

Framework for progression in geographical vocabulary

The following sets out a framework for progression in children's geographical vocabulary. It has been designed for schools which are following our Long-Term Planning Pathways.

Terms therefore generally relate to the topics that are being studied by each year group as it follows the Oddizzi pathways. However, the broad framework could be readily adapted by schools which are following their own pathways. (In this case, topic-specific terms will need to be adjusted accordingly).

The framework draws on key vocabulary from the Oddizzi 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 list¹. The Oddizzi schemes and associated activities will help you to do this.

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.

We also offer a brief selected glossary for each year group.

We recommend that subject co-ordinators print off the full list, so that they can monitor progression. Class teachers may prefer to use the list for their own year group, but they should nonetheless have some idea of which terms their children ought already to be familiar with.

¹ See Ofsted Handbook, 2019. "Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts."

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*

| Place names | Geographical terms and processes | Locational terms |
|---|--|--|
| Antarctica Belfast Ben Nevis Cardiff Earth Edinburgh England English Channel Europe Ireland Irish Sea London North Atlantic Ocean Northern Ireland River Thames Scotland Wales <i>The following terms are to be amended by the teacher:</i> <i>My county</i> <i>My neighbourhood</i> <i>My school</i> <i>My town or local area</i> | autumn building capital city castle city cloud country countryside freezing frosty ground island map misty month office rain route season shop snow spring street summer sunshine symbol temperature thunderstorm town village warm wind windy winter The months of the year | across Arctic east inside local north northern outside polar south west Prepositions and direction-finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside |

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*

| Place names | Geographical terms and processes | Locational terms |
|--|--|--|
| Amazon Rainforest Atacama Desert Australia Brazil Canada China Egypt France India Kenya Lusaka Madagascar Mexico Norway Peru River Zambezi Sahara Desert South Africa Southern Africa Spain United States of America Victoria Falls Zambia The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America The oceans: Arctic, Atlantic, Indian, Pacific and Southern | adapt atlas cargo continent coral reef crop desert farm field flood globe habitat hibernate human iceberg market mining national park ocean physical population rainforest recycling savanna soil waterfall wildlife | Antarctic Circle Arctic Circle eastern The Equator hemisphere North Pole South Pole southern western |

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*

| Place names | Geographical terms and processes | Locational terms |
|-----------------------------|---|---------------------|
| 'ABC' islands | architecture | Eastern Hemisphere |
| Amazon River | arid | latitude |
| The Andes | axis | longitude |
| Angel Falls | bay | map index |
| Antarctic | biome | North Pole |
| Arctic | climate | northeast |
| Argentina | climate change | Northern Hemisphere |
| Bolivia | equatorial | northwest |
| Brasilia | export | southeast |
| Cairo (Egypt) | favela | Southern Hemisphere |
| The Caribbean | glacier | southwest |
| Central America | grassland | time zone |
| Cerro Aconcagua | human feature | Tropic of Cancer |
| Chile | ice-field | Tropic of Capricorn |
| Columbia | industry | Western Hemisphere |
| Costa Rica | landscape | |
| Denali | location | |
| Dominican Republic | manufacturing | |
| Ecuador | Mediterranean | |
| Falkland Islands (Malvinas) | meteorologist | |
| French Guiana | mineral | |
| Great Lakes | mountain range | |
| Greenland | orbit | |
| Guatemala | physical feature | |
| Guyana | plantation | |
| Isthmus of Panama | polar | |
| Jamaica | precipitation (<i>KS1 snow, rain</i>) | |
| Lake Titicaca | recreation | |
| London (UK) | region | |
| Louisiana | retail | |
| Manaus (Brazil) | season | |
| Mississippi River | service industry | |
| New York | skyline | |
| Niagara Falls | sphere | |
| Nuuk (Greenland) | state | |
| Paraguay | temperature | |
| Rio de Janeiro | tilt | |

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|--------------------|-----------------|--|
| Rocky Mountains | trade | |
| Sandwich Islands | tropical | |
| Santiago (Chile) | volcano | |
| Santos | weather station | |
| São Paulo | wilderness | |
| Seville (Spain) | | |
| South Georgia | | |
| St Kitts and Nevis | | |
| St Lucia | | |
| Suriname | | |
| Uruguay | | |
| Venezuela | | |



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*

| Place names | Geographical terms and processes | Locational terms |
|---|--|---|
| Amazon Basin Amur River Congo Forest Congo River Democratic Republic of the Congo Ethiopia Indonesia Lake Tanganyika Ob-Irtysh River Paraná River River Niger River Nile River Thames South Sudan Sudan Uganda Yangtze River Yellow River Yenisei River | acid rain agriculture biodiversity biome canal canopy channel condensation confluence dam deforestation drainage drinking water ecosystem embankment emergent layer environment environmentalist erosion evaporation fertile flooding flood management flood plain flood prevention forest floor freshwater groundwater humidity hydro-electric power indigenous | altitude equatorial estuary International Date Line lower course middle course Prime Meridian upper course |

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|--|---|--|
| | irrigation logging meander mouth pollution poverty river bank river basin source transportation tributary understory valley vegetation water cycle watershed | |
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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*

| Place names | Geographical terms and processes | Locational terms |
|---------------------------------|----------------------------------|------------------------|
| Athens | aftershock | altitude |
| Austria | alpine | epicentre |
| Belgium | ash cloud | height above sea level |
| Ben Nevis | avalanche | map reference |
| Berlin | border | plate boundary |
| Bucharest | cliff face | |
| Carstensz Pyramid (Puncak Jaya) | core | |
| Caucasus | crater | |
| Croatia | crust | |
| Czech Republic (Czechia) | currency | |
| Etna | disaster | |
| European Union | dome mountains | |
| Everest | dormant | |
| Eyjafjallajökull | eruption | |
| Germany | fault line | |
| Greece | fault-block mountains | |
| Haiti | fire mountains (volcanoes) | |
| Hawaii | fold mountains | |
| Himalayas | geothermal | |
| Iceland | hill | |
| Japan | international | |
| Kilimanjaro | landform | |
| Lisbon | landslide | |
| Macedonia | lava | |
| Malta | magma | |

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|----------------------|------------------|--|
| Madrid | mantle | |
| Mauna Loa | massif | |
| Mediterranean Sea | migrant | |
| Mount Elbrus | peak | |
| Mount Snowdon | plate | |
| Mount St Helens | refugee | |
| Nepal | retail | |
| The Netherlands | Richter Scale | |
| Pacific Ring of Fire | ridge | |
| Pakistan | scree | |
| Paris | service industry | |
| Pennines | slope | |
| Popocatépetl | summit | |
| Poland | tectonic | |
| Portugal | tremor | |
| Romania | tsunami | |
| Rome | vegetation belt | |
| Scafell Pike | vent | |
| Scottish Highlands | | |
| Sicily | | |
| Slieve Donard | | |
| Somalia | | |
| Soufrière | | |
| Syria | | |
| Tanzania | | |
| Ukraine | | |
| Vesuvius | | |
| Vinson Massif | | |
| Warsaw | | |



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*

| Place names | Geographical terms and processes | Locational terms |
|--------------------|----------------------------------|---|
| Birmingham | administrative centre | grid reference |
| Bristol | aerial view | offshore |
| East of England | built environment | onshore |
| East Midlands | coastline | 16-point compass terms (e.g. North-North-West, West-North-West, etc.) |
| Great Britain | congestion | |
| Greater London | consultation | |
| Inverness | developer | |
| Leeds | development | |
| Liverpool | economy | |
| London Array | energy source | |
| Manchester | finance | |
| North East England | global warming | |
| North West England | green belt | |
| Oxford | greenhouse gases | |
| Sheffield | hydroelectric power | |
| South East England | key | |

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| South West England West Midlands Yorkshire and the Humber UK – the main cities, counties and regions <i>The following terms are to be amended by the teacher:</i> <i>Landmarks and key features in my region and local area</i> | landmark land use national nuclear power planning power station renewable energy solar power suburb sustainable development tidal power warehouse wind farm wind power wind turbine | |
|--|---|--|

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*