



St Mary's RC Primary School, Littleborough – Geography Progression Model

St Mary's Geographical Vocabulary							
Topics	EYFS (Where am I? /Marvellous Me)	Year 1 & Year 2 (Weather and Climate)		Year 3 (Climate Zones)	Year 4 (Rivers and Water Cycle)	Year 5 (Mountains)	Year 6 (The United Kingdom)
Topic 1	School	Hot/Cold	Hot/Cold	Climate	Rivers	Ben Nevis	Major Cities
	Primary	Earth	Earth	Equator	Water Cycle	Himalayas	Aberdeen
	Local Area	Equator	Equator	Seasonal	Movement	Mount Snowdon	Belfast
	Road	Season	Season	Cairo (Egypt)	Upper Course	Scafell Pike	Birmingham
	Field	Snow	Snow	London (UK)	Middle Course	Slieve Donard	Bristol
	Street	Sunshine	Sunshine	Nuuk (Greenland)	Lower Course	Landform	Cambridge
	Shops	Rain	Rain	Santiago (Chile)	Flooding	Slope	Cardiff
	Nursery	Wind	Wind	Seville (Spain)	Source	Summit	Edinburgh
	Library	Temperature	Temperature	Axis	Confluence	Valley	Glasgow
	Swimming Pool	Forecast	Forecast	Meteorologist	Meander	Altitude	Leeds
Restaurant	Thunder & Lightning	Thunder & Lightning	Orbit	Tributaries	Height above sea level	Liverpool	
Café	Weather Boards	Weather Boards	Temperature change	Flood Plain	level	London	Manchester
Maps	Symbols	Symbols	Latitude	Mouth	Map Index	Map Reference	Newcastle
Weather		Year 1 & Year 2 (Continents and Oceans)		Map Index	Flood Management	Dome Mountains	Norwich
				Northern/Southern-Hemisphere	Irrigation	Fault-Block	Nottingham
				Arid	Egypt	Mountains	Oxford
				Mediterranean	Ethiopia	Fire Mountains	Sheffield
				Tropical	South Sudan	Fold Mountains	Coastlines
				Polar	Uganda		London Array
				Lines of Latitude	U.S.A		North Sea
				Characteristics	Evaporation		Development
					Condensation		Energy Source
					Precipitation		Industry
					Ground water		Sustainable-Development
							Offshore/Onshore
							Renewable Energy



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Topics	EYFS (Where do I live?/ Traditional Tales)	Year 1 & Year 2 (The United Kingdom)		Year 3 (North America)	Year 4 (Rainforests)	Year 5 (Volcanoes and Earthquakes)	Year 6 (N/A)
Topic 2	Home House Bungalow Garden Kitchen Bedroom Living Room Dining Room Conservatory Study Room Littleborough Address Postcode	Country England London Scotland Edinburgh Wales Cardiff Northern Ireland Belfast Capital City London Eye Edinburgh Castle Cardiff Bay Titanic Quarter	Country England London Scotland Edinburgh Wales Cardiff Northern Ireland Belfast Capital City London Eye Edinburgh Castle Cardiff Bay Titanic Quarter Countryside Distance Irish Sea Ben Nevis	United States of America Canada / Mexico Population Niagara Falls The Caribbean Central America Denali Great Lakes Mississippi River Landscape Location Rocky Mountain-Range States Rural and Urban Latitude Longitude	Rainforest Amazon Rainforest (South America) Congo Rainforest (Africa) St Lucia Rainforest (North America) Biodiversity Biome Canopy Deforestation Emergent Layer Forest Floor Understory Equatorial Tropic of Cancer Tropic of Capricorn Ecosystem	Volcanoes Earthquakes Earth's Crust Plates Hot Mantle Eruption Richter Scale Lava Great African Rift-Valley Haiti Iceland Japan Pacific Ring of Fire Crater Disaster Dormant Eruption	
		Year 1 & Year 2 (Hot and Cold Places)					



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		Temperature Hot Warm Cool Cold Amazon Rainforest Atacama Desert Canada Norway Russia Adapt The Equator North Pole South Pole	Temperature Hot Warm Cool Cold Amazon Rainforest Atacama Desert Canada Norway Russia Adapt The Equator North Pole South Pole Habitat Arctic Circle Antarctic Circle	North-East North-West South-East South-West Mt St Helen's- Eruption New York	Vegetation Layers	Magma Tsunami Epicentre Plate Boundary	
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St Mary's Geographical Vocabulary							
Topics	EYFS (Transport/ Amazing Animals around the world)	Year 1 & Year 2 (Local Area)		Year 3 (Rio and South- East Brazil)	Year 4 (Map skills)	Year 5 (European Region)	Year 6 (Local Area and Region)
Topic 3	Car Bus Walk Bike Train Tram Plane Ship Boat Holiday Transport World Distance Short/Long Close/Far	Littleborough Rochdale Village Rural Urban Features Journey Survey Map Key Compass North, East, South, West Aerial Photographs	Littleborough Rochdale Village Rural Urban Features Journey Survey Map Key Compass North, East, South, West Aerial Photographs Navigation Route	Brasilia Cerro Aconcagua Lake Titicaca La Paz Sao Paulo Ushuaia Equatorial Region Manufacturing Mining Population Trade Latitude Longitude	Map Key Compass North, East, South, West North West, North, North East, South West, South, North East Aerial Photographs Ordnance survey Grid reference Eastings Northings Map symbols	European Region Austria Bulgaria Finland France Germany Greece Ireland Italy Norway Poland Portugal Romania Spain Ukraine Athens Berlin	Aerial View International Land use Local / National Grid references 16 point compass temrs Littleborough Rochdale Greater Manchester Lancashire Ordnance Survey Population Sample



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	Minutes/Hours	Year 1 & Year 2 (Mugumareno Village, Zambia)		Northern Hemisphere Southern Hemisphere Time Zone Western Hemisphere Culture Recreation	Symbols key Atlas	Bucharest Copenhagen Kiev Lisbon London Madrid Oslo Paris Rome Stockholm Vienna Warsaw Language President Peaks Rural Urban Attractions	Landmarks and key features in region and local area determined by line of enquiry
		Africa Southern Africa Continent Lusaka River Zambezi Zambia Crops and Farms Markets Eastern, Northern, Southern and Western	Africa Southern Africa Continent Lusaka River Zambezi Zambia Crops and Farms Markets Eastern, Northern, Southern and Western Victoria Falls Floods Accommodation Population				
St Mary's Geographical Enquiry Skills							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	



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<p>To notice and discuss patterns around them (e.g. rectangular patterns on bricks).</p> <p>To make distinctions in their observations.</p> <p>To take an interest within their local and domestic environment.</p> <p><i>Teacher to pose carefully open-ended questions such as "How can we...?" or "What would happen if...?"</i></p>	<p>To begin to experiment in investigating their surroundings and make appropriate comments with some teacher support</p> <p><i>Teacher led geographical enquiries where children respond to teacher questioning</i></p>	<p>To continue to investigate their surroundings while sometimes asking and answering questions from their peers with some teacher support</p> <p>To continue to investigate their surroundings while giving reasoning and explanations behind their answers.</p> <p>To begin to make simple geographical comparisons between places and features.</p>	<p>To ask and answer geographical questions with decreasing support</p> <p>To demonstrate an increasing confidence when investigating places of varying scale (e.g. North America).</p> <p>To begin to record and refer to evidence with some teacher support.</p> <p>To begin to make simple geographical comparisons between places and features while being encouraged to draw conclusions with their thoughts.</p>	<p>To ask and answer geographical questions with growing confidence, and begin to apply own ideas towards answers.</p> <p>To investigate places of varying scale (e.g. South America) with growing confidence</p> <p>To begin to record and refer to evidence with increasing confidence</p> <p>To begin to analyse and draw conclusions between locations, images and maps with some teacher support.</p>	<p>To ask and answer geographical questions independently, while applying their own ideas towards answers.</p> <p>To begin to use primary and secondary sources of evidence.</p> <p>To begin to investigate areas with growing knowledge and understanding of larger scales and can make comparisons between large and small areas.</p> <p>To record and refer to evidence independently.</p>	<p>To ask and answer geographical questions independently and with confidence, while applying their own ideas towards answers.</p> <p>To use primary and secondary sources of evidence.</p> <p>To investigate areas with growing knowledge and understanding of larger scales and can make comparisons between large and small areas.</p> <p>To record and refer to evidence independently and with confidence</p>
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St Mary's Locational and Place Understanding



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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>With support, children to find about their surrounding environment by exempling photographs.</p>	<p>To name and identify the four countries of the UK, including their capital cities and some characteristics.</p> <p>Identify Rochdale on a UK map / Identify the UK on a world map.</p> <p>Identify the seven continents and five oceans of the world.</p> <p>Discuss the features of Zambia including: it's location within Southern Africa; it's capital city and the proximity and features of its villages.</p>	<p>To name and identify the four countries of the UK, including their capital cities and some characteristics with confidence.</p> <p>Identify Rochdale on a UK map / Identify the UK on a world map, including their proximity to other known locations.</p> <p>Identify the seven continents (including some key countries) and five oceans of the world (including their sizes in comparison to one another).</p> <p>Discuss the features of Zambia including: it's location within Southern Africa; it's capital city, the proximity and features of its villages, the Victorian Falls; the Lower Zambezi Park; and its rivers (<i>see mtp for extensions</i>).</p>	<p>To identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn and Arctic and Antarctic Circle</p> <p>To identify countries within North America and states within the USA.</p> <p>To compare New York State and New York City to our local area.</p> <p>To compare key facts about Brazil to the England.</p> <p>To locate the countries and capital cities of South America, including the pros and cons of hosting the Olympic Games</p>	<p>To explain what a river is, locate the world's longest rivers on a map and describe their key characteristics.</p> <p>To recognise what a rainforest is and locate the world's rainforests on a map.</p> <p>To recognise the different layers of life and the different features that make up a rainforest.</p> <p>Make use of 8 compass points.</p> <p>To identify countries within South America and their capital cities.</p> <p>To explain the importance of the Amazon Rainforest and to explain the key characteristics of the Amazon Basin</p>	<p>To describe what a mountain is.</p> <p>To explore and locate the UK's highest mountains</p> <p>To recognise the importance of the Himalayas for people living in the region</p> <p>To study a word famous mountain or mountainous region</p> <p>To locate a range of famous volcanoes, including those that last erupted</p> <p>To locate some of Europe's countries and capitals while exploring their cuisines</p> <p>To study holiday life in the Mediterranean and Athens, while comparing them geographically to England</p>	<p>To compare and contrast the different countries of the UK.</p> <p>To locate the UK major cities and compare them with Rochdale.</p> <p>To understand the developments of how cities have evolved over recent years in the UK.</p> <p>To study local, regional, national and international links to Rochdale.</p>

St Mary's Mapping and Fieldwork Skills



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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With support, children to find about their surrounding environment by exemplifying photographs	<p>Annotate a simple map with some key features labelled with some support</p> <p>Look at simple maps and aerial views of the local area, discussing and asking simple questions about its main features and the way symbols have been used</p> <p>With some adult support, work in a group to create a simple of the local area</p> <p>Use globes and atlases with some adult support</p> <p>Identify the four main compass points</p>	<p>Annotate a simple map with some key features labelled with increasing confidence</p> <p>Look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used</p> <p>Work in a small group to create a simple of the local area</p> <p>Use globes and atlases in a small group</p> <p>Make use of the four main compass points and use them to describe key locations and navigation routes across a simple map</p>	<p>Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil</p> <p>Use globes, atlases and maps to identify the main human and physical features of North and South America</p> <p>Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied</p> <p>Use appropriate vocabulary when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>	<p>Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon.</p> <p>Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.</p>	<p>Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean.</p> <p>Use globes and atlases to identify the location of Greece and the Mediterranean.</p> <p>Use a world map to locate the 'Seven Summits' on a map</p>	<p>Interpret a range of maps of the UK and the local region and apply this information to their understanding of it</p> <p>Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK</p> <p>Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</p>

St Mary's Human and Physical Geographical Understanding



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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Encourage children to express opinions on natural and built environments and give them opportunities for them to hear different points of view on the quality of their environment	<p>To identify a river and a canal</p> <p>Begin to locate hot and cold areas of the world, discussing some of their weather patterns</p> <p>Discuss the standard UK weather and weather patterns while comparing them to seasons of the year</p> <p>Discuss 1 landmark for each country of the UK while identifying the country on a UK map</p>	<p>To understand and explain the differences between rivers and canals</p> <p>To identify hot and cold places of the world, including their relation to the equator, North and South Poles.</p> <p>Discuss the standard UK weather and weather patterns while comparing them to seasons of the year, weathers vanes or weather boards to justify their reasoning</p> <p>Discuss 1 landmark for each country of the UK while identifying the landmark on a UK map</p>	<p>To focus on the influence and impacts of climates zones.</p> <p>Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</p> <p>To study Rio and South East Brazil in comparison to our own local area, including the impact of tourism and its architecture</p> <p>To compare the population of Rio and South East Brazil with that of the UK (quantities and ethnicities)</p>	<p>To learn how the process of the water cycle and the different impacts it can have on different impacts of different communities</p> <p>To compare and contrast the human and physical geography aspects of rainforest, including the impact of deforestation on the environment</p> <p>Identify the stages of a river, and the way that land use changes from the source of the mouth.</p>	<p>To study types of settlement, land use , natural resources and economic activity within a European Region (focus on 1 country amongst selection)</p> <p>To study the formation, features and importance of mountains.</p> <p>To study the structure of the earth, including its layers, plates and core, alongside the effects, structure and components of volcanoes.</p> <p>To study why earthquakes occur, and write a report on a famous earthquake, including the effects on the people and the land, and how to prepare for an earthquake</p>	<p>To explore the physical features of the UK</p> <p>To explore different natural environments of the UK and how they can influence the lives of local people.</p> <p>To study the industries and economic activity around the UK</p> <p>To study, evaluate and write a report on the different kinds of energy sources around the UK, including nuclear, solar and wind energy</p>