

**Framework for progression in geographical vocabulary**

The following sets out a framework for progression in children’s geographical vocabulary, which are follow our Long-Term Planning Pathway. Terms therefore generally relate to the topics that are being studied by each year group.

The framework draws on key vocabulary from the knowledge organisers for each Scheme of Work. The vocabulary for each year group and scheme consolidates and builds on that which has been established in previous years and topics.

Being able to understand, use and apply key vocabulary is an essential part of children’s developing knowledge of geographical places and concepts. It is therefore important that the use of these words is contextualised in the places and topics that children are learning about, rather than simply learned as a word list.

The vocabulary list for each year group and topic is based around three essential elements of geographical vocabulary:

* place names (including familiar places);
* geographical terms and processes;
* locational terms.

**Progression in Vocabulary - Year 1**

During Year 1, children should become familiar with the following words and begin to use them in appropriate contexts. (To be used in conjunction with the Oddizzi Pathways Document.) Topics covered: *Weather and Seasons, United Kingdom, Local Area*

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| **Place names** | **Geographical terms and processes** | **Locational terms** |
| AntarcticaBelfastBen NevisCardiffEarthEdinburghEnglandEnglish ChannelEuropeIrelandIrish SeaLondonNorth Atlantic OceanNorthern IrelandRiver ThamesScotlandWales*The following terms are to be amended by the teacher:**My county**My neighbourhood**My school**My town or local area* | autumnbuildingcapital citycastlecitycloudcountrycountrysidefreezingfrostygroundislandmapmistymonthofficerain routeseasonshopsnowspringstreetsummersunshinesymboltemperaturethunderstormtownvillagewarmwindwindywinterThe months of the year | acrossArcticeastinsidelocalnorthnorthernoutsidepolarsouthwestPrepositions and direction-finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside |

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| **Glossary****capital city**: *the city where a country’s government is located such as London or Edinburgh***country**: *an area of land that has its own government, such as the UK or France***feature**: *something you would find in a place that is usually there (such as a hill or a house)***map symbol**: *a small picture on a map that shows you where different things are (such as a bus station or a school)***rain gauge**: *a tool you can use to show how much it has rained***route**: *how you get from one place to another (for example, “you walk up the hill and turn towards the school when you get to the top)”***rural**: *a rural area has fewer people living there. Rural areas include the countryside, villages and hamlets.***season**:  *a time of the year with a particular type of weather***settlement**: *a place where people live***temperature**: *how hot or cold it is* **urban**: *an urban area has lots of people living there. Towns, cities and suburbs are all urban areas.*  |

**Progression in Vocabulary - Year 2**

During Year 2, children should be able to make appropriate use of the words they have learned during Year 1. They should become familiar with the following additional words, in the context of the places and topics being studied. (To be used in conjunction with the Oddizzi Pathways Document.) Topics covered: *Continents and Oceans, Hot and Cold Places, Mugumareno Village*

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| **Place names** | **Geographical terms and processes** | **Locational terms** |
| Amazon RainforestAtacama DesertAustraliaBrazilCanadaChinaEgyptFranceIndiaKenyaLusakaMadagascarMexicoNorwayPeruRiver ZambeziSahara DesertSouth AfricaSouthern AfricaSpainUnited States of AmericaVictoria FallsZambiaThe continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America The oceans: Arctic, Atlantic, Indian, Pacific and Southern | adaptatlascargocontinentcoral reefcropdesertfarm fieldfloodglobehabitathibernatehumanicebergmarketminingnational parkoceanphysicalpopulationrainforestrecyclingsavannasoilwaterfallwildlife | Antarctic CircleArctic CircleeasternThe EquatorhemisphereNorth PoleSouth Polesouthernwestern |

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| **Glossary****adapt**: *find ways to survive in a place (such as using less water in a desert or keeping warm near the North Pole)***continent**: *a very large area of land***crops**: *plants that are grown to be used or sold (such as rice, corn or fruit)***The Equator**: *an invisible line that runs around the centre of the Earth, halfway between the North and South Poles***habitat**: *the natural home of an animal or plant***hemisphere**: *half of the globe***ocean**: *a huge area of salty water***population**: *the number of people living in a place***wildlife**: *the wild animals and plants in an area* |

**Progression in Vocabulary - Year 3**

During Year 3, children should be able to make appropriate use of the words they have learned during KS1. Over the course of the year, they should become familiar with the following additional words, in the context of the places and topics being studied. (To be used in conjunction with the Oddizzi Pathways Document.) Topics covered: *Climate Zones, North America, South America: Rio spotlight*

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| **Place names** | **Geographical terms and processes** | **Locational terms** |
| ‘ABC’ islandsAmazon RiverThe AndesAngel FallsAntarcticArcticArgentinaBoliviaBrasiliaCairo (Egypt)The CaribbeanCentral AmericaCerro AconcaguaChileColumbiaCosta RicaDenaliDominican RepublicEcuadorFalkland Islands (Malvinas)French GuianaGreat LakesGreenlandGuatemalaGuyanaIsthmus of PanamaJamaicaLake TiticacaLondon (UK)LouisianaManaus (Brazil)Mississippi RiverNew YorkNiagara FallsNuuk (Greenland)ParaguayRio de Janeiro Rocky MountainsSandwich IslandsSantiago (Chile)SantosSão PauloSeville (Spain)South GeorgiaSt Kitts and NevisSt LuciaSurinameUruguayVenezuela | architecturearid axisbaybiomeclimateclimate changeequatorial exportfavelaglaciergrasslandhuman featureice-fieldindustrylandscapelocationmanufacturingMediterraneanmeteorologistmineralmountain rangeorbitphysical featureplantationpolar precipitation *(KS1 snow, rain)*recreationregionretailseasonservice industryskylinespherestatetemperaturetilttradetropical volcanoweather stationwilderness | Eastern Hemispherelatitudelongitudemap indexNorth PolenortheastNorthern HemispherenorthwestsoutheastSouthern Hemispheresouthwesttime zoneTropic of CancerTropic of CapricornWestern Hemisphere |

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| **Glossary****climate**: *long-term weather patterns***climate zone**: *a part of the world where places have a similar climate (i.e. arid, Mediterranean, temperate, tropical, polar)***culture**: *how a group of people does things as part of their way of life***human features**: *features of a place that are a result of human activity, such as shops, farms, homes and roads***landscape**: *what you can see when you look across an area of land***latitude**: *distance from the Equator***longitude**: *distance from the Prime Meridian* **manufacturing**: *making things, for example, in factories***physical features**: *natural features of a place, such as mountains, rivers and seas***Precipitation**: *rain, hail, fog, sleet and snow* **recreation**: *enjoyable activities, such as swimming or listening to music***state**: *an area of land with its own government. There are 50 states in the USA***tourism**: *travelling as a holidaymaker or sightseer* **trade**: *exchanging goods or services, usually for money* |

**Progression in Vocabulary - Year 4**

During Year 4, children should be able to appropriately use and apply the words they have learned during Years 1-3. Over the course of the year, they should become familiar with the following additional words, in the context of the places, topics and concepts being studied. (To be used in conjunction with the Oddizzi Pathways Document.) Topics covered: *Rivers, Rainforests, South America: The Amazon Basin*

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| **Place names** | **Geographical terms and processes** | **Locational terms** |
| Amazon Basin Amur RiverCongo ForestCongo RiverDemocratic Republic of the CongoEthiopiaIndonesiaLake TanganyikaOb-Irtysh RiverParaná RiverRiver NigerRiver Nile River ThamesSouth SudanSudanUgandaYangtze RiverYellow River Yenisei River | acid rainagriculturebiodiversitybiomecanalcanopychannelcondensationconfluencedamdeforestationdrainagedrinking waterecosystemembankmentemergent layerenvironmentenvironmentalisterosionevaporationfertilefloodingflood managementflood plainflood preventionforest floorfreshwatergroundwaterhumidityhydro-electric powerindigenousirrigationloggingmeandermouthpollutionpovertyriver bankriver basinsourcetransportationtributaryunderstoryvalleyvegetationwater cyclewatershed | altitudeequatorialestuaryInternational Date Linelower coursemiddle coursePrime Meridianupper course |

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| **Glossary****agriculture**: *farming***biodiversity**: *the number of different types of plants and animals found in a particular environment***biome**: *a community of plants and animals that is suited to a particular climate***drainage**: *how water flows away from an area through rivers and streams***ecosystem**: *a community of plants and animals that affect each other and the area around them***equatorial**: *the hot, wet climate in areas close to the Equator***erosion**: *how wind, water and waves break down and remove rock and soil* **flood management**: *stopping or controlling floods***flood prevention**: *stopping floods***irrigation**: *the supply of water, especially for growing crops***Prime Meridian**: *the line of longitude from which time is measured***rainforests**: *forests that are home to many different types of plants and animals. They are located close to the Equator in places with a tropical climate, which is warm and wet all year round.* **river basin**: *the area of land drained by a river and all its tributaries* |

**Progression in Vocabulary - Year 5**

During Year 5, children should be able to appropriately use and apply the words they have learned during KS1 and lower KS2. Over the course of the year, they should become familiar with the following additional words, in the context of the places, topics and concepts being studied. (To be used in conjunction with the Oddizzi Pathways Document.) Topics covered: *Mountains, Volcanoes and Earthquakes, European region*

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| **Place names** | **Geographical terms and processes** | **Locational terms** |
| AthensAustriaBelgiumBen NevisBerlinBucharestCarstensz Pyramid (Puncak Jaya) CaucasusCroatiaCzech Republic (Czechia)EtnaEuropean UnionEverestEyjafjallajökullGermanyGreeceHaitiHawaiiHimalayasIcelandJapanKilimanjaro LisbonMacedoniaMaltaMadridMauna LoaMediterranean SeaMount ElbrusMount SnowdonMount St Helens NepalThe NetherlandsPacific Ring of FirePakistanParisPenninesPopocatépetl PolandPortugalRomaniaRomeScafell PikeScottish HighlandsSicilySlieve DonardSomaliaSoufrière SyriaTanzaniaUkraineVesuvius Vinson Massif Warsaw | aftershockalpine ash cloudavalanchebordercliff facecorecratercrustcurrencydisasterdome mountainsdormanteruptionfault linefault-block mountainsfire mountains (volcanoes)fold mountains geothermalhillinternationallandformlandslidelavamagmamantlemassifmigrantpeakplaterefugeeretailRichter Scaleridgescreeservice industryslopesummittectonictremortsunamivegetation beltvent | altitude epicentre height above sea level map referenceplate boundary |

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| **Glossary****border**: *A line that separates two countries. You may need a passport to pass from one country to the other***dome mountains**: *mountains formed by magma pushing upwards, but without a volcanic eruption* **dormant**: *a dormant volcano is one, like Kilimanjaro, that has not erupted for a long time***epicentre**: *where an earthquake starts and is felt most strongly***European Union**:  *a group of countries in Europe that co-operate on trade and many other aspects of life***fault-block mountains**: *mountains formed by parts of a broken plate being forced upwards***fire mountains**: *mountains formed by volcanic eruptions***fold mountains**: *mountains formed by the earth’s plates pushing together***scale bar**: *a line that shows how many kilometres there would be in the real world for every centimetre on a map***tsunami**: *a huge, powerful wave caused by an earthquake* |

**Progression in Vocabulary - Year 6**

During Year 6, children should be able to appropriately use and apply the words they have learned in earlier years. Over the course of the year, they should become familiar with the following additional words, in the context of the places, topics and concepts being studied. (To be used in conjunction with the Oddizzi Pathways Document.) Topics covered: *United Kingdom, Local Area and Region UKS2*

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| **Place names** | **Geographical terms and processes** | **Locational terms** |
| BirminghamBristolEast of EnglandEast MidlandsGreat BritainGreater LondonInvernessLeedsLiverpoolLondon ArrayManchesterNorth East EnglandNorth West EnglandOxfordSheffieldSouth East EnglandSouth West EnglandWest MidlandsYorkshire and the HumberUK – the main cities, counties and regions*The following terms are to be amended by the teacher:**Landmarks and key features in my region and local area* | administrative centreaerial viewbuilt environmentcoastlinecongestionconsultationdeveloperdevelopmenteconomyenergy sourcefinanceglobal warminggreen beltgreenhouse gaseshydroelectric powerkeylandmarkland usenationalnuclear powerplanningpower stationrenewable energysolar powersuburbsustainable developmenttidal powerwarehousewind farmwind powerwind turbine | grid referenceoffshoreonshore16-point compass terms (e.g. North-North-West, West-North-West, etc.) |

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| **Glossary****development**: *how places and communities change***economy**: *the wealth and resources of a place***grid reference**: *a set of numbers used to find particular places on a map***industry**: *the production of goods (such as cars) or services (such as tourism or entertainment)***land use**: *what land is used for (such as housing, recreation, farming, etc.)***sustainable development**: *change that respects the natural environment and doesn’t harm future generations* |