

Padbury School – Coverage and Progression in Geographical Vocabulary

The Geographical terms and vocabulary in these lists generally relate to the topics that are being studied at each Key Stage (KS1, LKS2, UKS2). The vocabulary for each stage and unit consolidates and builds on that which has been established in previous years and topics. As we teach mixed year groups on a two-year rolling programme, teachers are aware that in some cases one year group in the class may be consolidating but vocabulary may be new learning for the other year group.

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. Vocabulary lists will be introduced at the beginning of a unit on Knowledge Organisers and used as a pre-assessment of understanding using a 'Never Heard the Word Grid'. We will use specific activities and teaching strategies to develop understanding of the new vocabulary over a unit of work. At the end of a unit, understanding of vocabulary will be assessed through returning to the 'Never Heard the Word Grid' and specific assessment activities which involves use of key vocabulary. All relevant vocabulary for a unit of work will be displayed on Geography Working Walls during the unit of work.

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

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

There is also a brief selected glossary for each year group.

Progression in Vocabulary – KS1 – Cycle A

During Cycle A, KS1 children should become familiar with the following words and begin to use them in appropriate contexts. The children should be able to make appropriate use of the words they have learned during cycle B, if this is their second year of KS1. They should become familiar with the following additional words, in the context of the places and topics being studied. Topics covered: *Local area and United Kingdom, Australia, Hot and Cold Places.*

Place names	Geographical terms and processes	Locational terms
United Kingdom	rural	east
England	urban	local
Buckinghamshire	building	north
Padbury	map	south
English Channel	office	west
Europe	route	Prepositions and direction-finding
Ireland	street	terms such as, above, around,
Irish Sea	symbol	below, left, right, forward, near,
North Sea	city	inside, opposite, outside
Australia	country	across
Sydney	river	northern
Uluru	sea	southern
Amazon Rainforest	town	aerial
Atacama Desert	village	satellite view
Canada	coast	Antarctic Circle
Norway	coral reef	Arctic Circle
Russia	desert	The Equator
Sahara Desert	ocean	North Pole
	rainforest	South Pole
	beach	
	harbour	
	lake	
	landmark	
	leisure	
	tourism	
	temperature	
	adapt	
	habitat	
	iceberg	
	savanna	

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)*

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.*

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 – KS1 – CYCLE B

During Cycle B, KS1 children should become familiar with the following words and begin to use them in appropriate contexts. The children should be able to make appropriate use of the words they have learned during cycle A, if this is their second year of KS1. They should become familiar with the following additional words, in the context of the places and topics being studied. Topics covered: *Continents and Oceans, Africa - Mugumareno Village, Weather and Seasons*

Place names	Geographical terms and processes	Locational terms
Europe	atlas	east
Australia	continent	hemisphere
North America	globe	north
South America	human	south
Asia	ocean	South Pole
Africa	physical	west
Antarctica	crop	eastern
Brazil	farm	northern
China	flood	southern
Egypt	market	western
France	waterfall	Arctic
India	wildlife	inside
Spain	weather	outside
United States of America	rain	polar
Lusaka	season	
River Zambezi	snow	
Southern Africa	sunshine	
Victoria Falls	temperature	
Zambia	wind	
Earth	sketch map	
Padbury School	village	
Arctic		

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*

rain gauge: *a tool you can use to show how much it has rained*

season: *a time of the year with a particular type of weather*

wildlife: *the wild animals and plants in an area*

Progression in Vocabulary – LKS2 - CYCLE A

During Cycle A, LKS2 children should be able to make appropriate use of the words they have learned during KS1. Over the course of the year, children should become familiar with the following words and begin to use them in the appropriate contexts. The children should be able to make appropriate use of the words they have learned during Cycle B, if this is their second year of LKS2. They should become familiar with the following additional words, in the context of the places and topics being studied. Topics covered: *My local area – my town, rivers, Rainforests*

Place names	Geographical terms and processes	Locational terms
Buckingham	aerial view	grid reference
Buckinghamshire	key	4-point compass terms
England	landmark	north-west
Europe	local	north-east
Buckingham Town Hall	map view	south-west
Buckingham Old Gaol	planning department	south-east
River Ouse	scale bar	equatorial
Amazon River	biodiversity	Northern Hemisphere
Democratic Republic of the Congo	biome	Southern Hemisphere
Lake Tanganyika	canopy	Tropic of Cancer
Indonesia	deforestation	Tropic of Capricorn
Manaus	emergent layer	altitude
River Niger	forest floor	estuary
Egypt	understory	lower course
Ethiopia	confluence	middle course
South Sudan	flood plain	upper course
Sudan	meander	
Uganda	mouth	
United States of America	source	
	tributary	

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*

river basin: *the area of land drained by a river and all its tributaries*

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.*

Progression in Vocabulary – LKS2 – Cycle B

During Cycle B, LKS2 children should be able to make appropriate use of the words they have learned during KS1. Over the course of the year, children should become familiar with the following words and begin to use them in the appropriate contexts. The children should be able to make appropriate use of the words they have learned during Cycle A, if this is their second year of LKS2. They should become familiar with the following additional words, in the context of the places and topics being studied. Topics covered: *The UK, Volcanoes and Earthquakes, North America – The Rockies*

Place names	Geographical terms and processes	Locational terms
Great Britain	coastline	offshore
Greater London	development	onshore
London Array	economy	scale bar
North Sea	energy source	
UK – the main cities, counties and regions	industry	epicentre
	landmark	plate boundary
	trade	
Great African Rift Valley	sustainable development	latitude
Haiti	crater	longitude
Iceland	disaster	Northern Hemisphere
Japan	dormant	north-east
Mauna Loa	eruption	north-west
Pacific Ring of Fire	magma	south-east
Mount Elbrus	tsunami	south-west
Mount St Helens	landscape	Western Hemisphere
	location	
The Caribbean	mountain range	
Central America	rural	
Denali	state	
Great Lakes	urban	
Mississippi River		
North America		

Glossary

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*

tsunami: *a huge, powerful wave caused by an earthquake*

epicentre: *where an earthquake starts and is felt most strongly*

manufacturing: *making things, for example, in factories*

physical features: *natural features of a place, such as mountains, rivers and seas*

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 – UKS2 - CYCLE A

During Cycle A, UKS2 children should be able to make appropriate use of the words they have learned during KS1 and lower KS2. Over the course of the year, children should become familiar with the following words and begin to use them in the appropriate contexts. The children should be able to make appropriate use of the words they have learned during Cycle B, if this is their second year of UKS2. They should become familiar with the following additional words, in the context of the places, topics and concepts being studied. Topics covered: *South America – Rio and South East Brazil, Greece – Europe and a study of a country, Climate Zones*

Place names	Geographical terms and processes	Locational terms
Brasilia	equatorial	latitude
Cerro Aconcagua	region	longitude
Lake Titicaca	culture	Northern Hemisphere
La Paz	manufacturing	Southern Hemisphere
São Paulo	mining	time zone
Ushuaia	population	Tropic of Capricorn
Athens	trade	Western Hemisphere
Greece	recreation	Equator
Mediterranean Sea	border	map index
Rome	currency	North Pole
Cairo (Egypt)	international	South Pole
London (UK)	migrant	
Manaus (Brazil)	refugee	grid reference
Nuuk (Greenland)	service industry	offshore
Santiago (Chile)	height above sea level	onshore
Seville (Spain)	map reference	16-point compass terms: North-North-West, West-North-West, etc.
	axis	height above sea level
	meteorologist	map reference
	orbit	
	precipitation (<i>KS1 snow, rain</i>)	
	temperature	
	weather station	
	climate	
	climate zone	
	agriculture	
	epi-centre	

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*

Precipitation: *rain, hail, fog, sleet and snow*

border: *A line that separates two countries. You may need a passport to pass from one country to the other*

European Union: *a group of countries in Europe that co-operate on trade and many other aspects of life*

Progression in Vocabulary – UKS2 - CYCLE B

During Cycle B, Upper KS2 children should be able to make appropriate use of the words they have learned during KS1 and lower KS2. Over the course of the year, children should become familiar with the following words and begin to use them in the appropriate contexts. The children should be able to make appropriate use of the words they have learned during Cycle A, if this is their second year of UKS2. They should become familiar with the following additional words, in the context of the places, topics and concepts being studied. Topics covered: *Mountains, My Local City – Milton Keynes*

Place names	Geographical terms and processes	Locational terms
Ben Nevis	alpine	altitude
Himalayas	avalanche	height above sea level
Mount Snowdon	landform	map index
Pacific Ring of Fire	slope	map reference
Scafell Pike	summit	scale bar
Slieve Donard	valley	grid reference
Himalayas	aerial view	offshore
Kilimanjaro	international	onshore
Mount Snowdon	key	16-point compass terms:
Nepal	land use	North-North-West
Scafell Pike	local	West-North-West, etc.
Milton Keynes	national	
Buckinghamshire	settlement	
	industry	
	economy	
	trade	
<p><i>Terms are to be added by the teacher based on place of study:</i></p> <p><i>Landmarks and key features in my region and local city</i></p>		

Glossary

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*

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*