

## **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 list<sup>1</sup>. 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.

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<sup>1</sup> 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	autumn	across
Belfast	building	Arctic
Ben Nevis	capital city	east
Cardiff	castle	inside
Earth	city	local
Edinburgh	cloud	north
England	country	northern
English Channel	countryside	outside
Europe	freezing	polar
Ireland	frosty	south
Irish Sea	ground	west
London	island	Prepositions and direction-finding terms
North Atlantic Ocean	map	such as, above, around, below, left,
Northern Ireland	misty	right, forward, near, inside, opposite,
River Thames	month	outside
Scotland	office	
Wales	rain	
<i>The following terms are to be amended by the teacher:</i>	route	
<i>My county</i>	season	
<i>My neighbourhood</i>	shop	
<i>My school</i>	snow	
<i>My town or local area</i>	spring	
	street	
	summer	
	sunshine	
	symbol	
	temperature	
	thunderstorm	
	town	
	village	
	warm	
	wind	
	windy	
	winter	
	The months of the year	

### 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	
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 irrigation logging meander mouth pollution poverty river bank river basin source transportation tributary understory valley vegetation water cycle watershed	altitude equatorial estuary International Date Line lower course middle course Prime Meridian upper course

## 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 Austria Belgium Ben Nevis Berlin Bucharest Carstensz Pyramid (Puncak Jaya) Caucasus Croatia Czech Republic (Czechia) Etna European Union Everest Eyjafjallajökull Germany Greece Haiti Hawaii Himalayas Iceland Japan Kilimanjaro Lisbon Macedonia Malta Madrid Mauna Loa Mediterranean Sea Mount Elbrus Mount Snowdon Mount St Helens Nepal The Netherlands Pacific Ring of Fire Pakistan Paris Pennines Popocatépetl Poland Portugal Romania Rome Scafell Pike Scottish Highlands Sicily Slieve Donard Somalia Soufrière Syria Tanzania Ukraine Vesuvius Vinson Massif Warsaw	aftershock alpine ash cloud avalanche border cliff face core crater crust currency disaster dome mountains dormant eruption fault line fault-block mountains fire mountains (volcanoes) fold mountains geothermal hill international landform landslide lava magma mantle massif migrant peak plate refugee retail Richter Scale ridge scree service industry slope summit tectonic tremor tsunami vegetation belt vent	altitude epicentre height above sea level map reference plate boundary



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

### 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*