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[1]. 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	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	
	route	
The following terms are to be amended by the teacher:	season	
	shop	
	snow	
My county	spring	
My neighbourhood	street	
My school	summer	
My town or local area	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	adapt	Antarctic Circle
Atacama Desert	atlas	Arctic Circle
Australia	cargo	eastern
Brazil	continent	The Equator
Canada	coral reef	hemisphere
China	crop	North Pole
Egypt	desert	South Pole
France	farm	southern
India	field	western
Kenya	flood	
Lusaka	globe	
Madagascar	habitat	
Mexico	hibernate	
Norway	human	
Peru	iceberg	
River Zambezi	market	
Sahara Desert	mining	
South Africa	national park	
Southern Africa	ocean	
Spain	physical	
United States of America	population	
Victoria Falls	rainforest	
Zambia	recycling	
The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America	savanna	
	soil	
	waterfall	
The oceans: Arctic, Atlantic, Indian, Pacific and Southern	wildlife	

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 *(KS1 snow, rain)*	
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*

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	acid rain	altitude
Amur River	agriculture	equatorial
Congo Forest	biodiversity	estuary
Congo River	biome	International Date Line
Democratic Republic of the Congo	canal	lower course
Ethiopia	canopy	middle course
Indonesia	channel	Prime Meridian
Lake Tanganyika	condensation	upper course
Ob-Irtysh River	confluence	
Paraná River	dam	
River Niger	deforestation	
River Nile	drainage	
River Thames	drinking water	
South Sudan	ecosystem	
Sudan	embankment	
Uganda	emergent layer	
Yangtze River	environment	
Yellow River	environmentalist	
Yenisei River	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	

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	
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		

ODDIZZI Where the world comes to life

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*

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	
South West England	landmark	
West Midlands	land use	
Yorkshire and the Humber	national	
UK – the main cities, counties and regions	nuclear power	
	planning	
	power station	
The following terms are to be amended by the teacher:	renewable energy	
	solar power	
	suburb	
Landmarks and key features in my region and local area	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*