	Humid	Earthquake	Natural Landscape
Tunnel	Aqueduct	Beach	Clay	Resources	Outer/ Inner core	Emergent Layer
Roundabout	Toll house	Cliff	Loam	Patterns	Earth's layers	Canopy Layer
Map	Wind	Coast	Coastal town	Inland	Richter scale	Understory
House	Snow	Forest	Evaporation	Magma	Earth's crust	Forest Floor
Bungalow	Rain	Hill	Precipitation	Lava	Upper/lower mantle	
Church	Hail	Mountain	Distribution	Attractions	Tectonic Plates	
School	Summer	Sea	Condensation		Deforestation	
	Fog	Ocean	Inland		Magma	
	Winter	River	Meander		Mine/mining wheel	
	Wet	Soil	Tributary			
	Autumn	Valley	Confluence			
	Dry	Vegetation	River Mouth			
	Spring	Season	Natural Disaster			
	Hot	Weather	Landslide			
	Seasons	Compass	Sea defences			
	Cold	Exploration	Tourism			
	River	Navigation				
	Sea	Ocean				
	Canal	Polar				

Progression of skills, knowledge and vocabulary in Geography

Fieldwork

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Help children to find out about the environment by examining photographs and simple maps and visiting local places.</p>	<p>To use basic directional skills: up, down, left, right, backwards and forwards.</p> <p>To begin drawing picture maps of places from stories, using objects to draw round for support.</p> <p>To begin to use symbols when drawing a map. To use own symbols on a story map.</p> <p>To begin to use Geographical vocabulary. E.g. bigger, smaller, like and dislike.</p> <p>To use an orienteering activity where children navigate around the classroom and playground</p>	<p>As in Year One and to introduce North, East, South and West and quarter turn/ half turn.</p> <p>To begin picture maps of places from stories and begin to add detail to sketch maps from real places by observing aerial photography with support.</p> <p>Begin to understand the need for a key.</p> <p>To recognise the UK on a large scale map.</p> <p>To use an orienteering activity where children navigate around the playground.</p>	<p>To use four compass points when using maps. To begin to use four-figure grid-references</p> <p>To create a sketch map of a short route, with places in the correct order when mapping with support. To begin to draw a sketch map from a high view point with support.</p> <p>To know why a key is needed and begin to use standard symbols on keys with some support.</p> <p>Begin to understand boundaries on larger scale maps.</p> <p>To use an orienteering activity where children navigate the field, using maps to find words.</p>	<p>To use four compass points when using maps. To consolidate using four-figure grid-references.</p> <p>To consolidate creating a map of a short route, with features in correct order. To make a simple scale drawing.</p> <p>Know why a key is needed and to begin to recognise symbols on an OS map.</p> <p>To be able to understand boundaries on maps of different scales.</p> <p>To use an orienteering activity where children navigate the field, using maps to find words and sentences</p>	<p>To introduce using eight compass points when using maps. To consolidate using four-figure grid-references and introduce six-figure.</p> <p>To begin to draw thematic maps for an area in North America. To draw a plan view map with growing confidence.</p> <p>To draw a sketch map using and recognising key OS map symbols</p> <p>To measure straight-line distance on a plan. To recognise places on maps of different scales.</p> <p>To use an orienteering activity where children navigate the school, using maps to find words and</p>	<p>To use eight compass points when using maps. To consolidate using six-figure grid references.</p> <p>To begin to draw thematic maps for an area in South America. To draw a plan view map of detail with confidence</p> <p>To draw a sketch map using and recognising key OS map and atlas symbols</p> <p>Use a scale to measure distances. To access and draw maps of varying scales.</p> <p>To consolidate orienteering activities where children navigate the school, using maps to find</p>

	To begin to use picture maps and globes.	To locate land and sea, using globes. To use maps drawn by an adult. To use infant atlases and begin to look at large scale OS maps.	To use junior atlases and continue to look at large scale OS maps. To begin to identify key features on aerial photographs.	in order to solve a problem. To use medium scale OS maps and begin to use Oxford Press School Atlases. To identify features on aerial photographs.	sentences in order to solve problems. To use index and contents page within atlases and to use medium scale OS maps with growing confidence. To be introduced to using GPS mapping devices whilst at Robinwood Activity Centre.	words and sentences in order to solve problems. To use index and contents page within atlases and to use medium/small scale OS maps with confidence. To use GPS devices whilst at Nostell Priory.
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Fieldwork Suggested Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Left	Up	Route	Ordnance Survey	Ordnance Survey	Ordnance Survey	Ordnance Survey
Right	Down	Aerial View	Relief Map	Relief Map	Relief Map	Relief Map
Forwards	Left	Distant	Political Map	Political Map	Political Map	Political Map
Backwards	Right	Behind	Fieldwork	Fieldwork	Fieldwork	Fieldwork
Under	Backwards	Up	Sketch	Sketch	Sketch	Sketch
Over	Forward	Dow	Diagram	Scale Maps	Diagram	Diagram
Above	Picture Maps	Left	Compass	Simple Scale	Compass	Compass
Bridge	Symbols	Right	Compass Points	Drawing.	Grid Reference	Grid Reference
Tunnel	Story Map	Backwards/	Four-Figure Grid-	Diagram	Terrain	Terrain
Roundabout	Bigger	Forwards.	References	Compass	Contour Lines	Contour Lines
Map	Smaller	North	Sketch Map	Height	Scale [Maps]	Scale [Maps]
House	Like/ Dislike.	East	Standard Symbols	Distance	Symbols	Symbols
Bungalow	Navigate	South	Boundaries	Grid Reference	GPS	GPS
Church	Globes.	West	Scale Maps.	Satellite	Compass Points	Compass Points
School		Quarter/ Half Turn.	Orienteering	Compass Points	Six-Figure Grid-	Six-Figure Grid-
		Key.		Four-Figure Grid-	References	References
		Navigate		References	Sketch Map	Sketch Map
		Locate Land And		Standard Symbols	Standard Symbols	Standard Symbols
		Sea		Boundaries	Boundaries	Boundaries
		Atlases		Orienteering	Scale Maps.	Scale Maps.
		Maps.		GPS	Orienteering	Orienteering
					GPS	GPS