

# Developing Vocabulary in Geography



Hindhayes  
INFANT SCHOOL



**Recent research shows us that:** In their Education Inspection Framework (2019) Ofsted state curriculum leaders' intention must be to "construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life". They emphasise curriculums must be "coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning". They further state, through the implementation of the curriculum, leaders must ensure "teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts" and through the curriculums impact learners will "develop detailed knowledge and skills across the curriculum" meaning they "achieve well" and are "ready for the next stage of education" (EIF 2019). When planning the geography curriculum much thought and consideration has been given to the report by Ofsted as well as other sources of information. Teaching Primary Geography (2017) say, "Real world experiences are powerful and create lasting memories" and that fieldwork should ideally be undertaken on a regular basis as it is the crown jewel of geography and that it is "best learnt through the soles of your feet". The inspiring writer and traveller Michal Plain states, "Geography is a living, breathing subject, constantly adopting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose. Geography is a subject which holds the key to our future." With all of this in mind and drawing on the research in Leading Primary Geography (2020) the intention is to nurture young geographers through engaging and empowering learning, to develop their natural curiosity and understanding of the world around them and instil in them the desire to find out more. To give our children a curiosity, a love of finding out how and why our planet is as it is, a love of their bit of the world they see every day when they step outside their home. Our ambition is for our geography teaching to help build the knowledge and skills the children of today will need to realise their own potential and to solve the problems that will confront them in the future. Through our geography teaching, children will be able to make greater sense of, and act more thoughtfully about, both where they live and the wider world. What happens in their localities and across the globe affects them, directly and indirectly.

Vocabulary tier	Tier 1- Basic Vocabulary	Tier 2- High frequency/multiple meaning vocabulary	Tier 3- Subject related vocabulary
Year 1: My Village	building, house, road, shop, field, job, map, bus stop,	flat, surgery, garage, path, plan, detached,	bungalow, leisure centre, alleyway, lane, street, community, leisure, senior citizens, local, semi-detached,
Year 1: Villages, Towns and cities	town, shop, farm, church, café, doctors, police station, fire station, library, car park, swimming pool, park, pub, college, supermarket, restaurant,	garage, capital, centre, bank, theatre,	city, village, detached house, terraced house, inputs, outputs, services, Clarks Headquarters, Westway Distribution Centre, leisure centre, landmark, silhouette, skyscraper, London, country, continent,
Year 1: Mountains, rivers and coasts	hill, river, beach,	ridge, bank, mouth, source, stream, flow,	rocky outcrop, valley, cliff, coast, dune, headland, marsh, mudflat, ocean,
Year 2: The United Kingdom	beach, sea, river, sand, rock, town, hill, castle,	peak, ridge, capital, port, channel,	England, country, island, cliff, coast, ocean, harbour, cove, bay, light house, cobb, peninsula, sand dunes, san bar, lifeboat station, city, village, mountain, summit, Wales, rocky outcrop, stream, valley, lake, city, country, Ireland, causeway, Scotland, lock, highlands, United Kingdom, North Sea, Atlantic Ocean,
Year 2: Continent and Oceans & The Weather and the Poles	world, river, sea, Summer, Winter, cold, ice, snow, sunshine, weather, wet, windy, rain, cloud, hot, sun, warm, map, people, food,	features, space, poles, monitor, conditions, challenging, measure, record, compare, data, shower, digital, image, day light, midnight, peaks, research, scientist, Emperor penguin, temperature, cloud, symbols, conditions, weather forecast, graph, data, spreadsheet, polar bears, planet, globe, immerge, scarce, protect, defend, awareness	atlas, country, Names of continents & oceans, desert, mountain range, astronaut, webcam, polar, region, Antarctica, Southern Ocean, Southern continent, South, Southern most point, Southern hemisphere, horizon, mountainous, sea level, weather pattern, unpopulated, inhospitable, expedition, weather station, weather vane, range gauge, thermometer, compass, weather diary, wind direction, rain fall, gale, visual record, Arctic, Arctic ocean, Arctic circle, frozen ocean, icebergs, ice-sheet, cold region, Inuit, indigenous, hibernate, Norther hemisphere, equator, global warming, rising sea-levels,
Year 2: India & Routes and Journeys	shop, elephant, town, school, hospital, farmer, bus, train, airport, holiday,	port, tea, spices, ginger, mango, station, different, same, compare, contrast, advantage, disadvantage, code, direction, journey, route, symbol, travel, crop, swallow,	Hindi, Hindu, temple, India, container ship, rupee, Chembakoli, village, forest, tea estate, destination, motorway, terminal, migration, osprey, wildebeest, starling,

The are some words that will be common across all classes and year groups mostly connected to the language of place. We expect to hear these words being used.

World, map, globe, atlas, compass, fieldwork, observe, compare, contrast, describe, explain, same, different, local, global, travel, country, seas, oceans, continents, village, town, city.